

# NEWS in 2014



International Child Development Programme

November issue 2014

## Welcome!

In this issue we bring information about some of the ICDP developments in 2014, based on the news we received from January to November 2014 – it does not cover all the countries where the work with the ICDP programme has been expanding!

We thank our partner organizations, trainers and facilitators worldwide for their valuable contributions and for bettering the lives of so many children worldwide.

*“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”*

- Ghana
- South Korea
- Denmark
- Tanzania
- Brasil
- Colombia
- Mexico
- Sweden
- Norway
- Australia
- Uganda
- Malawi
- Mozambique
- Finland
- El Salvador
- Romania
- Nepal
- Ethiopia
- Kenya

[www.icdp.info](http://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](mailto:lailah@icdp.info)

# UDPATES

## Annual Report 2013

### The annual report 2013

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The 2013 annual report, presenting the different research studies and overall efforts of the International Child Development Program (ICDP) around the world has been available online since spring 2014 and it can be also sent to you in paper format.

We thank all our ICDP colleagues for their continuing efforts!

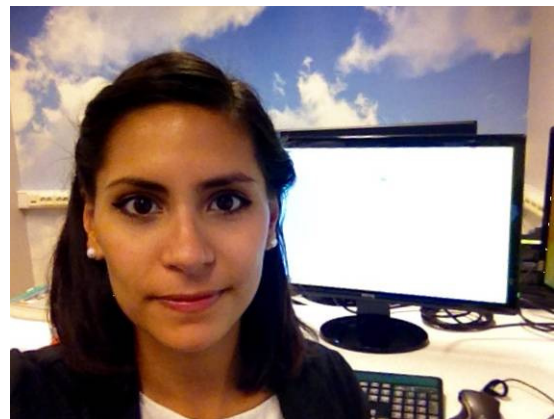
To access the document: <http://www.icdp.info/api/media/media/588>

### New office for ICDP

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The ICDP international team is very happy to announce that we now have a new office in Oslo. We wish to extend a warm thank you to Stephen Karl Ranson and his colleagues at Cloud Explorers, for this generous donation and the great new space for ICDP to work from! The office is very well situated, located right in the center of Oslo. The address is: Linstows Gate 6.

ICDP is truly fortunate to have become an ongoing user of the Cloud Explorers' premises; office desks, meeting rooms and other office resources completely free of charge. We are very grateful to Cloud Explorers for their generosity and their very significant contribution to ICDP. We welcome warmly Elizabeth Guerra who



has joined our team and is working in our office on two mornings a week; Tuesdays and Thursdays. Elizabeth's background in International

Relations is complemented by extensive professional experiences through engagements with a number of different international organizations in Norway, Germany, France and Mexico, where she worked in project management and communications area, research and networking with internal and external partners. In the Norwegian environment she has completed several internships (PRIO, ILPI, Embassy of Venezuela) with both international and local Norwegian focus.

## Karsten`s book on education

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"Essays on ICDP and education" provides a picture of the ICDP approach to education. It was finalized by Karsten in 2010 published by ICDP.

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



### Essays on ICDP and education



Karsten Hundeide, 2010

Copyright ICDP

## ICDP evaluation questionnaire

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The "ICDP evaluation questionnaire" is available both in English and Spanish. This document contains a number of different scales to help evaluate the impact of ICDP projects. All our partner organizations worldwide are welcome to use it.

For the questionnaire in English and Spanish:

<http://www.icdp.info/icdp-evaluation-tool>

## Newsletter in Spanish

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In January 2014, the ICDP Newsletter November 2013 issue has been translated in Spanish:

<http://www.icdp.info/api/media/media/5>

# ICDP IN EUROPE

England, Norway, Denmark, Sweden, Finland,  
Romania, Switzerland

## England

### International Workshops

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In January and September, Nicoletta Armstrong conducted ICDP training workshops for participants who came from several different countries. The workshop in September gathered ICDP trainees from Japan, USA, Denmark and Ghana.



"Participants brought to the meeting many different and rich experiences from their respective countries: how ICDP can make a difference to families and children living in the Asewewa poor region of Ghana; the relevance of ICDP and the importance of its implementation to combat violence in some of the Chicago communities; the meaning of ICDP sensitization in the aftermath of trauma caused by natural disasters, such as earthquakes and tsunamis in Japan; ICDP in context of immigrant families using the ICDP set of materials published by UNICEF (which were translated from Spanish into Danish). Ashridge house and its historic buildings set in beautiful and relaxing grounds added to the enjoyable atmosphere of the workshop (<http://www.ashridgehouse.org.uk/>).

We covered the usual ICDP topics, principles and sensitization methods, including tools for sensitizing and other materials for practical application, we also discussed about cultural aspects, monitoring and evaluation. We took a look at the significance of living the ICDP principles in adult-to-adult relationships among ICDP colleagues involved on the institutional. All involved in ICDP receive basic training in the ICDP programme and in practice this means that:



In the ICDP organization colleagues try to listen and respond back in a way that is meaningful - it is the principle of dialogue instead of dominance and monologue.

There is a common awareness by those who work in the ICDP organization that reciprocity takes place also at a non-verbal level as attunement to the emotional state and timing of the other – this we understand as the empathic approach at work. Sharing of meaning involves identifying and describing what and how or experiences the work situation whatever their task may be in the ICDP organization. Everyone is made to feel free to share their opinions with everyone else. When there is a negative experience most ICDP colleagues there is willingness to identify, share and recount what happened and this helps to dispel associated fears and anxieties.



There is a culture of respect for each other's ideas and initiatives, thus making room for self-initiated efforts and activities. Colleagues working in the ICDP organization know that it is important to allow each other space for action and to give others control over their own tasks. The focus is on assessment of the positive resources that can build the organization. There is also an understanding that it is through guidance, support and expansion of the colleagues' initiatives and activities that the institutional development takes place.

ICDP organization is run by people who come from different areas of the world, but who are respectful and sensitive to each other's customs and values, there is sharing and learning from each other's multicultural experiences. The ICDP institution facilitates the development of projects by our partner organizations by encouraging them to adjust the ICDP programme to their cultural and socio economic contexts and target groups." - Nicoletta Armstrong

## Norway

### ICDP in prisons

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"Paradoxical correlates of a facilitative parenting programme in prison—counter-productive intervention or first signs of responsible parenthood?" is the title of the recently published paper concerning the implementation of the ICDP programme in prisons.

This paper was published in the Journal of Scandinavian Studies in Criminology and Crime Prevention; 15:1, 35-54, DOI: 10.1080/14043858.2014.898981.

Authors: Ane-Marthe Solheim Skar, Stephen von Tetzchner, Claudine Clucas & Lorraine Sherr

Taken from the article:



“The present study evaluates ICDP courses provided to a sample of fathers in prisons and a comparison sample of fathers following the ordinary community courses in Norway, using self-completed questionnaires before and after the course and qualitative interviews after the course. It was hypothesized that the two groups would differ somewhat before attending the programme, and that attendance would influence the fathers' parental identity, confidence as caregivers, perceived parenting behaviour, perception of and attitudes towards their child, and their relationship with the child”.

To access the full article: <http://www.tandfonline.com/eprint/FNgfd3bFTwCz5XiK7RtJ/full>

## ICDP at Oslo University

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An international group of fifteen students received training at the Oslo University to become ICDP facilitators. The students are from Nigeria, Austria, Uganda, Peru, USA, Norway, Pakistan, Hong Kong, Finland, Azerbaijan, Greece, Bangladesh and Tanzania.

The ICDP Programme is a key part of the curriculum of the Master degree students at the Department of Special Needs Education. The training in ICDP includes theoretical and practical studies, and after that the students can set up ICDP projects in their own countries.

Nicoletta Armstrong, ICDP chair is looking forward to future cooperation between ICDP International and the Oslo University Master programme, especially in relation with the follow up of process after the students have finished their initial training in ICDP.

Dr Berit Helene Johnsen is working as an Associate Professor at the Department of Special Needs Education, University of Oslo (UiO), and she explains: -I have been developing ICDP facilitator education within the international Mph programme in Special Needs Education at the University of Oslo. The ICDP facilitator



education and training is part of three courses (SNE 4130, 4120 and 4310) in the Master programme together with two levels of facilitator training:

SNE 4130: The whole course offers contextual knowledge related to communication, mediation and learning and development with focus on cultural-historic approach to communication, mediation and development (Vygotsky and post-Vygotskian theories). It also contains introduction to ICDP with focus on the 8 themes for resource based communication and mediation.

SNE 4120: The whole course offers contextual knowledge about ICDP through discussions of the 8 main aspects of the Curricular Relation Model (Johnsen, 2001; 2007, in press 2014): pupil – assessment – educational intentions – educational content – method and organisation– communication – care – context/frame factors. This knowledge contributes to understand the ICDP approach and activities - the importance of interaction for children's learning and development - promoting caregivers' positive conception of the child – focus on the zone of empathy, inclusion or rejection - the eight guidelines or themes for good interaction - principles of sensitizing. Training on the facilitator role: Role-play in student groups (8 dialogue meetings) with guidance of ICDP trainer (group logbook and individual reflective assignments) Trying out the facilitator's role in a selected dialogue group in the student's home country; each student records the experiences in a logbook.

SNE4310: Counseling and Innovation is given in the fourth semester of the Master programme when the students have come back from a semester in their own country: Lecturing and student dialogue based on the students' experiences, logbooks and counseling literature, concluded with individual assignments.

As shown above, this ICDP education is tightly connected to the Master programme, where theoretical knowledge, practical

training and reflection in view of developed knowledge and experiences are intertwined. The development or piloting of the ICDP education as an integrated part of this Master programme takes three cohorts of students. Currently we are in the middle of the piloting.

## The Norwegian ICDP Network for Research and Higher Education

In the autumn 2013, informal connections and talks between some of the Norwegian professionals with years of ICDP experience were taken one-step further with the establishment of the Norwegian ICDP network for research and higher education in ICDP guided interaction.



The network consists of ICDP trainers in research, innovation and higher education. Currently it has members at two universities and four university colleges or college divisions, in addition to one competence and innovation center. The network members work in different areas, including nursing education, psychology and special needs education.



# Effectiveness of ICDP as a parenting programme

A study measuring the effectiveness of the International Child Development Programme (ICDP) for parents in the general population has just been published in the European Journal of Psychology.

EUROPEAN JOURNAL OF DEVELOPMENTAL PSYCHOLOGY, 2014  
<http://dx.doi.org/10.1080/17405629.2014.950219>



## The long-term effectiveness of the International Child Development Programme (ICDP) implemented as a community-wide parenting programme

Ane-Marthe Solheim Skar<sup>1</sup>, Stephen von Tetzchner<sup>1</sup>,  
Claudine Clucas<sup>2</sup>, and Lorraine Sherr<sup>2</sup>

<sup>1</sup>Department of Psychology, University of Oslo, Oslo, Norway

<sup>2</sup>Department of Infection & Population Health, University College London, London, UK

Short-term effectiveness of the International Child Development Programme (ICDP) for parents in the general population has been studied. The aim of this paper was to investigate the longer term impact of the ICDP programme on parents looking for sustained changes 6–12 months after the programme. For this, a non-clinical caregiver group attending the ICDP programme ( $N = 79$ ) and a non-attending comparison group ( $N = 62$ ) completed questionnaires on parenting, psychosocial functioning, and child difficulties before, on completion and 6–12 months after the ICDP programme. Analyses compare changes in scores over time. The results revealed that the ICDP group showed significantly improved self-efficacy compared to the comparison group 6–12 months after programme completion. The ICDP group also reported that their children spent significantly less time on television and computer games and a trend towards fewer child difficulties. Key positive effects sustained over time but at a somewhat lower level, supporting community-wide implementation of ICDP as a general parenting programme. It is concluded that more intensive training with follow-up sessions should be considered to sustain and boost initial gains.

**Keywords:** Early child development; Caregiver guidance; Community intervention; Long term follow-up; ICDP.

*The long-term effectiveness of the International Child Development Programme (ICDP) implemented as a community-wide parenting programme (by Ane-Marthe Solheim Skar, Stephen von Tetzchner, Claudine Clucas, and Lorraine Sherr).*

### Abstract

Short-term effectiveness of the International Child Development Programme (ICDP) for parents in the general population has been studied. The aim of this paper was to investigate the longer-term impact of the ICDP programme on parents looking for sustained changes 6–12 months after the programme. For this, a nonclinical caregiver group attending the ICDP programme ( $N = 79$ ) and a nonattending comparison group ( $N = 62$ ) completed questionnaires on parenting, psychosocial functioning, and child difficulties before, on completion and 6–12 months after the ICDP programme. Analyses compare changes in scores over time. The results revealed that the ICDP group showed significantly improved scores on parenting measures, less loneliness,

and trends towards improved self-efficacy compared to the comparison group 6–12 months after programme completion. The ICDP group also reported that their children spent significantly less time on television and computer games and a trend towards fewer child difficulties. Key positive effects sustained over time but at a somewhat lower level, supporting community-wide implementation of ICDP as a general parenting programme. It is concluded that more intensive training with follow-up sessions should be considered to sustain and boost initial gains.

