



NEWSLETTER

For colleagues and supporters of ICDP

November issue 2013

Your contribution

Dear friends and colleagues,

In this issue we are glad to bring you news from different countries, which we received during the period between March and November 2013.

We wish to thank the project leaders who took time to write to us and all ICDP supporters for their important contributions to our work.

The Newsletter is essentially *your* publication. We therefore particularly welcome any comments and suggestions for coverage.

Suggestions for articles for the next edition are always welcome.

Please email lailah@icdp.info with ideas for articles.

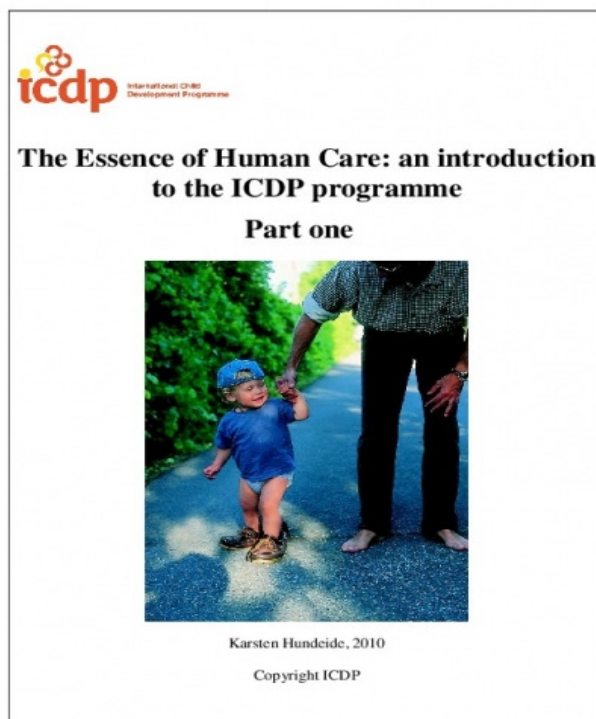
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Karsten Hundeide's Manual

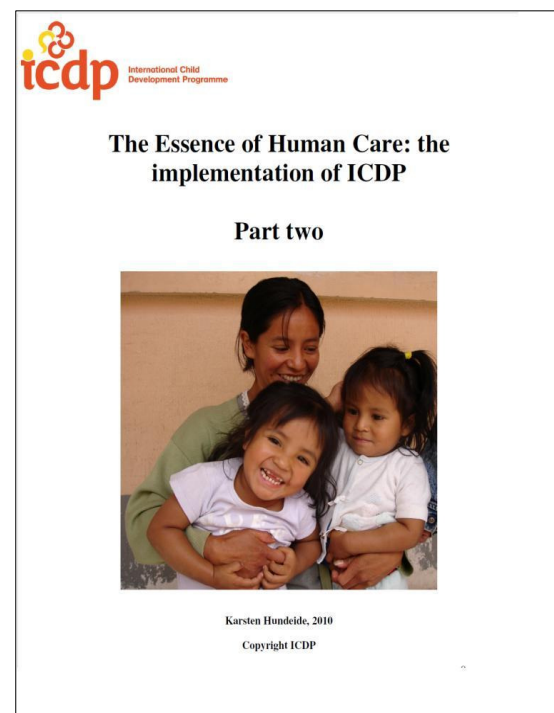


In 2010, Karsten Hundeide finalized his latest version of the ICDP manual, which he meant for international use. This manual is now available on order. The manual consists of two booklets; part one is about the ICDP programme and part two focuses on the implementation of it. Some of our colleagues who are currently working with the ICDP programme may wish to order this manual; it can be posted to you - contact ICDP: icdp@icdp.no or lailah@icdp.info

Manual Part One



Manual Part Two



ICDP IN EUROPE

Norway, Ukraine, Moldavia, Scotland, Finland,
Denmark, Portugal, Russia

ICDP RAPPORT, 2013

Norway

ICDP for Fathers

During 2012, a small scale pilot project, called "Fathers in close relations", was carried out in Oslo, Norway. The evaluation report was finished in March 2013. Research conducted in Norway revealed a gradual increase in the number of children and families referred to child welfare and that one of the most common reasons for this phenomenon is the lack of parenting skills.

Parental guidance is thought to have a preventive effect by supporting and promoting positive parenting behavior and thus strengthening parent-child relationships. One advantage of a generally available parenting programme is that it is implemented universally through municipalities and agencies working with children and families, reducing the cost of implementation, and further that it cannot be linked to shame for those who participate in it, as opposed to a more traditional therapeutic approach that can be experienced as humiliating and that could lead to problems related to recruitment (Hundeide, 2010).

The project "Fathers in close relations", was funded by the Children, Youth and Family Affairs and the Ministry of Justice and Public Security and it was conducted jointly by ICDP Norway, RBUP, ICDP foundation, several neighbourhoods in Oslo and the Department of Psychology, at the University of Oslo.

In the project, the ICDP programme was implemented with five groups of fathers, with the average of six fathers in each group. The fathers were recruited from kindergartens and child care where there was an increase in child-related problems.

The research study explored different forms of parental behavior by fathers who participated in the project, by comparing the findings before and after the delivery of the ICDP Programme. It also examined some aspects of parental mental health and the fathers' perception of their child's strengths and weaknesses.

The evaluation results indicate fathers' parenting skills increased after participation in the ICDP course. The fathers reported that they had become more aware and more engaged and that they felt safer in parenting. They reported a decrease in psychological aggression and

Foreldreveiledning for fedre

International Child Development Programme



Ane-Marthe Solheim Skar
Psykologisk institutt, Universitetet i Oslo
Dato: 24/3/2013

physical abuse of children and an increase in setting positive boundaries. They felt they had better communication and a better emotional relationship with their child, and that there was more fun and a better atmosphere in the home. Due to the small size of the project, it will be necessary to conduct more studies in the future, in order to verify the present findings, and despite these shortcomings, the results of this pilot project support the broad consensus that prevention interventions reduce negative and promote positive parenting behaviour and strengthen family relationships.

Link to the evaluation report in Norwegian: <http://www.icdp.info/api/media/media/245>

ICDP Positively Evaluated

The article "Evaluation of the International Child Development Programme (ICDP) as a community-wide parenting programme", by Lorraine Sherr, Ane-Marthe Solheim Skar, Claudine Clucas, Stephen von Tetzner and Karsten Hundeide, was published in May, in the European Journal of Developmental Psychology http://www.tandfonline.com/doi/abs/10.1080/17405629.2013.793597#.Un1it_mLL6A

The objective of the study was to examine the effectiveness of the eight-week International Child Development Programme (ICDP), implemented as a general programme.

Methodology: Non-clinical caregivers attending ICDP (N = 141) and a non-attending community comparison group (N = 79) completed questionnaires on parenting, psychosocial functioning, and child difficulties before and after the ICDP course. Analyses compared changes in scores for both groups over time.

Evaluation of the International Child Development Programme (ICDP) as a community-wide parenting programme

Lorraine Sherr¹, Ane-Marthe Solheim Skar², Claudine Clucas¹, Stephen von Tetzner², and Karsten Hundeide^{1,2}

¹Department of Infection & Population Health, University College London, London, UK

²Department of Psychology, University of Oslo, Oslo, Norway

Background: Many parenting programmes lack proper evaluation, especially under community-wide implementation. **Objective:** Examining the effectiveness of the eight-week International Child Development Programme (ICDP), implemented as a general programme. **Methodology:** Non-clinical caregivers attending ICDP (N = 141) and a non-attending community comparison group (N = 79) completed questionnaires on parenting, psychosocial functioning, and child difficulties before and after ICDP course. Analyses compare changes in scores for both groups over time. **Results:** The ICDP group showed more positive attitudes towards child management and reported better child management, improved parental strategies and less impact of child difficulties. Caregivers with low initial scores benefited most. The comparison group showed little change with a significant decrease in scores on the caregiver-child activity scale. **Discussion:** The results suggest that caregivers in the community who do not show clinical signs or have children with behaviour or other disorders, may benefit from participating in parent training based on ICDP.

Keywords: Early child development; Caregiver guidance; Community intervention; Evaluation; ICDP.