To find the article on the website of the European Journal of Psychology follow the link below:

[http://www.tandfonline.com/doi/abs/10.1080/17405629.2014.950219#.U\\_cx7KPRqCI](http://www.tandfonline.com/doi/abs/10.1080/17405629.2014.950219#.U_cx7KPRqCI)





# ICDP impact on mothers with an ethnic minority background



Article • DOI: 10.2478/njmr-2014-0020 NJMR • 4(3) • 2014 • 108-117

Nordic Journal  
of Migration Research

## THE IMPACT OF A PARENTING GUIDANCE PROGRAMME FOR MOTHERS WITH AN ETHNIC MINORITY BACKGROUND

### Abstract

The current mixed-method study investigates the effects of a culturally adapted version of the International Child Development Programme (ICDP) with 135 mothers - 29 ethnic Pakistani mothers residing in Norway attending Urdu-language groups and a comparison group of 105 Norwegian mothers attending Norwegian language groups. All mothers completed questionnaires on parenting and psychosocial health before and after participating in the ICDP programme. In depth interviews with a subgroup of 12 ethnic Pakistani mothers and 8 ethnic Norwegian mothers were analysed using thematic analysis. Before the ICDP programme, the Urdu-speaking mothers spent more time with the child, scored higher on distant child management and reported poorer mental health. Most changes over time were similar but significant for the Norwegian-speaking group only, which might imply that the minority mothers were in the process of change. In the interviews, the Urdu-speaking mothers emphasized enhanced communication and regulation as well as enhanced family relationships and life quality, whereas the Norwegian speaking group told about increased consciousness and empowerment, and a more positive focus.

Ane-Marthe Solheim Skar<sup>a</sup>, Stephen von Tetzchner<sup>b</sup>,  
Claudine Clucas<sup>c</sup>, Lorraine Sherr<sup>d</sup>

<sup>a</sup>Department of Psychology, University of Oslo, Norway

<sup>b</sup>Institute of Population Health, University College London, England (Present address:  
Department of Psychology, University of Chester)

<sup>c</sup>Institute of Population Health, University College London, England

A new research paper on ICDP has been published in the Nordic Journal of Migration Research. Volume 4, Issue 3, Pages 108–117, ISSN (Online) 1799-649X, DOI: 10.2478/njmr-2014-0020, September 2014

The Impact of a Parenting Guidance Programme for Mothers with an Ethnic Minority Background

Ane-Marthe Solheim Skar / Stephen von Tetzchner / Claudine Clucas / Lorraine Sherr

### Abstract

The current mixed-method study investigates the effects of a culturally adapted version of the International Child Development Programme (ICDP) with 135 mothers - 29 ethnic Pakistani mothers residing in Norway attending Urdu-language groups and a comparison group of 105 Norwegian mothers attending Norwegian-language groups. All mothers completed questionnaires on parenting and psychosocial health before and after participating in the ICDP programme. In-depth interviews with a subgroup of 12 ethnic Pakistani mothers and 8 ethnic Norwegian mothers were analysed using thematic analysis. Before the ICDP programme, the Urdu-speaking mothers spent more time with the child, scored higher on distant child management and reported poorer mental health. Most changes over time were similar but significant for the Norwegian-speaking group only, which might imply that the minority mothers were in the process of change. In the interviews, the Urdu-speaking mothers' emphasized enhanced communication and regulation as well as enhanced family relationships and life quality, whereas the Norwegian-speaking group told about increased consciousness and empowerment, and a more positive focus.

The full paper can be downloaded by following this link:

<http://www.degruyter.com/view/j/njmr.2014.4.issue-3/njmr-2014-0020/njmr-2014-0020.xml>

## ICDP in the Family Journal

### The Family Journal

<http://tfj.sagepub.com/>

Mothers and Fathers Attending the International Child Development Programme in Norway  
Claudine Clucas, Ane-Marthe Solheim Skar, Lorraine Sherr and Stephen von Tetzchner  
*The Family Journal* published online 19 August 2014  
DOI: 10.1177/1066480714533640

The online version of this article can be found at:  
<http://tfj.sagepub.com/content/early/2014/08/19/1066480714533640>

Published by:



<http://www.sagepublications.com>

On behalf of:



International Association of Marriage and Family Counselors

An article about a study of the ICDP programme in Norway has just been published in The Family Journal. It is called "Mothers and Fathers Attending the International Child Development Programme in Norway" and it is by Claudine Clucas, Ane-Marthe Solheim Skar, Lorraine Sherr and Stephen von Tetzchner.

### Abstract

Fathers are understudied in parent training studies. This study



investigates whether mothers and fathers benefit equally from participating in the International Child Development Programme (ICDP) implemented as a community-wide program in Norway in their parenting behavior, perceived child difficulties, and their psychosocial health. The questionnaire study used was a pre–post design comparing 105 mothers and 36 fathers who attended a regular ICDP course.

Results showed that the mothers and fathers differed on parenting behaviors prior to the course but showed similar changes, including on emotional and regulative aspects of parenting and autonomy supportive behaviors. However, only the mothers perceived a decrease in their child's difficulties after the course, while the fathers showed a greater increase in behaviors assumed to support the child's meaning making and in self-efficacy and a greater decrease in anxiety after the course. ICDP courses appear to be a useful tool for supporting both mothers and fathers in their parenting role.

To read the whole article: <http://www.icdp.info/api/media/media/629>

## ICDP article published in Aftenposten Viten

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



The text below was taken from that newspaper article:

"The fact that I have ended up in prison is not affecting only me, it affects the kids, my parents, yes, the whole family. They are out there and worry. So it makes it all the more harder to be here. " -says a father in prison in the West Coast of Norway. Another father from a prison in the eastern part of the country explains: "My daughter (7) started to become emotionally disturbed at school and beat her little brother and was sick a lot. Her mother took her to the doctor, but they did not find any solution; they believed that it was due to me being in prison".

Incarcerated fathers in Norway say that they try not to think about their own children, in order not to miss them too much. They find that the notion of fatherhood fades away and almost disappears because they rarely or never see their kids and what they are told about their children's lives are just fragments and perhaps rewrites of reality. They say that the prison environment is often rough and superficial, with little room to talk about what is perceived as difficult.

The fathers have developed a prison identity as a protection strategy. Prison identity can easily overshadow other identities like the father's identity, which in turn can make them less able to see how their own crime and imprisonment may be affecting their children. This tends to make it harder to deal with the identity as a father and partner after release.

It is rarely random who becomes a criminal; the prison status is often part of the "inheritance". Children with parents in prison, often called "the invisible victims", are more likely than other children to develop behavioral problems and cognitive and emotional problems, to drop out of school, and even to end up in jail. Many prisoners experienced marginalized childhoods without the support of good and caring caregivers. Research in developmental psychology has found that children who have a secure attachment have the best conditions for developing

empathy and ability to form good positive relationships later in life. Attachment is closely related to parenting style. Parents who show positive emotions have an open communication, are consistent, set clear boundaries and help the child to regulate itself, contributing to the optimal development of the child.

On the other hand, children who lack a secure emotional base and those with authoritarian, permissive or disengaged parents have greater difficulty in adaptation and attachment, which in turn increases the likelihood of anti-social behavior and crime. Research suggests that incarceration per se does not lead to a decrease in crime, but that preparing fathers in prison to reunite with their families helps to reduce the likelihood of further criminal career. An important area is the guidance of imprisoned parents.

Since 2005, the Norwegian prisons have offered incarcerated fathers the opportunity to participate in so-called daddy groups that are based on the International Child Development Programme, ICDP. They receive a slightly adapted version of the ICDP parental guidance program which is available to all parents in Norway. Six to ten parents participate in eight to ten group meetings with two ICDP facilitators who initiate discussions and reflections related to parent-child interaction (emotions, communication, control). They talk also about how fathers could best exploit the short time they spend with their own children when they come to visit them in prison, and how to talk to their own children about detention.

A recent study published in the Journal of Scandinavian Studies in Criminology and Crime Prevention compared the effects of ICDP parental guidance given to 25 fathers (who participated in the ICDP daddy groups) with another group of fathers who participated only in the general program of the prison. The



results of this study suggest that parental programs for incarcerated fathers can help prepare them for life outside prison walls. At the same time there is a need for larger and longer-term studies of psychosocial change among parents and their children, along with analysis of whether parental supervision leads to rehabilitation and prevention of new crimes. Both groups filled out a questionnaire relating to parenting and psychosocial functioning before and after participation in programs and in addition, 15 fathers who participated in daddy groups were interviewed. In the interviews after receiving the parental guidance (by participating in daddy groups), the fathers said that there was a warmer and more open prison environment; more positive relations between staff and inmates; their knowledge increased and their contact with the children became better. They also said that children showed greater joy in visiting the prison.

In the interviews it emerged that the fathers in daddy groups became more motivated to be good fathers to their children, yet even more critical of their previous parenting practices, which were often described as uncommitted or permissive. Their increased awareness seems to have led some of the fathers to feel worse due to a new sense of powerlessness, grief and guilt. Talking about children also led to missing them. This indicates that there is a need for follow up sessions supporting fathers after their release; to assist them in the best way to follow up on their newly found strong motivation to master their role as fathers.

Two comments from the interviewed participants of ICDP daddy groups:

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

"I'll do it! It's the only goal I have now; to achieve this here and give her (daughter 3 years old) a safe (father sniffles and takes few seconds to gather himself) upbringing, and a good father. "

The Report 37, "Punishment that works - less crime - a safer society", says that "inmates with children should be offered guidance about the role of parents." During the evaluation period, only six of the 67 prisons in Norway offered parental guidance. We have come some way, but increased efforts are necessary to reach all imprisoned parents and the 6000-9000 children in Norway who have a parent, usually the father, in prison. Parental guidance could help reduce the incidence of criminal recidivism among fathers, while preventing fathers prison status to be passed down to their children.

Link to the newspaper article in Norwegian:

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



# Report on pilot project with new immigrants in Oslo

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## **ICDP-foreldreveiledning i Oslo Voksenopplæring som en del av Introduksjonsprogrammet for innvandrere og flyktninger**

Et pilotprosjekt

Anc-Marthe Solheim Skar  
Psykologisk institutt, Universitetet i Oslo  
Silje Bjørnstad  
Familiehuset Nanna-Marie  
Hannah Davidsen  
Institutt for spesialpedagogikk, Universitetet i Oslo

JUNI 2014

An evaluation report of the ICDP pilot project with new immigrant groups in Oslo clearly shows that the ICDP participants experienced the ICDP programme as a very positive and useful experience for themselves and their children.

The report is in Norwegian:

<http://www.icdp.info/api/media/media/637>

Some of the main conclusions from this report:

The parents showed initial concerns about the challenges of raising their children in the Norwegian society, which is so different from their own cultures, but the ICDP contributed in a positive way in terms of dealing these challenges. The parents reported new and different ways in which they improved their relationship with their children, and demonstrated an increased confidence in their role of being a parent in Norway. Several participants stated that their culture was respected and that it was enriching to learn about the multiple cultures that were represented during the ICDP meetings.

The feedback from the participants and the ICDP supervisors indicates an increased knowledge of Norwegian language as a result of ICDP-participation. It was pointed out that the participants became extra motivated to talk in ICDP groups, as the topics were seen as important. At the same time they said that the level of their knowledge of the Norwegian language affected the outcomes; those whose understanding of the Norwegian was very basic found it difficult to follow the programme. Accordingly, the future recommendation is that participants learn more relevant Norwegian words before the first ICDP meeting, for example by giving them words from the ICDP brochure to learn in advance.

Both participants and supervisors expressed a desire for participants to receive more information from the Norwegian child welfare services. It was suggested that representatives from the child welfare services could be invited to participate in the planning of any future ICDP groups, with a view to creating a partnership. The aim would be for the ICDP participants to become informed about the available child services, while making it clear to potential participants that the ICDP programme is independent of child welfare services.



Overall, the findings of this pilot project showed that ICDP guidance offered to immigrants and refugees through the Oslo Adult Education leads to improved parent-child relationships, it also offers opportunities to improve their knowledge of the Norwegian language and to expand their understanding of the Norwegian society.

If the decision is made for ICDP to continue to be implemented in the municipality of Oslo as part of Adult Education, the present report recommends to conduct a parallel research project to investigate the effect of the ICDP programme among participants and their families (with comparison groups, better measure of parental variables such as mental health and social support, and more objective measures of the change in the interaction between parents and children and children's development), in order to determine to what extent and how the ICDP programme is effective for participants in parenting, in interaction with their children, and their Norwegian knowledge and skills.

## Denmark

### ICDP-East, Denmark

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ICDP continues to be very active in Denmark. A new association was formed in 2013, called ICDP-øst (ICDP-east). It aims to raise awareness about ICDP and promote the application of the ICDP programme in education and health sectors. Taken from the ICDP report by Anne Linder, psychologist who led the initiative to form ICDP-east: ICDP-east is part of ICDP Denmark. The other founding members are psychologists Anne Therkildsen, Lena-Theresa Hansen and Jesper Gregersen. [www.ICDP-øst.dk](http://www.ICDP-øst.dk)

ICDP-east has already trained approximately 180 people in ICDP, including staff in day care centers, schoolteachers, psychologists, family therapists and librarians. In addition, a group of about ten key managers went on a study tour to Sweden, to find out how ICDP could be used with the disabled and older people.

#### *Nordic conference*

In 2013, Anne Linder assisted the University College North (UCN) to organize the ICDP Nordic network conference, with the theme "ICDP and Slowness". The conference attracted 130 participants from a wide variety of disciplines mainly from the care and health professions. The keynote speakers included among others: Nicoletta Armstrong (Chair of ICDP International) who spoke about the history and the current development of



ICDP International; Susan Hart (Danish psychologist) who lectured about neuro-affective psychology and the importance of good relationships for the development of the neural function of the brain and Colwyn Trevarthen (professor emeritus) whose lecture was about the musicality of interactions. The evaluation showed that the participants found the conference inspiring. A journal was published after conference.

#### *Interdisciplinary cooperation*

In the town of Halsnæs, ICDP has become the professional platform for a broad variety of interdisciplinary teams. Participants of the ICDP courses include teachers, educators, managers, healthcare workers, psychologists, therapists, social workers and school nurses.

### *ICDP and positive pedagogy*

In Denmark, the ICDP Programme is much appreciated and the demand for ICDP-training is increasing every year. The evaluation shows that pedagogues approach children in a more positive and resourceful way, after completing the ICDP Training Programme; they are able to understand, connect and see ways to relate to children in different and more positive ways. Furthermore, the pedagogues report that they have enhanced their ability to capture both the children's, their colleagues' and their own small successes. "I have a much more positive and meaningful perspective on my work in general, I feel less stressed and I have much more energy – I am have simply become a better version of myself, a better pedagogue!" , states a pedagogue who attended the Training Programme in the autumn 2013. Considering the amount of hours the children in Denmark spent in the institutions, it is of great importance that the pedagogues are able to maintain the emphasis on positive interactions in their work with children and it is very positive that

the pedagogues that were trained in the ICDP Programme found ways to cultivate a positive pedagogical ambience.

### *New publications (which include ICDP):*

"Community education - inclusion with joy ", a book by Anne Linder and Jesper Gregersen "How to create a good relationship with our elderly and disabled citizens", a booklet by Lene Therese Hansen and Anne Linder

### *Facebook*

ICDP Denmark is active on facebook with more than 250 members, who share news and show photos of ICDP course participants. The term an " ICDP pedagogue" has emerged as a special concept of competence.

### *Future vision*

UCN and ICDP-east have started negotiations with the ministry to persuade them to recommend ICDP as a family program in Denmark.

Plans for 2014: ICDP-east will host a number of ICDP inspiration seminars in the eastern part of Denmark. In the autumn, they will host a large conference on the theme ICDP and resilience and participate in a Nordic meeting in Finland.

## **Danish Ministry announces ICDP**

A team from ICDP Denmark has managed to persuade the Danish Ministry for Social Affairs to announce ICDP on their own homepage, as a programme that builds resiliency. Since 2012, psychologist Anne Linder and Kirsten Pedersen, the ICDP coordinator at the University College of Northern Denmark (UCN) have been working on achieving this goal through ongoing negotiations with the Ministry – they feel very glad to have finally succeeded.

The following information can be found on the homepage of the Ministry for Social Affairs, as an introduction to ICDP. In addition, the



### **ICDP – International Child Development Program**

ICDP er et forebyggende og omsorgsvejledende program, der har til formål at forhindre omsorgssvigt og misbrug af børn.

Emilie Normann Hovgaard & Ninna Lagoni Hansen | Socialstyrelsen

ICDP er et forebyggende og omsorgsvejledende program, der har til formål at forhindre omsorgssvigt og misbrug af børn. Programmet henvender sig til forældre og øvrige omsorgspersoner for børn i alderen 0-18 år, samt til personalet i blandt andet børnehaver, skoler og asylcentre.



homepage provides some more information about the programme and training: ICDP is a preventive and resilience-promoting programme, which aims to prevent neglect and abuse of children. The programme is for parents and other caregivers of children aged 0-18 years and for the staff of, among others, preschools, schools and detention centers.

The programme's basic goal is to make caregivers more responsive to children's needs and improve caregivers' ability to meet children on the children's own terms. Danish experience with the implementation of the programme among professional caregivers indicates that employee motivation; the teaching content and collegiate coaching promotes the implementation. Studies from Norway show that the ICDP has a positive effect on the general population and specific target groups, such as asylum seekers and parents from ethnic minorities. Studies show that caregivers and parents experience a positive change in parental strategies and increased involvement by participating in ICDP.

Link to the Ministry's homepage:

<http://vidensportal.socialstyrelsen.dk/temaer/Omsorgssvig/indsatser/icdp-2013-international-child-development-program#>

## Sweden

### ICDP developments in Sweden

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In Sweden ICDP training is given to many different professional groups, including preschool/school principals, preschool teachers, nannies, special education teachers, counselors, psychologists, physicians, nurses, youth workers, career counselors, school counselors, school nurses, social workers, family therapists, therapy assistants, social workers, midwives, elderly care personnel and youth counselors, among others.

The ICDP programme (guided interaction) is applied on an ongoing basis by different services, including child health, preschools, schools, social services and elderly care.

ICDP courses take place in different parts of the country and the training is differentiated at 3 levels. During 2013 approximately 1072 individuals were trained at Level one (caregivers), bringing





the total number to over 10 000. In addition, 279 people were trained at Level two. A total of 1864 individuals received Level two diplomas as recorded in the foundations registry.

Level three: 15 new supervisors/trainers received diplomas in 2013. In total 175 individuals are trained at Level three. They are under contract with the foundation regarding the use and design of the ICDP programme.

Other activities besides the training programs take place across the country, such as inspirational lectures and 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 program's approach.

#### *Central training*

During the spring and autumn semesters in 2013, two central courses at level one were held in Stockholm, at Ersta konferens. There were approximately 20 participants per sessions. These were followed by two-step II courses.

A new level 3 training started in October at Stora Brännbo, Sigtuna and it is to be completed in the spring 2015. Number of participants is 20.

#### *Commissioned training programs*

Trainers from ICDP and representatives from the board of ICDP have conducted a number of commissioned programs

throughout the year. Altogether, 200 individuals attended level 1, 2 and 3 courses in Malmö and Kalmar.

#### *Competence development for counselors and supervisors*

An autumn networking meeting for approximately 65 participants was held in October at Ersta konferens, Stockholm. Guest speaker was Margareta Normell, author and psychotherapist. Her speech focused on relational pedagogy and schools - and it was greatly appreciated.

#### *Nordic Network Meeting*

The 11th Nordic Network meeting took place in Denmark in May 2013. Among the main speakers were neuropsychologist Susan Hart and Colwyn Trevarthen. The entire board of ICDP Sweden attended.

#### *New material*

The Board has produced a new booklet for parents of children aged 6-12. The booklet is sold through the foundation's bookshop on the website. The book 'Vägledande Samspel i Praktiken' was reprinted during the year. The webpage was polished. The networking page 'Community' gained several new functions.

#### *Web-evaluation*

The first evaluation of the caregivers who received ICDP was finished in the autumn 2013, revealing some common tendencies. There were 120 attendees, including parents, educators, and families. The work on the evaluation of educational groups will continue during 2014.



# Finland

## Diary of ICDP activities in Finland



ICDP has been steadily expanding in the south and the north of Finland: at the Anchor House Family Centre in Pargas (photo above) and through a collaborative project in the town of Kotka. The ICDP programme is applied with several different target groups and the training is delivered either in Swedish or Finnish.

*Diary of activities - taken from the ICDP Finland report:*

### ICDP board

The Finnish board met 5 times during 2013. Our annual meeting was held in Helsinki in March. In connection with our meeting Hanna Sellergren also told us about the ICDP project in Kotka. In February three members of the Finnish board participated in the Nordic ICDP meeting in Stockholm. In October we arranged an ICDP inspirational afternoon in Helsinki for members only,

where Nicoletta Armstrong talked about the theories behind ICDP and shared her experiences and ideas from ICDP parent groups in South America.

### ICDP at the Anchor House family center in Pargas

On August 15th, ten facilitators got their Level 2 diplomas. This ICDP training was delivered by Klara Schauman-Ahlberg.

In June, 18 participants from the archipelago region in South West Finland took part in a Level 1 training by Petra Zilliacus and Christel Holmström from ICDP Finland.

The maternity and child care clinic at the Anchor house family center offered ICDP courses to first time parents-to-be, who wish to deepen their understanding of birth, parenting and family life. The center also runs occasional ICDP groups for parents of older children.

On September 18th, all staff from the health care and social services in the city of Pargas were invited to an ICDP afternoon to reflect on the benefits ICDP can bring to the daily work with families. Guest speaker at the event was Hanna Sellergren, who told about the Kotka project experiences from ICDP meetings with parents who have been or still are abusing alcohol and drugs. ICDP was also introduced to personnel in the social work office and to the home day care personnel in Pargas.

People from the Anchor House gave lectures about the ICDP-programme on several occasions outside their own town. There is a general feeling that the public is curious and interested in ICDP and how the programme could enhance dialogical approaches and multi-professional collaboration in the field of health and social services.

#### Other activities connected to ICDP at Anchor-house

The Remontti project, which included ICDP training courses, ended in the spring and the final report was produced.

12.3 Visitors from Sweden, Smedjebacken Municipality. A group of different professionals showed a lot of interest in the work at Anchor house and the ICDP programme.

19.3 A group of professionals, working with young alcohol and drug addicts, gathered for a meeting at the Anchor house. A part of this meeting involved giving information about the family center, the cooperation in the house and ICDP.

During the spring several ICDP support groups were held at the Anchor house; a preparation course for parents-to-be was for the first time based on ICDP, as a pilot study. ICDP support group for parents and two ICDP support groups for professionals also took place.

4.4 The leading Finnish newspaper in the region Turun Sanomat published a big article about the Anchor house and the play park for children outside the house and ICDP. The families can visit the park and at certain hours they can also leave their children in the park with two play supervisors who take care of them.

1.8 The work started on the new project "Wellbeing Children and Youth" with four neighbour municipalities.

28.8 Seven public officials from different Municipalities in Sweden (Småland) visited Anchor house and got information about the multi professional cooperation in the house and ICDP. Tina Dunder-Sjöholm, in charge of the project in Kimitoön Municipality, visited the Family house for discussion on a common project. Her special interest is the ICDP preparation course for parents-to-be.

18.9 Anchor meeting in Nauvo with officials from the archipelago and people who are working with alcohol and drug addiction. We started with an ICDP exercise. Then Hanna Sellergren presented the work of the Kotka project with parents with problems related to alcohol and drug abuse.

1.10 Jarkko Eloranta, who is working as the national chairperson of a import trade union JHL visited the Anchor house and received information about the work with ICDP. A journalist from both the Finnish and Swedish newspapers in the region published reports of his visit.

7.10 The Swedish center for developing social services in Finland (Finlands svenska kompetenscenter) visited the Anchor house, showing interest in the project and ICDP.

9.10 The Anchor House and its work with ICDP was presented at an exhibition with the theme wellbeing in Pargas.

18.11 Visit of a group of students, "they have heard so much about the house, so they wanted to come and see and listen for themselves".

21.11 The Anchor house coordinator visited Lohja Municipality, where a Family center just started. After information about ICDP, they were very interested and subsequently made plans for a course for 30 people.

#### The ongoing ICDP-project in Kotka (2011 – 2013)

The project aims to develop child centered working models in the area of parental substance abuse and it builds on ICDP. The three collaborative organizations are: the Federation of Mother and Child Homes and Shelters, A-Clinic Foundation and the Finnish Blue Ribbon. The project is funded by Finland's Slot Machine Association and is located in Kotka, a small town in South East Finland.

In January 17 professionals got their level 2 diploma and qualified as ICDP-facilitators. ICDP trainers for this group were Klara Schauman-Ahlberg and Pamela Antila.



A new set of materials for parents and professionals attending ICDP courses was produced. The project made an ICDP leaflet and posters for the 3 ICDP dialogues.

In July, the team working with parental substance abuse from the Federation of Mother and Child homes and shelters (and ICDP-project as a part of it) attended the 15th International congress of The European Society for Child and Adolescent Psychiatry (ESCAP) in Dublin. The team had a poster presentation at the congress.

In September, the second evaluation report of the project was completed. The evaluation of the project is done continuously to support and develop the project goals.

During the year the ICDP facilitators facilitated ten ICDP groups. A total of 58 persons participated in the groups. In five of the

groups the participants were parents and another five groups were comprised of professionals.

In November, 11 facilitators began their level 3 education (trainee-level). The trainers for this group are Klara Schauman-Ahlberg (main trainer) and Nicoletta Armstrong (visiting consultant). Nicoletta visited headquarters of the Federation of Mother and Child Homes and Shelters to hear more about the three collaborative organizations and their work and the project partners had opportunity to hear about Nicoletta's work and ICDP all over the world.

During the year the project team wrote three articles for professional journals. The articles were about how to use ICDP with families with substance abuse problems. Also two net blogs were published on the same themes.

## Workshop and Conference in Helsinki

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On 13th of June, a one-day conference titled "ICDP – A Key to the Knowledge of Dialogical Interaction with a Child" was held at the National Institute for Health and Welfare, in Helsinki. Approximately 70 professionals and practitioners working with children and families who came to hear about the work of ICDP attended the conference.

Nicoletta Armstrong introduced the ICDP methodology and Petra Zilliacus, Marjatta Kekkonen, Helena Koivisto and Hanna Sellergren presented the local experiences with the ICDP programme. After each presentation, there was time for questions and sharing. The conference was a lively event that generated a lot of interest in ICDP. This event also proved to be a good opportunity for making new connections between the ICDP Finland team, led by Klara Schauman-Ahlberg and a number of professionals who came from organizations operating in different parts of the country. At the end of the conference, many asked to receive training in ICDP.

### *Workshop for trainers*

ICDP Finland has a strong group of ICDP trainers, both in the southern (linked to the Anchor house family centre in Pargas) and northern (linked to the Kotka project) regions of the country. The photo above shows some of the members of the local team of ICDP trainers who attended a workshop held by Nicoletta Armstrong, one-day prior the conference. The local trainers had an opportunity to hear about some aspects of ICDP training, which were developed over the years by Karsten and Nicoletta for their respective work in developing countries (Africa and South America), and to exchange experiences about different ways of training and monitoring the work of facilitators.