Correspondence should be addressed to: Lorraine Sherr, UCL, Rowland Hill Street, London NW32PF, UK. Email: l.sherr@ucl.ac.uk

The evaluation has been funded by the Norwegian Ministry for Children, Equality, and Social Inclusion.

The authors want to thank the Ministry and the Norwegian Directorate for Children, Youth and Family Affairs for their support and positive collaboration, and the ICDP facilitators and trainers, as well as the caregivers who gave of their time to the evaluation. Further thanks go to Trase Gerlyng, Ylva Snekkvik, Marit Reer, Hilde Breck, and Kristina Aas Fure for their assistance in data collection and registration.

¹This paper is written with posthumous credit to Professor Karsten Hundeide.

The results of this study “support the call for community-wide implementations of ICDP”.

“The ICDP group showed more positive attitudes towards child management and reported better child management, improved parental strategies and fewer difficulties with the child. Caregivers with low initial scores benefited most. The comparison group showed little change with a significant decrease in scores on the caregiver-child activity scale.”

“The basic philosophy of ICDP, with a focus on positive emotion and regulation, rather than on control, which is more apparent in parenting programmes for parents who have children with behaviour disorders, may resonate well with many parents who experience the ordinary challenges of everyday child-rearing, and who may not need or feel comfortable with a more controlling approach.”

Ukraine

New Developments in Anratsit



ICDP held its first workshop in Anratsit, a city in Eastern Ukraine, located in the Lugansk oblast (region).

In 2008, ICDP was invited to Anratsit to present its work at the international conference called Little Things Make Big Changes. The conference was organized by the NGO Women for the Future, in cooperation with the Norwegian Peace Association. The main topics included the role of democratic schools in the process of formation of civil society, the experience of inclusive education, the trends in the rehabilitation of children and youth with special needs, the role of social projects in school education and the significance of psycho-social intervention programmes for families.

Marianne Fresjara Abdalla from the Norwegian Peace Association was one of the organizers of this conference and she had been assisting the work of several organization in Anratsit for many years. After the conference Marianne became determined to bring ICDP to Anratsit and she has recently obtained funds for ICDP from the

Norwegian embassy in Ukraine. Marianne explains: - In the Soviet time, the methods applied for children's development were rooted in the collectivist thought. It was assumed that children should learn to be obedient, not to be picked up when they cried (hysteria); they should be fed and cleaned every three hours. Children did not feel that their needs were met, they often developed a lack of belief in themselves. One of the consequences for vulnerable young people was that they easily became victims of crime, prostitution etc. A deterministic attitude can often be observed in caregivers; a child whose father or mother is an alcoholic or criminal is also expected to become one, the future is predetermined.

The first ICDP workshop was held in Anratsit during the last week in March 2013. It was held by Nicoletta Armstrong, with assistance from Oksana Isaeva, from Nizhneynovgorod, Russia. The participants included directors and staff from a hospital, a school and two centres for disadvantaged children. In addition, three professionals came from an Early Intervention Centre in Kishinev, Moldova. The workshop engendered a lot of enthusiasm and plans were made for pilot projects to take place in several institutions. The second workshop is planned to take place in October.

Moldova

A Strong Start in Moldova

The ICDP team of facilitators (on photo) at the Centre of Early Intervention in Kishinev has recently had an opportunity to share about their work with the ICDP programme at an ICDP workshop in Anratsit, Ukraine. They translated the ICDP materials and have successfully implemented ICDP with children, parents and caregivers at their institute. During this year they also introduced ICDP to ten kindergartens.

From left to right on photo below: Sylvia Briabin (psychologist), Mariana Jalba (child neurologist), Marina Kalak (paediatrician) and Ala Bendrerchi (speech therapist) represent a strong ICDP team, determined to establish ICDP not only through their own work at the Centre, but also to spread it to many others.





Marina Kalak explains:

"At the Early Intervention Centre we work with children (0-3yrs) and our work is mostly with parents – we are a family centre offering information and psychological support to the whole family (both parents and siblings). We found ICDP to be a useful and important programme which we have been applying in our every day routine – this is because in our work we interact both with children and work with the parents; through ICDP we can enrich our communication skills with the child and use it also to enhance caregiver-child and parent-child relationships. We ran groups with parents and used ICDP in individual work with one parent at a time, particularly with those parents who have shown to have more difficulties in relating to their child.

In our ICDP implementation we found it important to focus on exploring with the families the positive aspects of having a child with disability. One of the most positive aspects they decided was that they had to spend more time with the child. This type of work lifted the self esteem of our parents.

The ICDP programme seems like a simple programme but in fact it is very deep. If you implement ICDP in the right way, you find that the parents start to observe changes in their own behavior with their children; and we as professionals see changes in the way we relate to the parents. We saw that when the parents become confident in their own ability it really changes their interaction with their child. Parents need time to accept their own situation of having a child with a disability, and we plan to try grouping parents according to disabilities so that they can find themselves sharing a common ground with others in the same group – they may find it easier to open up and share similar experiences.

We found the positive video feedback to be very effective, but of course we only used it with those parents who were happy to be filmed – parents made self-evaluations and this enriched their own interactions.

Parents with children who have disabilities tend to protect their children and tend to worry all the time about their physical needs; however, often they do not apply sufficiently the emotional dialogue because their children do not respond to such initiatives in an obvious way – so this lack of response from their children discourages the parents and they give up. We worked on this, particularly with the parents of the autistic children and with parents of children with profound disabilities".

Mariana Jalba: *"Finding the positive in a disabled child is what we focused on and this was not always easy – as neurologists we are trained to look for deficiencies. Creating hope and looking at the positive can be hard particularly when we are*



dealing with difficult cases”

Sylvia Briabin: *“Before working with parents in a group I found it helpful to work with individual video feedback and establish contact on one to one basis.”*

Ala Bendrerchi: *“I like the ICDP approach, especially focusing on the positive and the fact that the programme is so flexible and lends itself to being adapted. I appreciate the fact that we can adapt it to fit in with our own conditions and culture. I am interested to see how we can use ICDP with parents whose children have similar disabilities.”*

The future plan is to continue applying ICDP at the Early Intervention Centre and to establish the ICDP approach in five of the ten preschools where ICDP has already been introduced in a more general way.

Scotland

A New Scottish Connection



Tam Bailie (on photo), a Commissioner for Children and Young People in Scotland, and Nicoletta Armstrong, the ICDP chair, have recently started to explore different options for developing ICDP in Scotland. The intention is to find support for a small scale pilot project and implement the ICDP programme with one local community, before making plans for larger projects.

Tam Bailie's work is on protecting and safeguarding the rights of children and young people and during the past year the principal areas of his work have focused on domestic abuse, disability, respect, educational attainment and poverty, as well as following up previous research and reporting on child trafficking. He is also very actively involved with The Early Years Taskforce.

The “Early Years Framework” is a document published by the Scottish government in December 2008, (<http://www.scotland.gov.uk/Publications/2009/01/13095148/2>) which signifies an important milestone in encouraging partnership working to deliver the shared commitment of giving children the best start in life and to improving the life chances of children, young people and families at risk – the Early Years Taskforce shares this commitment.

Taken from Tam Bailie's paper “Early Years Taskforce Culture Change”:

Scotland is ambitious for its children to improve their life chances. It has international obligations under the United Nations Convention on the Rights of the Child (UNCRC) to ensure that children know about their rights, exercise their rights and experience their rights every day of their lives. If we are to achieve our ambitions for our children and live up to our obligations under the UNCRC, we need to have a step change in the approach we adopt towards our children – and effect a culture change for our children in Scotland.

The aspiration for a change in our approach to nurturing our children has been identified through various sources, including the production of the National Parenting Strategy, which has a stated aim of: “helping our nation's parents be the very best they can be to make a positive difference to children and young people” The desired outcomes which we seek include:

- Parents have equity of access to good quality, appropriate, universal services;
- Increased parental self efficacy and self worth;
- Parents and families provide an enriched home learning environment;
- Parents and families provide support, secure boundaries, guidance and emotional stability for children.