## ICDP a good practice



ICDP is a good practice according to the Nordic Centre for Welfare and Social Issues. The Nordic Centre for Welfare and Social Issues has published three reports as part of their “Early Intervention for Families” project and in the second report they make references to ICDP as one example of good practice. The “Early Intervention for Families” project was aimed at spreading research findings and knowledge on best practices, as well as creating Nordic networks.

Report one: <http://www.icdp.info/api/media/media/538>

Report two: <http://www.icdp.info/api/media/media/539>

Report three: <http://www.icdp.info/api/media/media/540>

The Nordic societies are based on common values and “the Nordic welfare model” has become a term in international political debate. The model is based on a shared intention: equality, social solidarity and social security to all. Nordic cooperation facilitates inter-Nordic exchange of experience and knowledge in order to be better able to meet the challenges.

The Nordic Centre for Welfare and Social Issues, (<http://www.nordicwelfare.org/Ovrigt/About-us/>) is led by a board with representatives from the five Nordic countries, appointed by the Nordic Council of Ministers. Their work is aimed at promoting inclusion of vulnerable groups, equal treatment of the citizens, social solidarity, as well as accessibility and quality with regard to social services. Key activities: to gather and compare experiences from the Nordic countries within the area of welfare policy; to spread experience and best practice through our activities and networks; to create dialogue between politicians, researchers and practitioners; to offer educational services and networking.

During 2011 and 2012, the Nordic Council of Ministers gave priority to the area “early preventive intervention for families at risk of social marginalization”. As a result of this priority, the Nordic Centre for Welfare and Social Issues has been assigned the task of running the “Early Intervention for Families” project.

The aim of the project was to spread knowledge on early intervention, which is primarily addressed to families with preschool children. The aim was to pay attention to children and families in need of early intervention in order to prevent the children from experiencing further problems during adolescence and early adulthood. The project promoted best practices and encouraged discussion about interventions and target groups. Some of the key questions focused on finding out whether the most needy families are being reached with the choices of today and on how adolescents with social problems view society's early efforts?

The text below about ICDP is taken from the second report, which was issued by the Nordic Centre for Welfare and Social Issues as part of their “Early Intervention for Families” project.

*Example: ICDP—a common approach in Finland*

Guidelines for Interaction/ICDP, International Child Development Programme, are a method that attempts to reinforce the interplay between parents and children. Guidelines for Interaction were specially developed for Nordic conditions and are based upon the international programme ICD. The programme places substantial emphasis on developing the listening skills and sensitivity of the adults to the child's needs and thoughts. Guidelines for Interaction/ICDP can function as a common point of departure for professionals in order to support the child and the family in a respectful manner. This example emerged in part from the meeting with the Pargas family centre "The Anchor" where ICDP was adopted as a common base for the preventive activities at the family centre.

A recent evaluation of ICDP in Norway "Evaluation of Programme for Parental Guidance Based upon International Child Development Programme" (2011) confirms that ICDP is appears to be functioning even from a research angle as knowledge support for both parents and professionals. In addition to the professionals, four different parental groups were included in the study: one group of parents from the majority population, a minority group, a prison group and a group with children who have special needs. The basis included 204 participants, whereas the comparison group had 79 participants. The results showed that the professionals who work, with the method experienced an increased commitment to their work. At the same time, all the parental groups had the experience that

the environment at home was less unsettled and marred by conflicts after the programme.

*Example from Finland—the family house named "The Anchor" with all preventive activities under one roof*

"The Anchor" family house in Pargas began its activities in 2009. What is unique about "the Anchor" is that all the municipality's preventive services that are intended for families are collected together under one roof. Personnel from the health service, day care/preschool, schools and preventive social services work there. Even speech therapists, school welfare officers and family advisers are all found under the same roof.

Parents can meet with the family adviser with or without their children, for example when the relationship between parents is in crisis or a parent is worried about how the child is doing. Each line of work inside the house has its own goals and conducts development work. In addition, the personnel are tasked with other activities and participate in the development work of the family house.

Since "The Anchor" houses many different professions, the choice has been made to proceed based upon ICDP/Guidelines for Interaction, which functions as a common approach. "The Anchor" also has a unique role as a resource centre in the region where it operates. In this manner, the family centre's focus on families with children is extended beyond the walls of "The Anchor".



# Romania

## ICDP and SOS cooperation

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SOS Children's Villages Romania has become a new cooperating partner of ICDP and will introduce the ICDP method to Romania. ICDP will provide the training of a local team to become ICDP facilitators, and they will carry out a pilot project in rural communities in the Bacau region in the north east of the country, where there is a perceived need for educational programmes for parents and professionals.



SOS Children's Villages Romania has over the last seven years been working with children and families at risk in the rural communities in Bacau (Bacau county – <http://ro.wikipedia.org/wiki/Bac%C4%83u>), through SOS counseling and support centers for children and parents. They feel that ICDP will add a new innovative component to their work with disadvantaged communities.

The plan is to introduce ICDP, as a new model focused on child-parent interaction, through the project called "International Child Development Programme - strategy to prevent inequalities, social and family violence", sponsored by the EEA grants.

The project will be implemented in eight villages of the Bacau county, characterized by poverty, lack of job opportunities, family violence, and inadequate parenting attitudes and practices. The project aims to increase the level of response and mobilize community members and public authorities towards actions that will reduce inequalities and violence against children. Project activities are targeting specialists working with children and parents, with the intention of enriching their knowledge and enhancing their caregiving skills.

Activities include:

- Implementing a training program based on the ICDP model
- Elaborating an intervention plan for children and their families, beneficiaries of Counselling and Support Center for - Children and Parents Bacau, based on the ICDP model
- Organizing events, informing and promoting project activities and the innovative approach of the ICDP model
- Organizing training sessions for the community consultatives structures in 8 communities from Bacau County
- Providing technical assistance to community consultative structures to enable them to introduce the ICDP model in the best possible way
- Developing local work plans for the 8 communities from Bacau County

ICDP training activities have already started and the first ICDP workshop was held from 2nd-6th of June, at the Heimeus primary school. It was attended by 15 participants (14 women and one man), including 3 psychologists, 8 social workers, 3 teachers and 1 father.

"The limited number of participants was an important asset for it provided good conditions for a closer contact and work, helping to create group spirit throughout the training sessions. All participants contributed with their views and life experiences and lively discussions enriched the sessions during the workshop. The joyful closeness of children was a constant reminder of the purpose of the ICDP work and encouragement to act with determination in making children's lives happier and hopeful."

- Pedro Mendes, one of the founders of ICDP and trainer for Romania.



## Switzerland

### ICDP and WHO

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

Objectives of the WHO meeting held on 22-23 July 2014:

- To discuss effective programme components and service delivery strategies of parent skills training programmes for parents of 2-9 years old children with developmental disorders, including ASD;





- To exchange information and share experiences about challenges in adapting and implementing parent skills training programs especially in low-resource settings;
- To consult on proposed session content and organization of training modules;
- To discuss next steps regarding further development of the program and pilot testing.

Agenda: <http://www.icdp.info/api/media/media/625>

List of participants: <http://www.icdp.info/api/media/media/620>

The ICDP-WHO manual for the ICDP programme was distributed by WHO to all participants.

Concept note by WHO for the "Technical working group meeting on parent skills training for management of developmental disorders":

Developmental disorders, including autism spectrum disorders, are a group of conditions with onset in infancy or childhood, characterized by impairment or delay in functions related to central nervous system maturation. Most affected children and families live in low- and middle-income countries (LMIC), but services have proven inversely proportional to a country's income (WHO, 2007) with a treatment gap of at least 80% in LMICs (Kieling, 2011). The lack of skilled human resources, especially at the primary health care and community level, is recognized as a major barrier to increasing service provision for children with ASD and other developmental disorders (Patel, 2013; WHO, 2013).

Several evidence reviews suggest that parents are able to learn the skills necessary to deliver therapies to their children with developmental disorders and that children benefit from these interventions (Matson, 2009; McConachie, 2007; Oono, 2013). Further, a systematic review of the literature demonstrates that non-specialists in community settings can effectively deliver parent training, providing support for the notion that low intensity programs improve child developmental and behavioral outcomes as well as family wellbeing (Reichow et al, 2013). The WHO mhGAP Intervention Guide for non-specialist service providers recommends parent training for management of developmental

disorders when available. However, evidence-based parent skills training programs, delivered by non-specialist providers, that are affordable and can be feasibly implemented in low-resource settings (e.g. group format, low- intensity and duration) are not yet available to the public.

The WHO Department of Mental Health and Substance Abuse, along with a number of experts in the field, recently conducted a review of available evidence on parent skills training programs with the aim of determining which program components and what service delivery strategies are most reliably associated with clinically-significant outcomes. The review will inform the development of a parent skills training program for equipping parents, especially in low resource settings, with knowledge and skills to help their children achieve optimal developmental potential and functioning. The program targets parents of children 2-9 years old.

The Department of Mental Health and Substance Abuse is therefore inviting a group of experts with experience in the development, adaptation, implementation and evaluation of parenting programs, professionals in the field, representative of parents' organizations and other partners to advise and contribute to the development of the program.





The meeting will provide an opportunity to exchange information and share experiences about the challenges of implementing parent skills training programs especially in low-resource settings, share the results of the evidence review on parenting programs for developmental disorders, and review proposed session content and organization of the program along with preliminary training modules. It is expected that the meeting will facilitate the establishment of a working group of interested collaborators who will contribute to further development of the program, revision and/or pilot testing.

*A brief historical note about ICDP and WHO:*

During the 1980-ies, some of the ICDP founders, including Pedro and Irina Mendes had been involved with the "Alfragide" educational and social project in Lisbon. It offered support to the refugee families from ex Portuguese colonies and it was here that the ICDP programme started to be tested out and later

continued to be implemented for many years. In October of 1992, the WHO organized a symposium to evaluate the ICDP programme. The symposium had the support of the Portuguese Ministry of Health and it took place in Lisbon.

The Lisbon symposium was attended by John Orley, the director of WHO Mental Health Division in Geneva and by most of the ICDP founders, including Karsten Hundeide and Henning Rye who led the developments of the ICDP approach. There were other participants who had been linked to the MISC programme developed by Pnina Klein, a programme that had influenced the development of ICDP. Karsten Hundeide, the key person in formulating the ICDP programme, presented the ICDP programme. ICDP received a very positive reception by WHO and an invitation for further cooperation.

In 1993, John Orley participated in the ICDP workshop in Oslo that was led by Karsten Hundeide and with the participation of two other ICDP founders, Wilbert Verheyen and Nicoletta Armstrong. Subsequently, WHO promoted ICDP at conferences and meetings in Jamaica, Italy, Portugal, Brazil and Colombia. Through recommendations by WHO, the Health Ministry in Colombia sponsored an ICDP project, which was developed in Jamundi, near Cali.

In 1994, the early version of the ICDP manual in English, which had been prepared by Karsten Hundeide and Nicoletta Armstrong, was sent to WHO - it was adopted and subsequently published as a ICDP/WHO document:

[http://www.who.int/mental\\_health/media/en/29.pdf](http://www.who.int/mental_health/media/en/29.pdf).



# ICDP IN LATIN AMERICA

Brazil, Colombia, Mexico, Guatemala, El Salvador

## Brazil

### Evaluation from Brazil

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The ICDP Foundation is one of the partners in a multi-institutional project in the semi-arid region of Pernambuco and Bahia states, in North East Brazil. This project has been developing since 2010 with main sponsorship from the European Community and it is due to end in 2014. A study evaluating the results of this project has just been finalized and the final report has now been made available.

The data were collected from different groups of informants, including trainers, facilitators, families, institutional leadership and their staff.

The ICDP standard questionnaire was administered on line, and in addition there were focus group interviews, as well as one-to-one interviews. ICDP received very good reception at every level and the overall results are very encouraging. It was particularly well received by the two indigenous groups, Truka and Quilombola.



"Eu vou dizer uma coisa, eu não faço tudo ao pé da letra não, mas muita coisa que a gente aprendeu aqui eu levei para minha casa" (Mãe Oroco)

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

# Colombia

## UN gives children a voice

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The UN General Assembly approved the protocol of the Convention of the Rights of the Child that enables children and young people from around the world to denounce the violation of their rights before a special body of the United Nations. This instrument will enter into force in April.

The above news comes from Manuel Manrique (on photo below), whose article "Voice of Children in the Global Arena" was published on January 29th, 2014, in the newspaper El Mundo, in Medellin, Colombia. (During his role as the UNICEF representative for Colombia, Manuel had opened doors for the implementation of ICDP in hundreds of towns all over Colombia.)

### La voz global de la niñez

Autor: [Manuel Manrique Castro](#)

29 de Enero de 2014



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*The Voice of Children in the Global Arena*

Manuel Manrique Castro

Her melodious and now universally renowned name travel led to every continent, and there was virtually no place where the news of the attack against her – in October of 2012 -- had not been heard. Malala Yousafzai, a sixteen - year old Pakistani girl, not only survived the Taliban's attempt to assassinate her, but, even before the grave wounds to her head and throat that had nearly killed her had had a chance to heal, she began once again to speak out in favor of the education of girls and women in Pakistan, a cause she has been championing since she was eleven years old.

The frustrated attack on her life immediately sparked a wave of global support. The UN Secretary General invited Malala to New York. She was awarded the International Children's Peace Prize in The Hague, and teamed up with former British Prime Minister Gordon Brown to advocate for Syrian children refugees. In October she met with US President Obama, and has continued to tirelessly promote the rights of girls and women. Malala is, without a doubt, an extraordinary example of the powerful impact a young voice can have when the message is expressed in such a brave, pure and spontaneous manner.

Starting next April, children and youth around the world will, like Malala, be able to denounce the violation of their rights before a special United Nations body. This will be possible thanks to the enactment of the third Facultative Protocol of the Convention of the Rights of the Child, which was approved by the UN General Assembly. This instrument will enter into force because it has been ratified by ten UN Member States, two of which – Bolivia and Costa Rica – ratified the protocol just a few days ago. Colombia has yet to ratify the Protocol, but when it does, Colombian children and youth will be able to make use of this new resource.

The most important aspect of this new instrument is that it validates, as a binding international principle, every child's right to be heard in a global forum like the Committee on the Rights of the Child, which has its headquarters in Geneva.

The challenges to be faced in implementing this Protocol have to do, on the one hand, with the agility of the existing mechanisms, and on the other, with the time it will take to process the claims, which the Committee will only be able to accept for consideration one year after all other legal channels within the country of origin have been exhausted. And once the Committee has accepted a claim for consideration, more time will pass before the Committee, which meets periodically and has a small organizational structure, is able to look into the claim and contact the national government in question. Once the Committee has contacted the government, it, in turn has six months to send its response back to the Committee. We know that responses will not be immediate and that the time lapses may vary considerably. Once the Committee has reached a final decision about a case, it will draw up a set of recommendations for the country of origin's government to take into account in order to correct the situation denounced in the claim. It is easy to see that, given the aforementioned challenges built into the process, no matter the importance or urgency of a claim submitted to the Committee on the Rights of the Child, a final solution will take a very long time. In spite of the fact that the Committee has earned a good reputation since its creation following the approval of the Convention on the Rights of the Child in 1989, the slowness inherent in this resolution process may have a negative impact on the Committee's credibility.



The value of the Protocol lies in the fact that it creates an official international mechanism for receiving claims directly from children and youth whose rights have been violated, eliminating the need for children to carry out heroic acts like Malala. If Colombia were to ratify the Protocol, and we hope that it will do so immediately, the testimonies of thousands of Colombian children who have suffered from the violent actions of illegal armed groups must be submitted to the Committee, so that these children's suffering shall not be cast into oblivion.

Published in Spanish by El Mundo, Medellín, Colombia on January 29, 2014

Translation into English by: Cynthia Selde

The article in Spanish:

[http://www.elmundo.com/portal/opinion/columnistas/la\\_voz\\_global\\_de\\_la\\_ninez.php](http://www.elmundo.com/portal/opinion/columnistas/la_voz_global_de_la_ninez.php)

## Report from Antioquia

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

The ICDP trainer Abel Antonio Salazar led the ICDP project in the municipality of Cañasgordas; his ICDP team included facilitators Isabel Jimenez, Catalina Mesa, Sergio Mauricio Osorio Ospina, Angela Maria Garcia Rivera, Flower Astrid Tuberquia Usuga, Ferney Eugenio Ruiz Urrego and Jhon Fredy Rodriguez Castellar.

Report in Spanish of developments in Cañasgordas: <http://icdp.meatdigital.no/api/media/media/544>

The text below was taken from that recent report:

The main objective of the project was to provide strategies to promote good treatment in families and communities, creating protective environments that enable childrens integral development. The ICDP strategy spread to several villages within the Cañasgordas



municipality, forming caregivers in ICDP who later became facilitators of the strategy in their homes and communities. The ICDP courses were given to caregivers in the villages of La Aguada, San Miguel, San Miguelito, Cestillal , Caracolal , Llanogrande , El Roble, The Balsita , Loneliness , Boards Uramita and Alto de Buena Vista. The ICDP project reached 960 persons and over 900 children.

The methodology was implemented with groups of caregivers through the 12 meetings of the ICDP programme,

always encouraging caregivers to apply 8 guidelines for good interaction in everyday relationships with their children. The purpose of the meetings focused on promoting good treatment, improving relationships between parents and children and strengthening the emotional bond. The meetings provided opportunities for participation and exchange of experiences.

Cañasgordas municipality has a population of 22,408 inhabitants; 70 % live in rural areas and 50% of the population lives in conditions of economic vulnerability; 7.31% are children under 6 years of age and 11 % are children and young people between 7 and 18 years of age. Its economy is based on rearing of livestock, mining and agriculture. The population targeted by ICDP was characterized by poverty, inequality, deteriorating family dynamics, conditions of vulnerability and in some cases lack of affection within the family and community environment.

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

Reflections of an ICDP facilitator involved in this project:

“Every human being needs to be treated well in childhood, with love and positive guidance, but we must not look at this as a utopia, but instead we should work hard on creating protective and humane environments dedicated to the enrichment of the self as a fundamental source of human development. In Cañasgordas, the ICDP methodology became over the last four years, a source of endless learning, which took place through different practical activities that generated positive change within families and communities. The ICDP methodology is engraved with golden letters in the communities of the Cañasgordas region of Antioquia. The expectations in Cañasgordas were met with the application of the ICDP methodology, but the continuation of ICDP implementation must be secured in order to consolidate the generated change and to create more such protective and harmonious environments.”

## ICDP with teenage mothers

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An ICDP project was successfully completed at the education centre called “Centro Formativo de Antioquia” (CEFA). The ICDP facilitators were a student, Amara Mokdad Galeano and a teacher Marleny Martinez Perez. CEFA is an official institution of the Department of Antioquia and it offers education and vocational training to adolescent girls from Medellin and its metropolitan area.

The students at CEFA come from families with low levels of education. Many are single parent families in which it is the mother who assumes the responsibility of



taking the children on. Family life is seldom based on strong and stable pillars and as a result many girls end up being fearful, emotionally confused and anxious about the future; they tend to suffer from low self-esteem and show little interest in studying to improve their lives. Many have inherited the traditional peasant culture mentality, where the prevalent conception is that the man is the boss and provider for the family - so to escape poverty the best thing is to get yourself a husband and have children with him.



The institution has approximately 50 groups of students per year and on average one student per group is a teenage mother or an expectant teenage mother. Usually the student's mother or a relative takes care of the baby while the adolescent mother attends school.

Marleny Martínez Pérez advertised the ICDP course at the CEFA school, inviting and informing pregnant students as well as students who are mothers of children between zero and five years of age. The application process included making telephone calls to the mothers of the students giving explanation about the advantages of attending ICDP and asking the mothers to allow their adolescent daughters to attend the training. The director of the CEFA school, Gladys Rojas Otálvaro, welcomed ICDP to hold its workshops on the school

premises and provided a spacious room, which was very adequate for the ICDP sessions facilitated the training process. The group of students that attended the ICDP course was composed of 9 teenagers between 15 and 18 years of age, two expectant mothers who already have seven children of various ages between zero and 4 years and one older participant 54 years of age. Therefore, the participants were mostly young people who had just finished their last year of high school.

The course took place from the 25th of November 2013 till the 28th of March 2014. Before the start of the ICDP course, the participants expressed a general interest in acquiring some knowledge and skills that would help them understand the development of their children better and how to relate to them. They expressed a wish to improve their own skills, but also felt that it was important to improve the caring skills of grandmothers and aunts, who are often left to look after children. The ICDP program was carried out in the way it is usually delivered: first there was a general presentation of the program and its objectives, exploring different aspects of child rearing, the concept of empathy in relation to children's' feeling and cognitive states, then came the exploration of each of the 8 guidelines for good interaction with children, focusing on each of the 3 types of dialogue. The theoretical aspects and research related to the ICDP programme were also covered and there were special sessions to cover the bibliography provided by the programme.

The principles of sensitization of the ICDP programme were followed, by applying group work, reflection, and personal experience, playful exercises, analyzing pictures, doing role-play, using songs and personal stories as permanent tools in all work session. The ICDP "mochila" (set of materials) greatly facilitated the development of the ICDP contents step by step. Exploring a topic or question, sharing personal experiences with others in-group work involved each student in a meaningful way. The point of arrival of each activity was to bring learning to everyday life. The work provided during the course was based on learning by doing and the focus was on practical experience.



The evaluation was permanent during the entire period of the course: at the end of each session there were evaluative moments looking at different aspects of the methodology and content. Sharing in-group showed that learning was achieved in students' daily lives. A focused and deeper evaluation was performed at the end of the processes. Data was collected through the application of: records of attendance, assessment form, photos, checklists, and field diaries. Overall, the students expressed that the most significant learning was the learning to generate a climate of trust, to positively redefine children, the importance of parenting mediated by love and care; they also highlighted the 3 dialogues as most important for good communication with their children, recognizing the value and the characteristics of the emotional, meaning and regulative dialogues. The students appreciated the experiential and playful methodology and concluded that in their personal lives they could start to make use of these recreational tools in order to convey positive messages to others.

Despite the difficult socio cultural conditions of these teenage mothers they showed a strong commitment and wish to raise their babies in the best possible way. Through sharing of personal experiences with others, they recognized their own mistakes and became determined to give their very best in the future. The group left the course highly motivated. Marleny Martinez Perez, ICDP facilitator and teacher at CEFA commented: "This was a group of teenagers who in the morning were my regular students, but in the afternoon during the ICDP course we were all mums who wanted to share their knowledge and experiences. So in the afternoons our relationship was totally different, looser, informal, tender. Having the ability to provide the course in the ICDP programme as an ICDP facilitator and through it raising the awareness of young people, is very rewarding, especially in case of young and expectant mothers who attend our school. So I wish to thank Nicoletta Armstrong and ICDP, Eumelia Maria Galeano as our training evaluator, Carolina Montoya who advised us on the content throughout and the financing institutions that provided support. Through the many reflections and learnings that the ICDP Programme brought to this group of young people, they ended up becoming thirsty for knowledge about early childhood. Their commitment became strong, not only to implement good quality care in their own lives but also to reach others with this new awareness. Thank you for your unconditional support."

## Letter from a trainer

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Together with Abel Salazar and our two partner organizations (Fundación Superarse y Oleoductos de Colombia) I have been developing a new ICDP project in the Colombian department of Cordoba - I managed to make many community leaders fall in love with the ICDP programme. The department of Cordoba is situated on the Atlantic coast of Colombia and the ICDP training was in two towns: Tuchin and San Entero. I held ICDP courses for two groups of trainees - they are community workers and leaders.

These two groups of trainees had very different backgrounds but both became extremely receptive and interested in the ICDP principles. All have committed themselves to implementing the ICDP programme in practice with caregivers. It may be interesting to point out that the presence of a group of men was an enriching element during the ICDP trainings - they showed high sensitivity and surprising commitment. The scope of the project is large - each person that received the ICDP training is in continuous and direct contact with more than 100 families. Very soon, they will start to work on delivering ICDP, first by holding the 12 weekly meetings of the ICDP programme with a small group of families - and then gradually reaching more and more families. It is exciting for me to think that ICDP will have an impact on a large number of families in this part of our country.

I experienced a sense of joy during these past weeks of my ICDP involvement. I wish to share two photos from the workshops, the second one shows some of the men who participated in the training. Over the coming weeks there will be new courses and the training of two new groups will take place in Remedios and Segovia. I delivered every aspect of the programme with an immense passion and it is my hope that the ICDP HUMANIZING VOICE will ECHO all over the Cordoba communities in the future.- Carolina Montoya, ICDP trainer, Medellin, Antioquia, Colombia. 22nd of September 2014.

## Mexico

### Building a caring world

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During her visit to Puebla, Mexico earlier this summer, Nicoletta Armstrong, ICDP chair, gave several presentations at the Convention Centre about ICDP and facilitated one workshop/discussion on the topic of "Building a Caring World." After the meeting ICDP received a request for training from the local centre for children called Casa Cuna.

Nicoletta led the discussions with Eumelia Galeano (research/sociologist from ICDP Medellin), Ilaina Ramirez (ICDP Colombia trainer), Benita Gavilan (director of Vida

Plena Foundation and ICDP trainer in Paraguay) and Illene Pevec (director of Child's Garden of Peace) who enriched the meeting with examples from their practical experiences and fieldwork. The attendees included professionals from several Puebla centers for children and a few parents. They too became very interested in the topics and found many points in common from their own experiences, both from private and working lives. Four questions were asked in order to explore how practitioners can nurture the development of children and families in their communities. Here is a summary written by Nicoletta and describing the main points from the workshop:

*1. What is most important to note, in your opinion?*

It is important to work on raising the visibility of children as persons, as individuals to be recognized and cared for within their family and by the community. This implies working on improving the adult-child relationships in the family and in the networks around the child.

The panel told of their experiences in using the International Child Development Programme (ICDP) to enhance the wellbeing and psychosocial development of children by improving the quality of interactions adults have with them - particularly by establishing empathic and warm guiding relationships that are embedded in everyday routines.

In addition to good quality interactions, it is also important for children to be raised in healthy and peaceful environments, at home and at school. The work of CGoP is focused on involving children in gardens –gardens are natural places where relationships between people and with nature tend to develop organically in the process of giving care to plants.

Communities can be assisted in a significant way in the process of creating local food economies – CGoP does this by creating educational opportunities for organic gardening and market farming, based on the sustainable principles of permaculture.

Both the work of ICDP and the work of Child's Garden of Peace (CGoP) are expressions of that same ethos and intention that is behind the CRC. The visibility of children as persons can be achieved by increasing the awareness in families and communities, through the dissemination and implementation of children's rights (CRC).