There is a complex relationship between attitudes, beliefs and behavior. The scale of the challenge is immense and needs to be approached over the long-term. Parents love their children and want the best for them. This is the most powerful motivating factor to influence parenting behavior. Although love itself is not enough. We need to take a strategic approach to capitalize on the power of parental aspirations to maximise the life chances for their children.

Tam Bailie and Nicoletta Armstrong met in April 2013, at "The Child's Curriculum II: From Ideas to Action conference", which was held at the Royal College of Physicians in Edinburgh; Nicoletta presented ICDP and was also on the discussion panel together with Tam and a few others - on this occasion they discovered they had many points in common in their general approach to family and community work.

The invitation to attend the Edinburgh conference actually came from Colwyn Trevarthen, whose groundbreaking research provided important information as part of the theoretical background for the development of the ICDP programme. Colwyn Trevarthen is Emeritus Professor of Child Psychology and Psychobiology at the University of Edinburgh, and is also a Fellow of the Royal Society of Edinburgh and a Vice President of the British Association for Early Childhood Education. He originally trained as a biologist, before going on to study infancy research at Harvard in 1967, and has since published on brain development, infant communication and emotional health. His current research concerns how rhythm and expressions of musicality in movement help communication with children and may help parents; teachers and therapists give care and companionship to young children.

Link for the power point by Colwyn Trevarthen: <http://www.icdp.info/api/media/media/245> which he presented at the ICDP Scandinavia network meeting held in May 2013, in Aalborg, Denmark. Colwyn is a supporter of ICDP and he was a friend of the late Karsten Hundeide, the founder of ICDP.

Finland



A New beautiful ICDP Material in Finnish

A new set of beautiful materials for parents attending ICDP courses has just been produced by the ICDP team in Kotka. News about the new materials was received from Hanna Sellergren, from the Federation of Mother and Child Homes and Shelters.

To see the samples of the newly produced and published material; link to the 3 dialogues <http://www.icdp.info/api/media/media/377> and to the booklet <http://www.icdp.info/api/media/media/373>



This material is going to facilitate the implementation of ICDP in a project, which is developing in and around Kotka, in the south-east of Finland. The overall aim of the project is to develop a child centered rehabilitation model for working with parents with problems related to substance abuse.

It is a joint project between three organizations; it is managed by the Federation of Mother and Child Homes and Shelters and the other two partners are the A-Clinic Foundation and the Finnish Blue Ribbon. Since 2011, these three organizations have been working together on implementing ICDP and one of the main aims for choosing to work with ICDP is in order *“to develop the caregivers’ ability to face children with respect and also to expand their ability to respond with sensitivity, to hear and receive the child’s thoughts, feelings and intentions.”*

As part of this project, Klara-Schauman-Ahlberg and Pamela Antila trained a group of professionals to use ICDP in their work and they in turn, facilitated ICDP groups for parents and professionals.

Webpage of project: <http://www.ensijaturvakotienliitto.fi/tyomuodot/lapsikeskeinen-paihdeyön-kehitt/>

The Kotka project team attended the 15th International congress of The European Society for Child and Adolescent Psychiatry (ESCAP). It took place between 6-10 July 2013, held at the Convent Centre, in Dublin, Ireland. This is the link to see the poster <http://www.icdp.info/api/media/media/379> which the team prepared for this occasion. Link to see the programme of the ESCAP congress: http://www.irishpsychiatry.ie/Libraries/ESCAP_Docs/ESCAP_2013_Official_Programme.sflb.ashx

Denmark

Working on Oneself First



“Our group realized that in order to apply ICDP Properly with children, one needs to work on oneself First”

REPORT BY AISHA INGER HOLN, COPENHAGEN

Before I became an ICDP facilitator I worked for 3 years in a program for street children in Managua, Nicaragua. Together with others, I used to go to the street junctions where the street kids gathered daily. I created music groups with the children. They were already in a way trained musicians, playing and singing in busses and on the streets, to earn



a little money to survive. The children most of all needed love, recognition and appreciation. I would say to them: "You are excellent musicians and dancers (and they were). Think of yourself as musicians!" This made them happy and gave them a feeling of having an identity other than being homeless street children. I realized that love is the most important principle.

Love is at the core of ICDP. During the autumn and spring (2012-2013), I implemented ICDP with an interesting group of people, from different cultures – Algerian, Danish, and Brazilian. The discussions about childrearing practices were very interesting, especially when we explored and touched upon the different childhood experiences related to different cultural perspectives. The participants expressed different opinions and attitudes towards many issues concerning children and child rearing, but all found the ICDP guidelines relevant and easy to incorporate. This was interesting and in line with the ICDP philosophy, which is based on sensitivity, love and respect for all the cultures where ICDP work takes place.

Each meeting lasted between one to two hours. Among other, we watched video samples of adult-child interactions from Colombia and from Danish child institutions working with ICDP. We discussed these interactions and related them to the present – or to the childhood experiences, which frequently popped up. What better way to realize what was good and what was not so good in one's own early life experiences?

All the participants dealt with children and adults as part of their daily work, so we explored the meaning of their experiences, from the point of view of good quality interaction.

We concluded that the ICDP method is essentially based on activating love and empathy; ICDP in a sense is not really a method, but more like a an incentive to live the 8 principles in one's life in relation to the "other", not just with the children.

One of the participants from Brazil had problems with a co-worker in her kindergarten. She often cried after work and did not know what to do about it. Then she started to use guideline 1 and 4, showing positive feelings towards her colleague, giving praise and recognition. It worked, and after a while she had a much better relationship with her colleague and stopped crying after work.

Another participant from Algeria was clearly a critical person, but also gentle. Because she is sometimes hard in judging other people, she had problems with a colleague at work (a hospital). Thanks to ICDP she started seeing her colleague in a different, more positive light and felt better at work.

A Danish participant pondered about her upbringing – her parents were morose, silent, found it difficult to express feelings. She wondered whether her urge to get away and live in another country for ten years would not have developed, had her upbringing been different.

Our group realized that in order to apply ICDP properly with children, one needs to work on oneself first.



ICDP at UCN Denmark, Celebrating the ICDP Nordic Network Conference



On the 23 and 24th of May, the University College North (UCN) hosted the ICDP Nordic network conference for 130 participants. It was held in beautiful surroundings near Aalborg, Denmark. The theme of the conference was "Slow and ICDP".

ICDP at UCN: The ICDP training activities at the UCN have primarily been targeting teachers and pedagogues, but other groups have become interested in becoming involved...

One example of branching out into a new area is the project developed by the ICDP team at UCN in cooperation with the Danish Health and Medicines Authority, whose focus is on children's health and well-being. The aim is to deliver ICDP training to healthcare workers and pedagogues and to encourage them to participate in a collaborative effort to support the development of health-promoting activities for children and families.

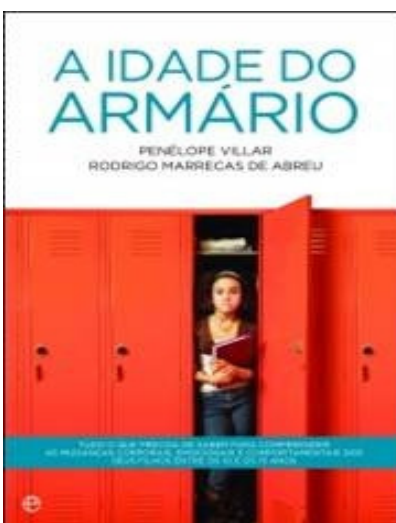
The project is currently operating in four municipalities and the ICDP training and implementation takes place in the

day-care institutions, both by working with individuals and by offering courses to groups of parents.

One of the major challenges for the ICDP counsellors is the recruitment of families that fall into the Danish Health and Medicines Authority's category of health risks and problems concerning the children's well-being.

The project period is from 2011 to 2014 and the results will be evaluated by the Ramboll consultant agency, with a pre and post design and with special focus on the behaviour of the child and the parents' perception of the child.

Portugal



Good News from Lisbon!

"A Idade de Armario" is a book written by two ICDP trainers, Penelope Villar and Rodrigo Abreu, published by Esfera dos Livros.

In this book, the ICDP pedagogy is visible in the description of the issues concerning the pre-adolescent stage of development. The importance of love and communication in the transition period from child to adolescent is conveyed with great humor. Even though the book has no academic aspirations, it can provide support to caregivers dealing with pre-teens and teenagers.



Other news from ICDP Portugal:

In 2012, ICDP Portugal completed the training at the Roda Viva education center. Two professionals, an educational psychologist and a social worker, became ICDP trainers and took on the responsibility for the ICDP training of the parents whose children attend the Roda Viva center. During the year, the parents only attended the ICDP course once a month. It was held in the evenings after the parents finished their work. The long intervals between meetings are not an ideal way to implement ICDP, nevertheless, the parents managed to become committed, engaged and to benefit from ICDP.

Professor Olivia Ferreira learnt about the ICDP programme through her voluntary work at Roda Viva, and later she decided to put ICDP Portugal in contact with the president of the National Association of Secondary School Parents. As a result of this contact, the Association invited ICDP to conduct 5 workshops on the topics chosen by the parents of pre-teens and teenagers. The topics included: presentation of the ICDP programme; sexuality issues; alcohol and drugs; going out at night; use of internet and mobile phones; the adult role models in the home and their impact on the lives of children. The workshops provided an excellent space for parents to share their views, as well as their concerns and fears. There were fruitful discussions also with the teachers. The ICDP international trainer Maria Teresa Mendes and trainers Penelope Villar and Rodrigo Abreu were in charge of the workshops.



Russia



An excellent Article in Russian

The article "The ICDP programme for prevention of child abuse and neglect" by Oksana Isaeva, was published in the 2013 journal "Nachalo vseh nachal", linked to the University of pedagogical culture, sponsored by the Ministry of Educational of Nizhny Novgorod region.

Link to the article in Russian <http://www.icdp.info/api/media/media/456>

Oksana Isaeva (on photo below) became an ICDP facilitator in 2012, after attending ICDP training workshops in UK and delivering the programme to a group of caregivers. She is an Associate Professor at the Higher School of Economics, Nizhny Novgorod, (www.nnov.hse.ru) and Director of Development at the Nizhny Novgorod Resource Center "Childhood without violence and cruelty"

(www.nrcnn.ru), whose mission is to find, discover and use informational, professional and human resources for prevention of child abuse and maltreatment.

In 2012 Oksana talked about ICDP at the regional conference in Nizhniy Novgorod, whose theme was "Modern problems of Family Education". On that occasion, she presented the content of the ICDP programme to a group of education specialists from the Regional Ministry of Education. As a result, this group of specialists, as well as the conference committee became interested and they subsequently asked for permission to include information about ICDP as part of the conference materials. Oksana is currently in process of formulating an ICDP project for the region of Nizhniy Novgorod. During 2013, Oksana has also been cooperating closely with Nicoletta Armstrong, the ICDP chair, on developments in Anratsit, Ukraine.

ICDP IN LATIN AMERICA

Brasil, Colombia, El Salvador, Guatemala, Paraguay.

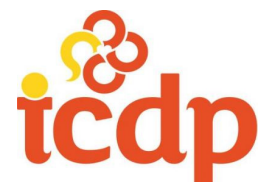


Brazil

News from Brazil

New developments in Brazil include the evaluation of the 4-year project, which was developed together with Save the Children and the start of a new project by the ICDP team from the local partner organization ACARI.

EVALUATION OF THE ICDP - SAVE THE CHILDREN PROJECT



Polyanna Magalhaes, the ICDP representative for Brazil, is currently in the process of setting up an evaluation study to investigate the impact of the work of ICDP on professionals and families that participated in the project. The Confirmit software will be used for the data collection online and this will be done in cooperation with the ICDP international office. The study will evaluate the results of the four year project developed in the region of Pernambuco, where the implementation of ICDP took place in 34 municipalities. Pernambuco is a semi-arid region in the north-east of Brazil, with a very high percentage of low-income population and the lowest social indicators in the country (2004). The lack of public policies directly interfered with the social, political and economic development of the region, resulting in a stunted growth process. The ICDP method was used to enhance the quality of family relationships as a prerequisite for improving the living conditions of children in this region.

NEW PROJECT

A new project is now starting in Pernambuco, with ACARI as the implementing partner and with the sponsorship from the Brazil Foundation. ICDP trainers from ACARI will sensitize all the staff (carers of children aged 0 to 6 years old) working at the Lar Feliz Foundation and will also work directly with families from the local community.

"Through the ICDP sensitization process, the adults, whether professionals or family members, will be able to acquire "another perspective" that will improve their caring skills in relation to their children. We will use dance, songs, games, drama and cooperative activities to actively involve caregivers and educators and help them feel like children and understand the depth of their interactions with them. We will offer support to families with home visits and regular follow-ups. Through their own experiences they will learn new concepts and build new knowledge - this is according to the basic principle of the ICDP approach: "Start with what they know, build with what they have" (Lao Tse, 700 B.C.).

The emphasis will be on valuing the empathic dialogue and understanding, so that through this, the concepts are constructed and reworked. Our partners include Lar Feliz Foundation, Universidade Federal do Vale do Sao Francisco- UNIVASF, Pastoral da Mulher Juazeiro-Bahia, Prefeitura Municipal de Juazeiro-Bahia, Conselho tutelar, Ministerio Publico Promotoria da Primeira Infancia. The project will hire a professional to evaluate the results of our work, while respecting all existing ethical principles for research." - Simone de Araujo Souza, ICDP trainer and project leader.

Guatemala

Expansion in Guatemala

The phase one of a new project by Plan has been accomplished in four months. The ICDP method was used as part of Plan's programme called "Care and Early Childhood Development" and it was implemented in 53 communities, reaching 1208 families.

Julio Martinez, ICDP Guatemala representative and trainer for Plan: "The main issue affecting Guatemala's children is loneliness in every aspect of children's' lives. Most of the mothers and fathers work outside of their homes and most of the children are left with caregivers who often neglect them and sometimes abuse them. The lack of love is the issue that is destroying the present and the future for these children. Copying the cultures from the countries in the developed world has been, in many cases, the biggest cause for the appearance of this problem.

ICDP has been growing steadily in Guatemala through the work of several partners. Thanks to Plan International Guatemala, ICDP has expanded to five of the 22 departments in the country. The Guatemala City Hall has implemented the ICDP methodology in all their kindergartens where they take care to children from 0 to 6 years old. SHARE Guatemala, with its programme named Educating with Love, opened the doors to the ICDP to get to the department of Jutiapa, working in five towns. The NGO, FUNDAZUCAR is also continuing to implement this methodology and the SOS Villages are applying the ICDP programme to train mothers and "aunts" (caregivers).



From my point of view, ICDP has been doing the most important work for children; and it has a methodology that works better than most other methodologies, strategies and actions done for children that I am aware of. I say this with certainty, because before and during my work with ICDP, I have been involved with many other programmes in education that focused on developing nurturing with love. However, I found that they don't reach to the essence, which is to sensitize mothers, fathers, caregivers and all those involved with children's care. The most important action achieved by ICDP is "to turn the adult's eyes towards children" – to sensitize adults about how important it is to see children, to see the child as a person".



Colombia

ICDP and The Programme “De Cero a Siempre”

The ICDP programme is part of the government initiative "Cero a Siempre" in the department of Quindio in Colombia.

"*Cero a Siempre*" (from zero and forever) is a new national strategy created by the Colombian president Juan Manuel Santos, which seeks to combine the efforts of the public and private organizations of the civil society for the promotion of early childhood development. The Colombian government based this strategy on the notion that investment in early childhood is the most cost-effective contribution to a country long term.

The High Council for Special Programs seeks to transform the way in which they provide services by creating this new strategy, which includes policies, programs, activities and services for early childhood in order to provide a truly comprehensive care that will ensure children's rights from birth to age five. "Cero a Siempre" prioritizes the population in extreme poverty. At present only 24% of children under five receive comprehensive care, and the present efforts will target the 1200 000 vulnerable children. A major challenge is to achieve 100% coverage, which requires nationwide coordination. Local and regional contracts are being made with adequate institutions to meet the parameters set by the strategy.