Whenever possible, it is important to try to work on influencing public policies – policies need to be designed and implemented by taking into account the needs of children, to improve the quality of life in families, institutions, schools and other networks that deal with the care and protection of children. Policies designed by and for the welfare of children, as new citizens in a society. To work with local councils and community leaders in order to promote programmes and projects that encourage the development of pro-social qualities in children and their awareness about social and environmental responsibilities, including caring for others - promoting initiatives such as ICDP and CGoP)

*2. Who are the players in your community with whom you work?*

These include parents, children, young people, teachers, social workers, health workers, community leaders, caregivers in general, and government and non-government bodies.

In order to promote care and development in families and communities, there is a need for action in different areas:



Operational area: Community institutions (government and non-government) need to maintain a dialogue with community members and have children and their protection as their objective; be willing to work closely with individuals, families, couples, school and other community members by creating plans, programs, projects and strategies around the topics related to the care and protection of children.

Technical: seek to influence the development of an integrated and multi- professional approach that promotes the development of the whole child and also coordinates interventions and the implementation of measures for the prevention of violence, abuse, early intervention and restoration of rights of children.

Political: establish a dialogue with the decision makers putting pressure for the establishment of the best conditions and access to physical, health and educational services.

### *3. What have been your challenges to improve the lives of children and families in their communities?*

The challenges at the community level:

-Upholding positive attitudes towards children as accepted standards by all community members; promoting positive values and beliefs of a cultural system and knowledge passed down from generation to generation.

-Finding ways of developing effective monitoring systems based on local indicators (identified as either growth promoting or risk factors) to help protect children and their families and to create healthy and beautiful school and community environments.

At family/caregiver level: reaching parents or caregivers (with methods developed by ICDP and CGoP) who need it the most – those who due to lack of positive role models in their own childhoods have developed negative habits and attitudes that do not contribute or may even be blocking the development of their own children.

Institutional challenges: to secure the commitment and participation of institutions, to find time and space for their staff to integrate positive practices and programmes (such as ICDP and CGoP) in their daily work (teachers, social workers, health nurses, or others involved with the care of children)

### *4. Do you have any recommendations for others interested in this type of work?*

The recommendation is to apply and use with parents, caregivers and teachers methodologies such as ICDP and CGoP.

To achieve results, it is essential to generate social mobilization, involvement of families and social networks around the child to work together on promoting fundamental human values, social responsibilities and encouraging the manifestation of positive local caring practices. To mobilize community members through a caring, participatory, educational and proactive approach, enabling participants to reflect, analyze, share, define and make plans to put into practice better and more positive measures and ways of caring for children and for the surrounding environment.



## New Partnership in Mexico

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José Luis Flores Jiménez is a psychologist working in Puebla. He received training in ICDP several years ago and has been using the ICDP method to train others, as well as in his therapeutic work with clients. Recently he has started a new partnership with the vision of implementing the ICDP programme through schools.

José Luis Flores Jiménez has been using the ICDP method and its principles in relation to his clients, as part of his consultancy work as a psychotherapist. In his own practice he has been working with families with special needs children, who were under emotional stress and finding it hard to deal with their own children. José

found that the ICDP approach could contribute significantly to enhance the coping skills of these parents and to improve their relationship with the children. He also found ICDP to be useful in his work with single mothers struggling to provide balanced parenting to their children.

José is now in process of establishing cooperation with the “Association for the Integral Education of the Family” (AIEF), an organization that works nationwide through schools promoting mental health and wellbeing in young individuals and their families. On Monday, the 14th of April, José attended a meeting with AIEF, which marked the beginning of his negotiations for the introduction of the ICDP programme through AIEF schools.

One of the main functions of the AIEF is to provide specialized care and assistance to families and to promote values which can enhance their development. The AIEF counts with a multidisciplinary group of professionals who come from different fields, including psychiatry, child psychiatry, psychology, special education, prevention, management, care and treatment of addiction. The work of AIEF often involves changing the dynamics at many different levels: behavioral, personality, academic and organizational. José will be working with children, young people and their families that are linked to the AIEF and the ICDP programme will be a key component in his approach. His first AIEF assignment was in April when he started to work with a group of single mothers with problems related to the education and upbringing of their children.

# Guatemala

## From Guatemala

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Julio Martinez is a teacher who has been working as an ICDP trainer for many years. Most of his ICDP projects are sponsored by Plan Guatemala. He has reached many of the poorest communities over the years and he has given ICDP training to teachers and families in many different parts of the country. Julio has recently informed us that he has adapted the ICDP booklet for caregivers, which has 8 guidelines for good quality interaction.

Julio explains: "Due to the high cost of printing of the original ICDP booklet with the 8 guidelines, the frequently encountered illiteracy in caregivers and as part of the effort to involve the whole family in the ICDP program, I decided to adapt the format of the ICDP booklet, and also to include some additional exercises and home tasks.

The new version proved to be very useful and it was well accepted by most families. I could see that many caregivers actually enjoy talking about the ICDP guidelines with the family at home. This became evident during my visits to the families who had received the methodology."

(Link to see the 8 guidelines of the programme: <http://www.icdp.info/api/media/media/239>)

In the new booklet the caregiver is asked to analyze the images that represent the guideline in question and then answer some questions.

For example, with reference to the guideline number 1, the questions are as follows:

- a. What do you see in the picture?
- b . How is the child in the arms of the mother?
- c . How is the child's mother?
- d . Does the child look comfortable? How can you tell?
- e . Does the mother seem comfortable? How can you tell? Etc.

Then, as step two, having “read” the image, the caregiver is asked to study the actual guideline with its components. Step three deals with the entire content of the guideline and its meaning is fully developed. As a final step the caregiver is given a home task, which is to involve the family to paint the images in the booklet and to share the meaning of the booklet with the rest of the family.



## El Salvador

### ICDP expansion in El Salvador

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The ICDP programme has been very successfully implemented as a nationwide programme in El Salvador since 2006. This year it has entered yet another new phase of expansion.

Thirty-seven people were selected from the Ministry of Education, Ministry of Health, Salvadoran Institute for Children and Young People's Development, Institute for Youth and FUNDAFAM (an NGO that works on family empowerment) to participate in the ICDP workshop that took place on the 14th to 18th of July.

UNICEF organized the ICDP workshop and it was held at the “Esuela de formacion”, FUSAL, Sant Elena, and San Salvador. UNICEF had invited Nicoletta Armstrong to hold



this workshop as she had done before, but she recommended Julio Salvador Martínez Molina to take her place this time. Julio is an experienced trainer in the ICDP programme and has been working with ICDP since 2007.

Marta Navarro, from UNICEF El Salvador is keeping correspondence with ICDP and she recently informed that:

“The workshop on the 14-18th July was great; it represents another significant ICDP initiative for El Salvador. After the workshop this group of professionals will be engaged in all the steps of the ICDP training process in order to become trainers in the ICDP programme. I also want to tell you that we have made other plans, namely to train the UN Staff in ICDP. We plan to have an ICDP course on 18-20th of September. This came about as some people from United Nations in El Salvador had previously worked with UNICEF and during that time they got to hear about the ICDP programme “También Soy Persona”\*; and ever since then they have been asking us many times to organize an ICDP training for them. Of course, my current colleagues in UNICEF are also interested to participate. The purpose of the course is not to create new facilitators but to sensitize and inform the UN and UNICEF staff.”

\* “También Soy Persona” (“I am a person too”) was initially the name of the ICDP booklet for caregivers containing the 8 guidelines for good interaction. Upon suggestions from UNICEF Colombia, it was adopted as an additional name to describe the programme in Colombia. It is now used in most countries in South America, including in El Salvador.

The ICDP method was incorporated by UNICEF El Salvador in 2006, as part of their strategy to prevent violence in families. UNICEF's aim was to strengthen the family and parents capacities to provide comprehensive care to their children, especially during early childhood. ICDP was adopted as a tool for developing more positive parenting practices and better interaction to prevent violence in the family and society in the long term. Since then UNICEF has been working with various national partners. ICDP developments have been coordinated on the ground by the Salvadoran Institute for the Development of Children and Adolescents (ISNA).



The ICDP method was incorporated by UNICEF El Salvador in 2006, as part of their strategy to prevent violence in families. UNICEF's aim was to strengthen the family and parents capacities to provide comprehensive care to their children, especially during early childhood. ICDP was adopted as a tool for developing more positive parenting practices and better interaction to prevent violence in the family and society in the long term. Since then UNICEF has been working with various national partners. ICDP developments have been coordinated on the ground by the Salvadoran Institute for the Development of Children and Adolescents (ISNA).

Follow this link for more information about ICDP in El Salvador: <http://www.icdp.info/latin-america/el-salvador>





# ICDP IN NORTH AMERICA

## United States of America

### U.S.A.

## ICDP USA Newsletter

Our colleagues in USA have just published their Newsletter with the latest ICDP developments:

<http://www.icdp.info/api/media/media/558>



**CHANGING CHILDREN'S WORLDS FOUNDATION**  
July 2013 - December 2013  
Volume 2, Issue 2

Welcome to the Changing Children's Worlds Foundation 2013 mid-term newsletter. We are pleased to share an update on COWF's activities and accomplishments the second half of the year.

**ICDP USA PROGRAM (2011-2013)**  
By the end of 2013, COWF had trained nearly 1000 International Child Parent Development Program (ICDP-USA) trainers & facilitators, as well as provided ICDP-USA Parent Caregiver Learning Groups (8-12 week, mainly Pilot sessions) to over 140 caregivers and parents, and through them to the children (estimated 300+) we aspire to reach and support expanding ICDP-USA Parent Caregiver Learning Group in Spanish for Bilingual parents (Geneva, IL School District).

Further, we presented ICDP to nearly 150 professionals and caregivers in Introductory Workshops and Public Awareness Presentations in 2013. These included the Bilingual Parent Association Conference (Spanish & English), Tufts University Department of Psychology, Social Work and Public Health (New Orleans), the New Orleans Violence Prevention Coalition Partners, and the Geneva (IL) School District Parent University.

**Development/Funding:** Our most important grant-to-date was received in November from the PRITZKER Early Education Foundation. "Professional Development and Program Replication" is intended for broad dissemination of our ICDP program for \$35,000 over two years, total \$70,000. We initiated the training of 18 professionals from the Children's Home & Aid Societies (Englewood, Carpenterville, Schaumburg, Huntwood Park), from Familia Facilitadora Familia (Cicero), and from the Howard Arns Community Center (Rogers Park). Focus Groups were held in January 2014 (see our Web Site & Annual Report for results).

**Next:** In January 2014, COWF joined the National Against Abuse Program in the US Department of Justice Office of Violence Against Women, with partners such as Chicago Public Schools, Chicago Police Department, Cook County Juvenile Court, Chicago Child Advocacy Center, and Englewood (Englewood Park and DuSable) High Schools. This proposal will address violence prevention and intervention in Englewood (Englewood Park, McKinley and New City) with ICDP for violence prevention and early intervention (September 2014 October).

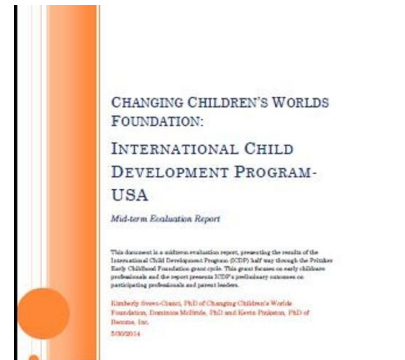
**Partners-USA:** In 2013, continuing partners in developing, expanding and evaluating ICDP, as well as IYD programming, included Tri-City Family Services, the Chicago Child Advocacy Center, Loyola University, the Jean B. Knox (Skidation Armij) Center, Becone, St. Therese M.B. Church, and the Geneva, Kaneland and St. Charles School Districts.

## Evaluation report

This is a midterm ICDP evaluation report. It is presenting the results of the International Child Development Program

(ICDP) half way through the Pritzker Early Childhood Foundation grant cycle. This grant focuses on early childcare professionals and the report presents ICDP's preliminary outcomes on participating professionals and parent leaders.

Link to the report: <http://www.icdp.info/api/media/media/605>



**CHANGING CHILDREN'S WORLDS FOUNDATION:**  
**INTERNATIONAL CHILD DEVELOPMENT PROGRAM-USA**  
*Mid-term Evaluation Report*

This document is a mid-term evaluation report, presenting the results of the International Child Development Program (ICDP) half way through the Pritzker Early Childhood Foundation grant cycle. This grant focuses on early childcare professionals and the report presents ICDP's preliminary outcomes on participating professionals and parent leaders.

Kimberly Green-Chen, PhD of Changing Children's Worlds Foundation, Evanston, Illinois, 7821 and Karen Proctor, PhD of Geneva, Inc. 50092014



# ICDP IN AFRICA

Ghana, Tanzania, Mozambique, Malawi, Uganda,  
Kenya, Ethiopia

## Ghana

### ICDP Ghana Report (second quarter of 2014)

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This report highlights the activities that ICDP Ghana has engaged in from April to June 2014. Most of these activities had been about follow-ups and monitoring of the projects in the Upper Manya Krobo District. The main activity for the period was a focal group discussion that was organized for teachers and parents of children with special education needs. ICDP Ghana has also been involved in a number of other activities organized by World Vision Ghana, Plan Ghana and the Upper Manya Krobo District.