The administrator of ICDP Colombia, Oliverio Jimenez, is coordinating the "Cero a Siempre" project in several municipalities in the department of Quindio: "Cero a Siempre" is the backbone of the Colombian national policy for early childhood development. Through our

work we have discovered that ICDP could be easily inserted as an enriching component of this new government strategy. We have trained in ICDP a group of 14 professionals: 6 teachers, 6 care assistants, one nutritionist and one psychologist. With this team we reached 242 vulnerable families in 5 municipalities of Quindio, including families of reintegrated guerrilla fighters, indigenous population, and impoverished families in rural areas. The success of this initiative led us to expand our work to 4 new municipalities, where we will be applying ICDP with 180 families. In order to achieve this goal, we have started the process of giving ICDP training to a new team, which is composed of 10 teachers, one technical coordinator, one psychologist and one nutritionist”.



ICDP for Future Teachers

The ICDP training held at the college for teachers in Envigado, Colombia, received very good reception from the 40 participant students. The ICDP course was led by Carolina Montoya, an experienced ICDP trainer from the FUNLAM University in Medellin. Click here to see images from the closing ceremony: <http://www.youtube.com/watch?v=4HN5ZhuJQdA&feature=youtu.be>

Link to the report in Spanish <http://www.icdp.info/api/media/media/355>

The evaluation of the work with students was conducted and systematized by sociologist Eumelia Galeano. Throughout the period of the ICDP training, short evaluative sessions were conducted at the end of each of the 12 meetings, in order to investigate the different aspects of the ICDP methodology and the content taught. In addition, more in-depth evaluation was conducted in two stages, in the middle of the course during the sixth meeting, and towards the end in meeting 11. "On both occasions we sought to contrast the perception of those attending the training in relation to their initial expectations, learning and tools acquired for their future work as teachers.

The ICDP experiential methodology created great motivation. For most students the ICDP meetings became a special space not to be missed out on. They learned new principles and were able to practice them in a pleasant, motivating and effective way. The majority of participants said that the most significant learning for them was about ways to create a climate of trust and to positively redefine children; and that this positive way of seeing others is having an overall impact on how they now relate to all those around them." - Eumelia Galeano.

Testimonials

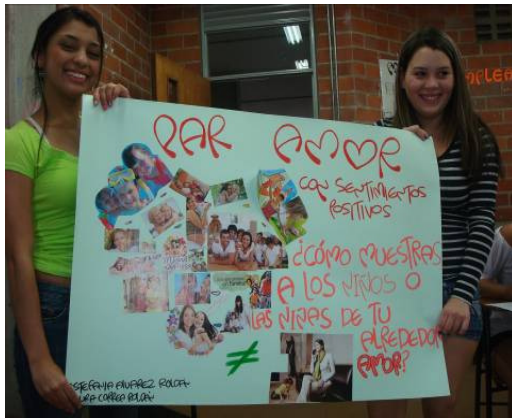
"I became very involved in the ICDP program, all classes were very dynamic and I loved coming every Saturday, my work group was spectacular, we always collaborated a lot. I feel confident now that I know how to get close to other people.

I was able to confront and stop feeling a sense of fear I used to have before".

"During the course my interest and motivation never waned, and I felt that I was learning all the time. I learned a lot. The ICDP facilitator played a very important part by encouraging and motivating us as teachers."

"I thought the course was very good, I learned a great deal. Now I feel committed to replicate what I learned not only through my performance as a future teacher, but also in each and every interactive situation in my daily life because I acquired the necessary elements to do so. "

"Thanks to this program, I have to say, I changed. We had an excellent teacher who lived with us the ICDP principles and provided an example of how to express love and give meaning to our interactions. I want to express how grateful I am for joining this ICDP process and I want to use in the future all that I learned, I want to share it with many more people. "



An ICDP Alliance

The FAN organization in Medellín, Colombia, has formed new partnerships to enhance the quality of the ICDP work and increase its coverage. Abel Salazar, the ICDP trainer from FAN, also informs about another initiative, which is on Facebook (in Spanish): <https://www.facebook.com/icdp.portaninez>

This year, in Medellín, Colombia, three organizations formed an alliance to work on an ICDP training programme, from April to July 2013: Fundación Carla Cristina, la Fundación Bienestar Humano and FAN. Their shared understanding is that "when love and sensitivity become keystones in the processes, then social transformation becomes possible". Hence the motto of this project: "The stronger the calling, the greater the social impact."





The aim is to strengthen the practical work of their own teams of psychologists and social workers and to promote good quality interaction in the 15,000 families that are reached through the work of the three partner organizations.

Link to press release <http://www.icdp.info/api/media/media/397>

Update on the project from 2012:

In 2012, the FAN organization had established cooperation with the government of Antioquia and two municipalities, Santa Fe de Antioquia and Canas Gordas, which resulted in the development of an ICDP initiative. As part of that initiative 80 community leaders were trained and they applied the ICDP programme with 800 families. This year, the project continued,

and a new group of 30 community leaders has been trained as ICDP facilitators and they implemented ICDP with 300 families in the areas of Santa Fe de Antioquia and Canas Gordas. The new facilitators will receive their ICDP diplomas at a ceremony in July and on that same day the families will receive their participation certificates.

A questionnaire was administered to the leaders and families before and after the implementation of the programme, to measure the impact of the ICDP intervention. The evaluation report with the results will be ready by the end of July.

During the period between July and December 2013, there will be a follow-up programme for the participant families, and with a special emphasis on the promotion of healthy life styles in the family and the community. This work is financed by the government of Antioquia.

The ICDP Facebook page that was developed for this project contains information and contacts, and one can read about the learning and the many meaningful experiences from the training processes developed in different municipalities of Antioquia: <https://www.facebook.com/icdp.porlaninez>

Paraguay

Activities in Asuncion, Paraguay

From the report by Elisabeth Benita Gavilán, director of the Vida Plena Foundation: *–Most of my efforts are dedicated to managing the daycare center for children and teenagers in the Asunción’s gross market area. This is Vida Plena’s ongoing project, financed by three different German sponsor groups and one in Sweden. In this project we are reaching out to about 60 families and 130 children and teenagers. (Photo: educator and children removing weeds and old boxes from our space)*

Our Centre, a non formal educational institution, seems to be quite popular among children and youth: we always have a steady flow of numerous children in both shifts, morning and afternoon, although the winter weather is periodically cloudy, cold and rainy. It is very common for children at public schools in Paraguay to fail to attend school when it is raining. But most of “our” children continue to attend activities at our day-care and grow more responsible towards their school work and commitment even in “bad” weather.





At the moment we have more than 10 new pupils, most of them are teenagers. Our daily job is to help the children experience what it means to live together with respect for each other. Four educators (two male, two female) attend the children directly. We have registered various indicators of success and changes of behaviour in our pupils - here are some examples:

1) D. is 9 years old now and he came to us at the age of four. His mother had left him behind when he was still a small baby, and his father - who lives doing minor work on daily or weekly salaries - had to leave him at a public care

center for small children of poor families. At the age of four he was expelled from there and was brought to us by his father; with highly aggressive behaviour, looking rather untidy and always being hungry. His father had to go to work and left him behind with relatives who are living under the same roof but had obviously not been asked to look after him properly. Now he keeps his appearance up, goes to school almost regularly (4th grade), has good marks in all subjects, especially in maths, and has gained an overall attitude of friendliness and tolerance towards his schoolmates. Lately he became a victim of bullying, by other day-care center kids, but we pursued the affair and stopped it, without doing anything more than talking to him and the others involved.

2) When we first got to know J. six years ago, he was living at his grandmother's, who at some point declared herself unable to have him with her any more. He is an orphan and he now lives with an uncle and his wife, and their 4 children; the couple has been reported to us for the husband's violence against his wife. J. was then unable to pursue anything in a persistent or concentrated way and had frequent quarrels. He is now 12 years old but looks like 8 or 9, undernourished. Yet his ability to concentrate has grown considerably, and his school marks are very good. His teachers describe him as "communicative and dynamic". At the day-care center he has taken part in important initiatives like regular cooking and craft projects, planting of trees outside the day-care center - and has been eagerly watching his plants grow. Two are acerolas, and since last year he has taken initiatives to collect the fruits and prepare juice in our kitchen, making adequate use of the electric equipment we have for the purpose. He always has a group of "followers" with him to whom he gives instructions; he then generously shares the juice with all the other day-care center kids who happen to be present. I think he has potential to be a protagonist in whatever area he might choose for his life project.

3) About four adolescent boys (from 12 to 15 years of age) have changed their minds in the last two years and are now more interested in pursuing dreams of professional futures other than hoping to become football players. Furthermore, they no longer literally "shoot" the ball against their peers and are now able to "control their tongues" during football

matches, which take place almost daily. They do not discriminate against the newcomers any longer, which in former years had been a serious source of conflict.

At the day-care we have been holding ICDP courses for mothers of the Abasto kids (and other mothers have been invited too). The courses have two modules, one being handicrafts and the other ICDP. The activities took place from January to December, on 32 afternoons, mostly on Saturdays and lasting two hours each time. There was one home visit at the beginning. The sessions took place in the day-care center, in a big deposit hall where we usually host up to 50 children in the morning and afternoon shifts. I facilitated the programme and was always accompanied by one of the female educators. During the craft sessions, I usually looked after the children (ages 2 to 10) who were occasionally brought along by their mothers. The fact that the children were present created many situations where we could practice the ICDP guidelines. I would ask the mothers to identify the guidelines in question. After each session I wrote my log, so I could trace the process of development among the participants.

I gave a certificate of assistance to one mother who had been present in about 80% of the sessions and whom we had visited at home on various occasions. Nevertheless she did not manage to change her essential materialistic attitude towards her children and continued to say things like for example: “If you work with me or if you work on your behalf and bring me along your contributions we can eat” or “ ... then I shall be able to buy you a pair of sports shoes”. Furthermore, she herself admitted on various occasions that she “could not change” - could not show her children unconditional love, caress them, embrace them just like that, much less do it regularly. Whenever I meet that mother I ask her how her children are getting on. We know eight of her nine children, and also her granddaughter. Sadly, one of her sons (17 yrs.) has already started a “criminal career” in the market neighbourhood.

I do not know how facilitators in other places/countries get on with the kind of population I am trying to sensitize: urban poor who have succeeded in obtaining a certain level of economic stability, but very often by sacrificing their family’s emotional stability. How long may such a sensitizing process last? I feel that not much has changed in these mothers in the way they treat their children; although some of them value the ICDP course as a place where they can talk things out. But the crucial point is to practice empathy. I have worked out material to train their senses for the difference between a compassionate way to treat your child (or neighbor) and when empathy is absent; the task is to work out an empathetic way to handle situations depicted in phrases.

These are some indicators for the parents’ view of our day-care center:

- One of the mothers expressed in a filmed interview, “I don’t know what they do there that my daughters so badly want to attend every day the day-care center”.*
- Some mothers and fathers who seek “effective punishment” for offenses committed by their child(ren), forbid them to attend our day-care center as a way of punishing them.*
- For some children and youth we are the ones whom they seek to tell about their troubles and, in some cases, about their really critical situations at home. When required we point out to them what kind of support public institutions are supposed to give. We are always ready to accompany them if necessary.*



El Salvador

New Initiative in El Salvador

ICDP has been present in El Salvador as a national programme and implemented through the Ministry for Social Services (ISNA) for over six years now. The programme has already reached 40 270 people and following the new initiative it is likely to reach many more in the future.

In El Salvador, ICDP is being applied mostly by social workers and community volunteers, and to a minor extent by teachers and by staff who work with parents in prisons. A team from Unicef in San Salvador, led by Marina Morales, has been providing support and monitoring the developments, as well as maintaining communication with ICDP. However, a special office at ISNA (with Carolina Guevarra as director) was assigned the task of providing coordination of the implementation of the programme by the ISNA staff.

There is now a fresh initiative by Unicef and the Ministry of Education to spread the ICDP programme to more educators, families and children by providing ICDP training to the network of teachers. In June the decision was made to hold an ICDP training workshop during the second week of November. Marina Morales approached ICDP earlier this year to ask for ICDP trainers to come to deliver the training, because she felt that it was important for ICDP to accompany the process of adaptation of ICDP to the new target group in the school context.

Due to high interest in ICDP, it has now become clear that many more educators will participate in the November workshop than earlier envisaged, which means that there is a need for more training workshops. In order to accomplish the training of the extra groups Ayda Brigitte Ramirez and Carmen Lucia Andrade, two trainers from Colombia, will join Nicoletta Armstrong who is leading the training, and the three of them will run a series of workshops for a total of about ninety educators and teachers.

The participants were selected by the Ministry of Education to be trained either as ICDP facilitators (who will run ICDP groups for caregivers) or to embark on a longer process of training that will lead them to become ICDP trainers (who will later be able to train new facilitators) - the training of both facilitators and trainers will continue in 2014.



ICDP IN AFRICA

Tanzania, Mozambique, Ghana, Malawi and South Africa

Tanzania



Verynice Fredrick, an ICDP trainer from Moshi has just returned from a visit to Arusha where she went to make plans for ICDP expansion.

Two organizations in Arusha have recently expressed interest in receiving ICDP training in order to use the programme as part of their own work in the near future.

Hedwiga Mchaki is a psychosocial support and health coordinator in a NGO called The Foundation for Tomorrow. They are based in Arusha and their work is with orphans and vulnerable children. Hedwiga came to know about ICDP through the ICDP webpage and she says, "I loved what ICDP is doing and I found out that this programme could be very effective for our kids in our work".

The second request came from Lisbeth Mhando, who is a psychologist at the Arusha Mental Health Trust, an organization that seeks to give psychological services to Tanzanian citizens of

origin.

Verynice explains: "I have recently visited Hedwiga Mchaki in Arusha. We had a long discussion concerning ICDP and about how her staff could get the training. I hope the collaboration will go on well and soon the ICDP will spread to many new areas of Tanzania".

Verynice Fredrick is from KIWAKKUKI, a Women's Organization in the Kilimanjaro Region of Tanzania originally founded to educate and empower the community women about HIV/AIDS: both to prevent the spread of HIV/AIDS and to support those infected and affected by HIV/AIDS. KIWAKKUKI is supporting more than 22,000 orphans by providing school sponsorship, shelter, clothing, food, counselling and ICDP. The ICDP initiatives have reach 3,854 children. (The photo above shows ICDP team singing a song from the Mshiri village about the importance of a child to the parents, to the community and to the nation)

For more about current ICDP developments in Tanzania go to: <http://www.icdp.info/africa/tanzania>



Mozambique



Mozambique Report

The ICDP project in Mozambique works in the area of competence building of the civil society, organizations and networks, in order to promote healthy development and protection for children.

The overarching objective is to help improve the quality of care of vulnerable children, by strengthening the role of caregivers of both genders and enabling them to fulfil their care and educational responsibilities. This aim is achieved through the implementation of ICDP as a culturally sensitive and easy to implement programme designed to improve the interaction and relationship between adults/caregivers and children.

The main focus of the ICDP work in Mozambique has been on forming a Team of National Trainers who can sustain the ICDP work in the future, consolidating cooperation with the government departments and creating a regional network by creating stronger links with ICDP teams in neighbouring countries, in southern Africa.

The project is reaching critical areas of the country; in the Maputo province and expanding gradually to other provinces: Gaza, Nampula, Manica, Sofala and Tete. The ICDP training programmes are delivered to:

1. Staff from CS partners and to the Provincial Directorate of Ministry of Women and Social Action (DPMAS)
2. Staff from NGO's, CBOs and networks of social workers, namely OMM
3. ICDP cooperates with the Pedagogic University in Maputo, with the aim of inserting the ICDP programme as part of the psychology/education curricula (at Master level), thus providing more institutional anchorage and sustainability

ICDP Mozambique is a technical partner and member of the Psychosocial Group coordinated by the Government. New cooperation was established with UNICEF on a project to improve the psychosocial care of vulnerable and disabled children and families in alternative and institutional care, in 7 provinces of the country.