**A cross section of participants at the group discussions at each of the schools (Left: Brepaw Lower Roman Catholic Primary School and Right: Brepaw Kpeti Presbyterian Primary School)**

As part of negotiations on the Inclusive Education Project, which is developing in collaboration with Plan Ghana, a focal group discussion for teachers and parents of children with suspected cases of special education/disabilities was organized. The meeting, held on Wednesday 4<sup>th</sup> June, was organized in two schools, Brepaw Lower Roman Catholic School and Brepaw Kpeti Presbyterian School in Asewewa in the Upper Manya Krobo district in eastern Ghana. The team leading the discussion included Mrs. Joyce Larnyoh (the ICDP

Country Director), Ms. Nafisatu Salam (the monitoring and Evaluation Officer for the Koforidua Area Office of Plana Ghana) and Ms. Gifty Akpaloo (ICDP Staff). The headmasters of these schools and the Assembly members of the communities were also present at the meetings. The link for the complete version of the report: <http://www.icdp.info/api/media/media/636>

## Tanzania

### ICDP Report

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KIWAKKUKI is a Kiswahili acronym (Kikundi cha Wanawake Kilimanjaro Kupambana na UKIMWI: (Women from Kilimanjaro fighting against AIDS). It was founded in 1990 after the International AIDS Day around the theme of "Women and AIDS". KIWAKKUKI envisions a community taking appropriate measures to eradicate HIV while contributing efforts to mitigate the impact of AIDS.

The organization was registered with the Ministry of Home Affairs in 1995 and has signed a 'Certificate of Compliance' with the Non-Government Organization Act 2002 on 25th February 2011. Currently Kiwakkuki has about 6000 active members who abide with several core values; but most cherished is voluntarism. There are about 2000 volunteers, organized in 150 grass root groups, donating their time and resources for the voiceless marginalized members of the community.

**Photo: participants from the Manyara Region attending an ICDP sensitization meeting.**

Our fundamental goal is to accelerate women's access to information on HIV and empower them with skills needed to fight HIV/AIDS in their community, through integration of programs that focus on HIV&AIDS information and to increase community participation in providing services to people affected by and infected with HIV & AIDS.

KIWAKKUKI contributes towards improved capacity to respond and fight the scourge by implementing a variety of projects and activities that address: HIV & AIDS prevention through community awareness rising for community behavior change, home based care, ICDP and support to AIDS orphans, as part of our intervention for Orphans and Vulnerable Children (OVC). Voluntary counseling and testing is the entry point to AIDS care and support. In view of the vicious circle of poverty, in which many AIDS stricken families become trapped, KIWAKKUKI has initiated related projects for community development and support, through micro-credit facilities to these families. The objective of ICDP is to improve interaction and relationship between parent/caregiver and child through sensitization meetings. This program started in KIWAKKUKI 2004 with the assistance of Bergen University, Norway.

### *Achievements and experience regarding ICDP in Kiwakkuki*

ICDP is contributing towards decrease of HIV prevalence, early sexuality and even unwanted pregnancies to our children, one woman said because now we can talk freely to them, closer to them, and discuss about sexual and reproductive health, something we did not do before getting the ICDP knowledge. Reduction of poverty: after ICDP sensitization the caregivers who managed to attend 8 ICDP meetings for those who have no income generating activities in the community, started their own business after encouragement from their fellow caregivers. We have reached more than 3,000 caregivers including teachers, health workers and local leaders.

A new group of 14 facilitators from Manyara Region (Northern Tanzania) has been recruited and they have implemented ICDP in their community (pastoralist). Two new groups of 6-8 of caregivers have also been sensitized in 2012/2013.

From 29th to 2nd of November there was an evaluation of the project in Manyara Region. One teacher from the Moshi Municipal Council during the sensitization meetings in 2011 narrated that: "We are guardians of school children and from now we have to change our attitude of using corporal punishment as one way of discipline them, instead we will be closer, listen them discuss and tell them where they did wrong".

### *Challenges in our area*

Kilimanjaro has 7 districts and ICDP has been implemented into 3 districts only, we intend to spread to all districts, but there are no funds. Since we started the ICDP programme in 2004 participants have been mainly women.

Prepared by Velynice Monyo

## **ICDP in Moshi Schools**

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Nearly ten years ago the KIWAKKUKI women's organization adopted the ICDP programme and managed to integrate ICDP as part of their work with caregivers. Their work focuses on caregivers of orphans, mainly due to the HIV/Aids-crisis, but more recently they have started a new project in collaboration with the Firelight Foundation.



The Firelight Foundation, who selected KIWAKKUKI among many other organizations, instigated the new project. The project's main objective is to improve children's learning in local schools and the idea is to try to achieve this aim by applying ICDP with the children's parents. It is a one-year pilot that will take place in 5 schools. The schools are situated in most difficult districts in Moshi, where the children are considered to be at risk due to lack of responsible parental caring.

The children's parents will attend the ICDP sensitization meetings and the focus will be on encouraging positive engagement with their

children's schooling. The main efforts of this work will be to reduce harsh parenting and to create an environment conducive for children's learning. Fifty parents from each of the five schools have started to attend the ICDP meetings. In an attempt to eliminate corporal punishment in schools, the project is also focusing on giving training in ICDP to teachers. Local leaders also attend the ICDP sensitization meetings. (The above photo was taken at one such sensitization meeting.)

Depending on the outcomes of the pilot project, the Firelight Foundation will continue to cooperate with KIWAKKUKI on expanding ICDP training to new groups.

## Mozambique

### Mozambique Study

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A study evaluating the follow-up effects of the ICDP programme on caregivers in Mozambique has been published in the journal *Infants and Young Children* (April/June 2014 - Volume 27 - Issue 2 - p 120-135). Authors: Skar, Ane-Marthe Solheim MSc; Sherr, Lorraine PhD; Clucas, Claudine PhD; von Tetzchner, Stephen PhD.

*Infants & Young Children*  
Vol. 27, No. 2, pp. 120-135  
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## Evaluation of Follow-Up Effects of the International Child Development Programme on Caregivers in Mozambique

**Ane-Marthe Solheim Skar, MSc; Lorraine Sherr, PhD; Claudine Clucas, PhD; Stephen von Tetzchner, PhD**

Parenting programs have been used to good effect in many settings, yet few are systematically introduced and evaluated in developing countries. This study explores the relative long-term effect of participation in the International Child Development Programme (ICDP) in a group of caregivers in Mozambique. A quasi-experimental design was used to compare caregivers who had completed an ICDP course ( $n = 75$ ) with a sociogeographically matched comparison group ( $n = 62$ ) who had not followed any parenting program. Both groups completed a questionnaire about parenting, attitudes toward the child and the child's behavior, self-efficacy, life quality, and mental health. The ICDP group reported better parenting skills, fewer conduct problems in their children, and better child adjustment than the comparison group, as well as a shift in physical punishment away from hitting. The ICDP group had higher self-efficacy scores, better health and life quality, and lower scores on mental health difficulties. The follow-up differences between caregivers who had and had not attended the ICDP course indicate that course attendance may result in observable benefits in parenting and mental health scores. The data are cross-sectional and the caregivers were interviewed postintervention only, and more research is therefore needed.

**Key words:** *evaluation, ICDP, Mozambique, parenting course*

#### Abstract

Parenting programs have been used to good effect in many settings, yet few are systematically introduced and evaluated in developing countries. This study explores the relative long-term effect of participation in the International Child Development Programme (ICDP) in a group of caregivers in Mozambique. A quasi-experimental design was used to compare caregivers who had completed an ICDP course ( $n = 75$ ) with a socio geographically matched comparison group ( $n = 62$ ) who had not followed any parenting program. Both groups completed a questionnaire about parenting, attitudes toward the child and the child's behavior, self-efficacy, life quality, and mental health. The ICDP group reported better parenting skills, fewer

conduct problems in their children, and better child adjustment than the comparison group, as well as a shift in physical punishment away from hitting. The ICDP group had higher self-efficacy scores, better health and life quality, and lower scores on mental health difficulties.



The follow-up differences between caregivers who had and had not attended the ICDP course indicate that course attendance may result in observable benefits in parenting and mental health scores. The data are cross-sectional and the caregivers were interviewed post intervention only, and more research is therefore needed.

Follow this link to find this newly published evaluation:

[http://journals.lww.com/iycjournal/Abstract/2014/04000/Evaluation\\_of\\_Follow\\_Up\\_Effects\\_of\\_the.4.aspx](http://journals.lww.com/iycjournal/Abstract/2014/04000/Evaluation_of_Follow_Up_Effects_of_the.4.aspx)

## Lessons learned in Mozambique

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ICDP has been developing in Mozambique since 2003 and the main sponsor has been NORAD. The ICDP Mozambique team has recently written about some of the lessons learned from their ICDP work and there are also stories from the field...

To read about lessons learned follow this link: <http://www.icdp.info/api/media/media/596>



Background information about the project in Mozambique - taken from the ICDP Mozambique report 2013: *Baseline for the target group for training*

When ICDP started in Mozambique in 2003 we did a review of the situation based on evidence from official statistics and interviews with leaders of key organizations operating in areas of high of risk, referring to demographic indicators, like poverty, prevalence of HIV/AIDS, alcohol abuse and family abuse, violence and neglect in the psycho-social field, school drop outs. In addition to these demographic indicators, there were indicators relating to caregivers' awareness and knowledge of the needs of children, particularly at the psychosocial level. The interviews indicated collapse of families and an increasing number of

orphans and vulnerable children exposed to severe neglect, abuse and discrimination due to the AIDS stigma.

The conclusion from this pre-investigation was that there was an extreme need for psychosocial intervention and that the implementation of the ICDP programme would appear appropriate.

At the beginning of the project it was not understood that the absence of a caring human relation between adult and child complemented by neglect and/or abuse, could have dramatic

long-term consequences such as serious developmental deficits and delays reflected in poor schooling, asocial behaviour, low performance in professional life, lack of values and cultural

knowledge (See Hundeide 1991: Helping Disadvantaged Children. London: Jessica Kingsley, and also more recent publications from the World Bank e.g.).

#### *The ICDP project target groups*

ICDP works by raising competence in existing organisations and networks that are again working directly with the target groups of this project: care of HIV orphans and child victims of violence and neglect. We have therefore to distinguish between a) target group for the training and b) target group for the project as a whole.

a) Target group for training are caregivers involved in institutions connected to Civil Society Organization (CSO) and governmental organization (GO):

CSO: Mozambique Women's Organization (OMM) is a community organization, selected because of the commitment and strong support from the community leaders and the potential for expansion in other areas because this is an organization of women spread all over the country

- Mobilise communities for participation and raise consciousness about family and community based alternative care options as more appropriate than residential care. Provide knowledge to staff so they better can determine whether a child needs to be separated from his or her family, and to ensure separation is in child's best interest.
- Provide psychosocial support for children and families to prevent the need for separation; especially when considering reunification of children in residential care with their families.
- To promote awareness both about children's rights and their needs, as well as women's rights, through a strategy of sensitization, consciousness raising and empowerment.

GO: Provincial Directorate of the Ministry of Women and Social Action (DPMAS) were selected because working with the Ministry will create a sound anchorage for the programme, thus creating a basis for institutional sustainability. ICDP have selected the Maputo Province and Gaza as the geographical areas targeted.

b) Target group for the project as a whole:

Caregivers/families of HIV&AIDS orphans and child victims of violence and neglect. The work of ICDP is focussed on competence building inside communities, families and organisations/institutions that deal with victims.

#### *Development Goals*

- To improve the psychosocial and educational care of orphans and vulnerable children in the wake of poverty and the AIDS pandemic.
- Raise the competence of staff and caregivers, and increase their sensitivity for children's psychosocial needs
- Reduce denial, stigma and discrimination of those infected and affected by HIV/AIDS.
- Ensure that psychosocial provision refers to protection from abuse, exploitation and violence; that children must maintain contact with families and communities, unless it's not in their best interest; caregivers must be flexible, and to provide warmth and consistent boundaries
- To assist families and children who have been exposed to violence and neglect and sensitize staff in the care and interaction with these children and families.



# Malawi

## ICDP integrated in Malawi

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The ICDP implementation in Malawi represents cooperation of three partner organizations. The Norwegian Church Aid coordinates the programme whilst the two implementing partners at local level are Chisomo Childrens Club and Alinafe community hospital. ICDP has been integrated in the day-to-day work of looking after vulnerable children who lack care and support from their parents.

Chisomo Children' club (Chisomo) was set up with and for children on the streets of Malawi in 1998 to help them develop to their full potential. Chisomo promotes justice, enabling the children and their families to escape dependency and to access their rights. Chisomo encourages all the duty bearers to take up their responsibilities towards the children. All Chisomo program activities derive from the needs and priorities identified by the children themselves and their families during participative research, planning and reviews.



Alinafe Community hospital on the other hand is located in the central region of Malawi in traditional authority Mwadzama, in the southern part of Nkhotakota. The local congregation of Teresian sisters under Lilongwe diocese runs it. Alinafe is also under the umbrella of Christian Health Association of Malawi (CHAM). It serves 126 villages with a direct catchment population of 22,957 and an indirect population of around 60,000. Alinafe Community hospital mainly focuses on the need to empower communities through capacity building to ensure participation, ownership and long-term sustainability of care and support services and also the need to promote HIV awareness, prevention, and care and support services. The hospital recognises the need to support vulnerable/marginalised groups and individuals such as orphans, patients under home based care, the aged in need, and people with physical disabilities, the poorest among the poor

Community Based Child Care Centres (CBCCs), Post-Test Clubs and other Community Based support Organisations. This is to ensure attainment of livelihood social economic security.