In six centers for children, the ICDP activities included learning about nutrition: raising caregivers' awareness about the role of nutrition in children's development; developing a valid methodology for children's nutritional vigilance; and improving children's nutritional condition within a holistic vision of children's development articulated with the ICDP psychosocial programme. During the year 2012, approximately 1000 families and 6000 children were reached with the programme. ICDP trained 200 facilitators and 12 trainers.

Malawi and South Africa

ICDP Welcomes the First Six Trainers in Malawi and South Africa



A group of six trainees (on photo) have recently finished their training in ICDP and have received their ICDP Trainer level diplomas. ICDP's international team warmly welcomes the first trainers in Malawi and South Africa and wishes them all the success in their future work! This is an important accomplishment as the group represents the first ICDP accredited trainers in Malawi and South Africa. This means that the transfer of the ICDP methodology to a local team has now been completed and ICDP has signed a contract for cooperation with each trainer. Ingeborg Egebjerg, the ICDP international trainer, explains:

"These are the first six trainers, two in South Africa and four in Malawi. There is one more candidate from South Africa who is close to finishing her training, she just has to work a bit more on the written tasks. And the three participants who joined the trainer seminar from the Gamalakhe project in South Africa will be granted assistant trainer level status during next year. They have all been working hard, and we are impressed with their work.

This group selected the following colleagues to become country representatives for ICDP: Charmayne Forster is the country representative for South Africa and Paul Mmanjamwada for Malawi. So they will be the ones to contact with reference to future ICDP developments in South Africa and Malawi and in fact they already started working on some new developments: Paul is in process of organizing a Network Meeting for Malawi and Charmayne has made plans to present ICDP at a conference in November. "

For more information about ICDP in Malawi and South Africa go to: <http://www.icdp.info/africa/malawi> and <http://www.icdp.info/africa/south-africa>

Ghana

ICDP in Ghana

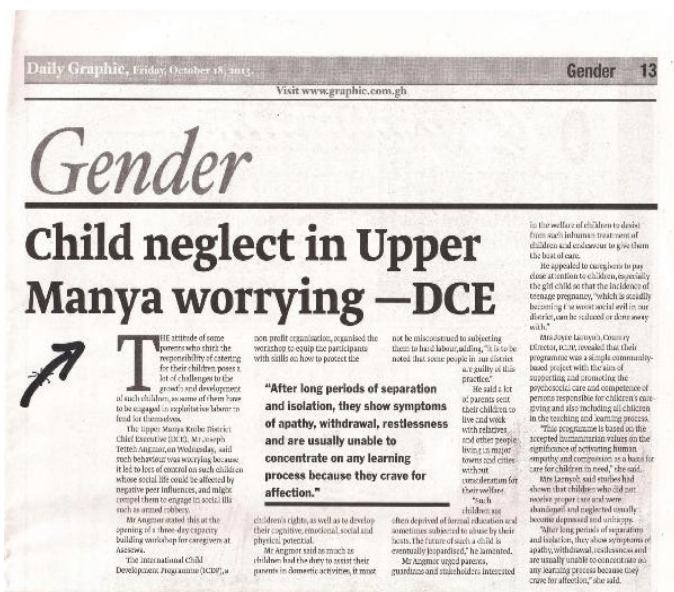
A new project has started to develop in the capital Accra focused on upgrading the quality of care in two orphanages. On the 20th of March 2013, an introductory meeting about ICDP was held in the conference room of the Ledzorkuku-Krowor Municipal Assembly (LEKMA). The meeting was held for stakeholders from the following departments: Lekma District Assembly, Ghana Education Service, Department of Social Welfare, and Department for Community Development. It was also attended by caregivers and managers from the New Life and

Teshie orphanages. Joyce Laryoh, the ICDP representative in Ghana, gave a presentation about ICDP and afterwards the participants engaged in brainstorming about the way to go forward with the project. Immediately after the meeting, the caregivers from the New Life and Teshie orphanages, attended an ICDP training workshop, which took place on the 21-22nd of March.

Link to a short report by Joyce Laryoh <http://www.icdp.info/api/media/media/225>



ICDP in Daily Graphic Newspaper



On Friday, the 18th of October 2013, the Upper Manya Krobo District Chief Executive (DCE), Mr Joseph Tetteh Angmor, opened an ICDP workshop for caregivers in Asesewa, Ghana. The workshop received media coverage and was featured in one of the leading newspapers. It was also aired on the nationwide television station TV3, on the 25th of October.

On the same day of the opening of the ICDP workshop an article called *“Child neglect in Upper Manya worrying - DCE”* appeared on page 13 of the Daily Graphic. Here are some quotations from this article:

The attitude of some parents who shirk the responsibility of catering for their children poses a lot of challenges to the growth and development of such children, as some of them have to be engaged in exploitative labour to fend for themselves. Mr Angmor stated this at the opening of a three day capacity building workshop for caregivers at Asesewa.

The International Child Development Programme (ICDP), a non-profit organization, organized the workshop to equip the participants with skills on how to protect the children's rights, as well as to develop their cognitive, emotional, social and physical potential. Mr Angmor said as much as children had the duty to assist their parents in domestic activities, it must not be misconstrued to subjecting



them to hard labour, adding, *"it is to be noted that some people in our district are guilty of this practice"*. He said a lot of parents sent their children to live and work with relatives and other people living in major towns and cities without consideration for their welfare. *"Such children are often deprived of formal education and sometimes subjected to abuse by their hosts. The future of such a child is eventually jeopardised,"* he lamented. He appealed to caregivers to pay close attention to children, especially the girl child so that the incidence of teenage pregnancy, "which is steadily becoming the worst social evil in our district, can be reduced or done away with".

Mrs Joyce Larnyoh, Country Director, ICDP, revealed that their programme was a simple community-based project with the aim of supporting and promoting the psychosocial care and competence of persons responsible for children's caregiving and also including all children in the teaching and learning process. "This programme is based on the accepted humanitarian values and on the significance of activating human empathy and compassion as a basis for care for children in need", she said.

Mrs. Joyce Larnyoh emphasised that the workshop will not be just a talk show programme but rather an activity-based one, to enhance participation and contribution from all participants towards the development of the child. After the workshop there will be a follow up.

Link to a short report with photos <http://www.icdp.info/api/media/media/469>

ICDP IN OTHER COUNTRIES

Australia, United States, Japan

Australia

Moving Forward in Australia

ICDP Australia team has successfully completed three training workshops and is in process of finalizing the training of a new group of six facilitators. The workshops were held at Redland bay, Brisbane and led by ICDP trainer Ann Oakely. The participants had the opportunity to learn how to: reconnect parents to their children; work with parents and caregivers who are struggling to maintain positive relationships with their children; bring fun back into child care practices; develop and deliver programmes in a range of social services settings.

"I am very happy to see that ICDP is actually starting in Cairns, Melbourne and widening in Brisbane, as a result of the training during 2013. The three workshops were attended by 6 participants, who all did very well. Between courses they studied diligently and also found possibilities to apply ICDP in practice.

I sat through all the workshops. These course were very lively. It was very interesting to learn how they had worked at home, how they already experienced working with ICDP with others, and how they brought back their questions. The trainees are now busy running ICDP courses as part of their self-training programme and as soon as they finish their projects we will meet again.





One of the trainees has just been employed in Central Australia again and is moving back there to start working with indigenous families. Her clients will be parents with children under 18 years old, who are in need of support and in this work she will be able to use ICDP with the parents. The long term vision is to train up other staff members who work with parents. She will be looking to find an indigenous person who can help her 'translate' the ICDP activities into activities and a facilitation style that will be culturally appropriate. Her hope is that this could then be used as a framework for ICDP to enter into other indigenous communities throughout Australia.

In June a young family in Melbourne gave us a donation of \$10 000 dollars - we will see what will attract for us in the future, what the fruits of this donation will be..."

- Renee Goetz, ICDP Australia leader

An ICDP Story

"I was working with the residents from Moonyah, the Salvation Army Alcohol and Drug Rehabilitation Centre in Redhill, delivering the International Child Development Programme. People remain in Moonyah for 10 months while they are being treated and can feel very disconnected from their family during this time. For the first three or four month they are not permitted to leave the centre, although family are allowed to visit but this can be difficult if there are vast distances to travel. Lack of transport and number and ages of children can make travel problematic.

Three groups received ICDP and the results showed that there is a desperate need for this program for people who have been disconnected from their children or who are struggling at maintaining their relationships with their children. Participants were introduced to the ICDP programme and encouraged to attend by being asked to consider one person in their life who made an impact on them when they were growing up. Participants do this in small groups and make notes on who the person was and what they did that made them 'a special person' in the participants' life. Everyone then shares their experience and the words they come up with always include statements like:

My Grandma listened to me and always had time to spend with me

My uncle took me fishing and we just spent time together – sometimes we did not even talk – he was just there

My Auntie was always there for me no matter what I needed or what I had done

My teacher believed in me and told me I could do anything

I knew that she loved me

My mum knew I hated my freckles and she always said "A face without freckles is like a sky without stars". This gave me the confidence to stand up for myself when I was teased.

The first time I did this exercise, I allocated 15 minutes for the participants to go through the process. At the end of the 15 minutes they did not want to stop so we kept going and the class ran 1 hour over its allocated time.

At the end of the exercise I told them that if they completed the ICDP programme with me, they could be the "special person" in the life of their own child or children.

All participants returned to the class the next week!

I was amazed at the openness and sharing that happened during my time with these classes. They ranged in age from 23 – 57, they were male and many had been in an out of prison for most of their life. All had serious problems with drug and alcohol abuse and they were really concerned about the impact their lifestyle had had on their children. Many were facing reality for the first time and were struggling to come to terms with life without drugs or alcohol and were in very fragile emotional states. Many had poor literacy skills so I wanted to make everything we did as easy and not threatening as possible.

I took magazines, coloured pencils, glitter, glue and large sheets of cardboard into the class and asked each person to make a collage for their child/children. I asked them to cut out pictures to express how they saw their children and told them it was an opportunity to say all the things they felt but never had been able to say. This was a really interesting process. Most of them got really involved; one went to his room and came back with pictures of his child which he stuck on the cardboard. He then cut out lots of words and pictures and made a beautiful picture. They were all engrossed in looking through the magazines and helping each other find suitable words and pictures to add to their work.

One man put lots of words on the paper and then drew a picture of him holding his daughter in the middle of the paper. It was like a kiddie's class except my participants were big strong men with tattoos and muscles, some with no teeth and some who had spent up to 23 years in prison.

One of the participants was flicking through the magazines and did not seem to be engaged. At the end of the session he asked if he could take the pictures, glitter, glue and scissors with him as he had not finished. When I spoke to him later he told me that he did not think he would get anything out of the session. But when he had finished his pictures he realized that he had never spent so much time focused and thinking about his children. He had not given the pictures to his children as he had put them on the wall at the end of his bed and every night before he went to sleep he looked at the pictures and thought of his children and what it would be like when they were all together again. That was a very moving experience for all of us in the class.

The purpose of the exercise was for the men to then share what they had made with their children. Those who had the opportunity to see their children had talked them through the picture and all found it a really rewarding experience. During the course one participant came in with a picture his child had done for him and he shared it with the rest of the participants. We were all in tears listening to what he felt when he got this wonderful gift.

Two of the participants have now completed their program at Moonyah and have enrolled in Cert IV in Youth Work at TAFE education institute, which is an incredible outcome for both of them and a testament to the ICDP Program as they were so motivated to help other young people and had got over their fear of further study.

Their honesty was incredibly humbling and working with them was a privilege.

- Anne Oakley, ICDP trainer"



United States

Military Family Support

In the U.S.A. the ICDP programme has been used with military families. In June 2013, ICDP USA conducted a discussion and learning programme with military parent attendance by Major Jack Erwin.

ICDP USA have organized discussions and learning groups about the ICDP programme with parents from military families, including veterans. It became clear from the general feedback that ICDP could provide valuable support to these families and their children, by strengthening family relationships and well being, including protection from violence. As a result, ICDP has joined 'Illinois Joining Forces' and appointed Major Jack Erwin (retired from Afghanistan) as their first Military Family Programme Advisor.



In Jack's opinion ICDP has value for military personnel and families and he commented: *“The reason I think this program is good for military families is because it helps the Soldier to reframe his or her mindset to their family relationships. I have been able to phase out my authoritarian military style mindset and replace it with one that is more positive, loving, and empathy based- which strengthens my long term relationships with my wife and kids, instead of causing conflict and only working in the short term. In fact, using the skill set I’ve learned, I was able to use it with my daughters just last night to clean their rooms and do laundry without any power struggle or yelling. What works well with leading Soldiers does not work well with running a family.*

Another positive aspect of the program is its mobility. It is a “Johnny Appleseed” approach to train the trainer. You can use it locally to train counselors, social workers, teachers, church leaders, etc. to become facilitators, and then provide parenting sessions for military families locally. I think this is crucial, because National Guard Soldiers and Reservists tend to “slip through the cracks” since we are more geographically isolated and not near a military installation. However, it can also be easily implemented at a military installation as well.

The purpose of the program is to teach parents and caregivers the skills needed to develop and improve long term family relationships based on empathy and love.”



According to the Department of Veterans Affairs National Center for PTSD, forty three percent of active duty service members have children. Families of those deployed experience frequent moves, increased financial issues, isolation and fear for the safety of their loved ones. The reintegration phase can be equally as complicated. Military Parents and their families are an underserved population which has sacrificed greatly for the country. Returning Veterans experience a multitude of concerns, not the least of which is reintegration with the nuclear family. Often the Veteran has children at home who they have not interacted with for a very long time. The child may have experienced many developmental changes during the parents' deployment. Stressors such as unrealistic expectations of the child, conflict with the adult partner, finances and reintegration into a non-combat zone exacerbate the potential for child maltreatment.

Link to read the rest of the article by ICDP USA <http://www.icdp.info/api/media/media/448>

Japan

First Steps for ICDP in Japan



Setsuko Kobayashi is a Japanese psychotherapist who received ICDP training in England and has also participated in a workshop in Tokyo, which was held by visiting ICDP Danish trainers (photo above).

The aftermath of the 2011 Tohoku earthquake and tsunami included both a humanitarian crisis and massive economic impacts. The tsunami created over 300,000 refugees and resulted in shortages of food, water, shelter, medicine and fuel for survivors. It is in this region that Setsuko Kobayashi decided to implement the ICDP programme and the ICDP meetings took place in Tomecho, Tome-City, Miyagi prefecture, in the Tohoku region on the Honshu Island.

“I am happy that I managed to organize ICDP meetings in the Miyagi prefecture, an area that was greatly damaged by the earthquake. I am also glad that the participants were all educators covering different fields (teachers, school counselors and nurses). Among them were some who had lost their family or their homes due to the Tsunami. I am heartily grateful to all people who cooperated in the ICDP meetings. All participants reported in the questionnaire that there were changes in their family, children and themselves. ICDP in Japan took its first small step in Miyagi prefecture.”

In her field diary Setsuko recorded the impressions of some of the participants:



“Through my attendance of the ICDP meetings, I have started to accept my family and myself in a more positive way. This has happened as a result of trying to convey a positive feeling and love to my child and family. Now I find myself often reflecting about which guidelines are appropriate in different situations.”

“As a result of making a change in the way I interact with my children, my children and I are now able to solve problems together. My children have started to make efforts to abide by their own decisions and they do that by themselves. They are now also beginning to express their own feelings.”

“Thanks to ICDP I have become aware that my approach to dealing with children who are experiencing problems in my class, was mostly by talking and regulating their behaviour. Now I understand that the ‘emotional dialogue’ should come first. Having realized this, I consciously started to become closer to the children and to express feelings of love towards them in my own way. As a result, the children have also become able to express their feelings more openly and collisions are decreasing.”

“I have realized that I should acknowledge and love myself within myself and that the way I am is actually satisfying enough. I was made to think deeply about the fact that it is OK to remain myself. I am very happy and have found peace which has enabled me to consider matters with greater ease.”



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