### *How is ICDP integrated in Malawi:*

1. Incorporation of the ICDP concept in the day to day care of OVCs by community volunteers in the community Based Child Care Centres (CBCCs):
- CBCC Caregivers and social workers, nurses, have been imparted with knowledge and skills on how to use the three

dialogs and the eight guidelines of good interactions. These help to identify themselves with the children and help the children open up in a meaningful dialogue with adults.

- CBCC caretakers are also working in collaboration with the parent/guardians of the children by sensitising them on ICDP concepts and conducting home visits for children with needs.



- The caregivers and orphan supervisors are also sensitising influential people in communities such as church leaders, chiefs, political leaders and community volunteer's e.t.c to help in the identification, care and support of needy and traumatised children in their communities.



- Door to door follow-ups of the needy/traumatised children by community volunteers and orphan supervisors to help influence in a positive way the conception of parents/guardians towards their children so as to promote love for the children.
- Sensitisation of other care takers in CBCCs' and primary schools on how they can influence child's psychosocial, spiritual and physical development using the 3 dialogues and eight themes of good interaction.

## 2. Incorporating ICDP concepts in the community kitchen programmes

At these centres, children with special needs such as orphans, children from single parent-families due to divorces/abandonment, HIV infected children, pregnant mothers, malnourished children together with their care takers meet once a week to share knowledge and skills on good food preparation, crop diversification, care of children. At these forums, caregivers are also sensitised on how best to meet the psychosocial needs of their children using the ICDP guidelines. The picture below shows caregivers from one of the community kitchens demonstrating their prepared food staffs to ICDP international Trainers that visited them in Nkhotakota.

## 3. Incorporating ICDP concepts in the Nutrition Rehabilitation Units

Parents/guardians are imparted with knowledge and skills on how to show love and include play and stimulation in their day to day care of their children. Children discharged from the nutrition rehabilitation unit are in cooperated into community kitchens for monitoring, care and support.

### *The future plans for ICDP in Malawi*

- Norwegian Church Aid intends to involve Chikwawa Health Commission, Evangelical Association of Malawi and Quadria Muslim Association of Malawi in its future work on ICDP.
- NCA is in the process of documenting a Malawi ICDP booklet that will demonstrate the results that have been yielded over the last 3 years of ICDP implementation in the country.

(The text above is taken from a report by Paul Mnanjanwada, the ICDP country representative for Malawi.)

# Uganda

## Project aimed at prevention of gender based violence

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The ICDP training of a group of facilitators began on the 3rd of April 2014. The four-day workshop was held in Kampala, whereas the ICDP implementation will be taking place in the rural area of Uganda, covering eight villages. Two facilitators from each village are selected to attend the training. Participants also include the four professionals leading the project. The aim of the Uganda project is to develop a community based parenting programme for early prevention of gender-based violence in the country. The implementation of ICDP is part of the overall strategy.

At the beginning of this year, Daniel Wight, an anthropologist from the University of Glasgow, established contact with Nicoletta Armstrong, expressing interest in using the ICDP programme and materials in the project that is starting to develop in Uganda. They agreed on a plan of action concerning the training of a local group to become ICDP facilitators. The facilitators will then apply the ICDP programme with families in the communities selected by the Uganda project. The ICDP trainer for the Uganda project is Velynice Fredrick, from Tanzania who went to Kampala to deliver the first ICDP workshop in April 2014 (see above and below two photos taken at that workshop).

### The Uganda project description:

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

The project will be developed over a period of 32 months. It aims to design and pilot a community based parenting programme for the early prevention of sexual and gender based violence (GBV). The South African Sexual Violence Research Initiative and the Bernard van Leer

Foundation fund this initiative. The programme aims to address four familial processes associated with GBV: poor parental bonding and child attachment; harsh parenting and corporal punishment; differential socialisation by gender and parental conflict.

Two underlying and interrelated principles are to harness the target group's existing motivation and to maximize participation, especially through solution focused discussion.

Parents in rural east Africa are particularly concerned about children's good behaviour and respect, which is a hallmark of family respectability. Many government and NGO initiatives around Children's Rights are resisted because they are perceived to undermine children's good behaviour. This programme will emphasize that responsive, non harsh parenting leads to better outcomes for children and does not undermine children's good behaviour or respect for their parents. The provisional title is: Parenting for Good Behaviour and Respectability. The programme's structure is flexible enough to incorporate key parenting concerns of the target group. The ICDP approach to: "Start with what they know, build with what they have." (Lao Tsu 700 B.C), will be followed within sessions. The intervention will be also building on a model pioneered by the Mothers' Union.

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

There are four main theories underlying the intended mechanisms of the programme. First, according to attachment theory secure attachment and parental responsiveness are critical for children's confidence, emotional regulation, empathy and cognitive development. Second, parents' positive behavioural control can promote children's emotional control, cooperation and affection for parents. Third, according to Social Learning Theory new behaviours are learnt through modelling behaviour, by demonstration or being taught. Finally, differential socialisation from early childhood is a key factor perpetuating gender inequalities.

The content of the 20 sessions is likely to include:

- Introduction to importance of parent-child interactions from birth
- Introduction to main stages of child development
- Practical ways of developing close bonds with children
- Strengthening family relationships
- Achieving good behaviour without corporal punishment
- Retaining authority while respecting Children's Rights
- Encouraging child at school
- Analysis of structural factors shaping gendered power and individual beliefs and practices
- Challenging harmful norms of gender socialization



- Resolving disputes with one's spouse
- Encouraging men's involvement in family life and children's futures
- Advocacy of positive, respectable, notions of masculinity

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

## Kenya

### ICDP training in Juja

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Haldis Drabløs Vonstad is a family therapist and ICDP trainer from Ålesund, in Norway. After a visit to her friends in Kenya in 1990 she started to do some voluntary work there. From 1994 her visits became regular with the aim of supporting the refugee and orphanage centre in Juja, which was established and run by Dominican sisters.

Juja is an electoral constituency in Kenya, one of four constituencies in Thika District. The towns of Thika, Ruiru, Juja and Kilimambogo are located in this constituency. Juja has a population of 43,500. Sister Luise Radlmeier established the Emmanuel orphanage (<https://www.emmanuelkenya.org/b.php?c=orphanages>) and lives at its centre in Juja; the children live in several houses each with a housemother who cares for them.



Haldis paid nine visits to the orphanage and during that time she gradually developed a good relationship with the children, staff and management, always feeling welcome there. She managed to collect funds for the orphanage mainly through a fundraising system of the Norwegian People's Aid organization. In addition she wanted to do something more than collecting funds for children's school fees and thought of putting to good use her ICDP skills (she has been an ICDP trainer since 2004). She decided to ask the Dominican Sisters if they were interested in ICDP - they were. In 2007, after receiving advice from an ICDP international trainer, Haldis presented the ICDP programme to a group of twenty people, including employees (caregivers) and the orphanage management team. During two days, apart from hearing about ICDP, the participants were encouraged to talk and share about their local traditions in child rearing. All showed great interest in ICDP, but since the orphanage could not financially prioritize the ICDP initiative Haldis became involved in fundraising.

The workshops in Juja took place in 2008, 2010 and 2012. "During each visit I gave ICDP sensitization workshops to employed staff (caregivers) over three days. The workshops were at caregiver level. I have not conducted a formal evaluation of the ICDP work I have done with the staff, but I am delighted to see that they seem to have developed a heightened sense of the importance of their role as caregivers and how to care for their children. Due to positive feedback and their expressed wish to receive more training in ICDP, I am going to give a 3-day ICDP course in October 2014. I will be accompanied by my colleague and family therapist, Svein Dag Svendsen."

About Sister Luise Radlmeier (on photo above):

In 2002, Sister Luise left her position as a college lecturer to attend full-time to the needs of the refugees and orphans. During the course of the 1990's she was able to secure funding from a wide range of private and public sources and gradually built a compound in Juja, some 48 kilometers northeast of Nairobi. There she established dormitories for students, three homes for AIDS Orphans and HIV positive children, a clinic, two nursery schools, a primary school, and a home for the elderly. She also established a modest hospital in nearby Thika. This is for the local poor and destitute but benefits the refugees too. The three orphanages are home to 270 children (AIDS orphans); 162 other orphans are placed with "grandmothers" in surrounding villages. She is currently facilitating the education and housing of 100 ex boy soldiers in vocational schools, 135 children in secondary school, and over 200 children in primary school—all refugees. Besides those at Juja, she has been trying to support the education of hundreds of pupils and vocational trainees in schools around the region.

## Ethiopia

### Scaling up ICDP

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ICDP has been active in Awasa for about a year and a half and these developments have taken place thanks to the dedicated voluntary work of one ICDP trainer, namely Atnaf Berhanu. In 2014, Atnaf managed to organize the translation of Karsten Hundeide's ICDP manual into Amharic and she gave copies to the trainee facilitators, so that they could implement ICDP with groups of caregivers.

In February 2013, Atnaf went to Awasa, situated in the south of Ethiopia, in order to introduce the ICDP



methodology to leaders and members of evangelical protestant churches. On that occasion ICDP was presented to 70-80 people. There was a positive response and leadership from six churches showed interest in becoming involved in the process of training and developing ICDP.

Eventually a group of 30 people was selected for the training in the ICDP programme and these trainees were recruited from the six churches; the group included some social workers and a number of psychologists. After a workshop that was held in October 2013, the 30 trainees were enabled to start applying the 8 ICDP guidelines for good interaction in relation to children and to reflect on their own interactive skills.



In February 2014, Atnaf held a follow up workshop for this group of trainee facilitators, who afterwards embarked on practical self-training, this time implementing ICDP with caregivers in small pilot projects. The facilitator worked in pairs and each pair implemented the ICDP programme with a group of 8-10 caregivers. They kept field diaries which were later used as a basis for discussion and reflection. In October 2014, a group of 12 facilitators received their ICDP facilitator level diplomas.

Plans for scaling up ICDP:

Due to a lot of positive feedback concerning the impact of ICDP on caregivers, the six churches decided to expand and scale up ICDP through more training and by using their networks to spread the ICDP programme widely. Funding is currently being sought to bring trainee facilitators from different parts of Ethiopia to attend an ICDP workshop to be held in Addis Ababa in February 2015. The new expansion would be coordinated by the churches and the work would be carried out in cooperation with local NGOs. The idea is to reach out to as many caregivers as possible in communities all over the country.

Atnaf recently met up with Nicoletta Armstrong and during their meeting in Oslo they discussed possible future cooperation in order to support the initiative of scaling up ICDP in Ethiopia.



# AUSTRALASIA

## Australia, Nepal, South Korea

### Australia

#### News from Cairn

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ICDP Australia has facilitators in Melbourne, Brisbane and the Northern Territory. Emmaline Anderson has been facilitating the ICDP programme in Cairns and is, at this time, the only trained ICDP facilitator in Cairns. She has recently delivered two ICDP courses, one at the Machans Beach community hall and the other at the Machans Beach school library, and has also applied for government grants seeking funding for two new projects in Cairns.

Since the age of thirteen, Emmaline has been facilitating groups and working with children, volunteering to teach children with special needs and children from indigenous and rural communities, how to roller skate. "Being an ally for children has been a conscious decision in my life. I feel very strongly to support and protect children. I am also passionate about connecting with, and supporting all people with unconditional positive regard. Every experience, interest, and employment position I have had,

has lead me to become an ICDP facilitator."

Emmaline has wide experience and skills, including music, teaching and counselling; she has completed the ICDP training in Brisbane. She is also trained in the Holyoke Institute's Drum Beat Music Therapy Program (<http://www.holyoake.org.au/content-red.php?CID=80>) and has facilitated this program for 4 years in primary and high schools, to children 'at risk of disengaging'. She feels Drum Beat coupled with ICDP would be of great benefit to the children and adults who receive it. Sessions could be given to the children of adults doing ICDP, or it can be used as family work, doing father and son sessions, parent and child sessions etc.

"ICDP is flexible and can be for parents and carers of children in crisis, or who are just struggling with the everyday challenges of parenting; also for parents who have lost their way. It can also be run as a professional development program for staff training in the education and human services sectors who work with children.

We can call ICDP 'Connect with Your kids' when delivering it to parents and carers. ICDP is a group work process and the ideal is to have a group of 8-15 participants/parents. It is delivered in two and a half hourly sessions over a period of six weeks, which enables home observation tasks each week, and sharing discussions with the group the following week of how it went. There are 2 colour booklets and hand out sheets.

ICDP works across all cultures; it asks and explores the participants' own experiences and traditions to re-activate indigenous child-rearing practices within any country and with people from different societies and backgrounds. In Brisbane, ICDP ran successfully in Moonya, the Salvation Army drug and alcohol rehabilitation centre, and in the Arthur Gorrie Correctional Centre, where the governor of the prison is very supportive. In Cairn, Safe Communities Task Force have offered the Moorabool Community Centre to run the ICDP programme. I am also in discussion with the Cairns West and Manunda Community development officer to hold training there. “

- Emmaline Anderson

## ICDP with aboriginal people

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Heidi Raven has received training in ICDP. She lives in Alice Springs, in the semi-arid desert of Central Australia and is working with Aboriginal mothers and children.

### *Heidi's story:*

My first attempts to adapt the ICDP program so that it could be delivered to aboriginal parents and carers as a workshop were unsuccessful. At the time there was another program being introduced that had similarities, and it is called 'Bringing up Great Kids'. Many of the service providers here had grasped it, got funding for staff to run workshops, and were also attempting to adapt it to fit this demographic. I was actually brought in to the workshops over a few weeks to assist and also to care for the young ones while the parents attended.

What I found was that it still had a way to go in terms of adapting it to reach aboriginal people. I spoke with parents after they had attended the workshop to see what they thought of it, what they had got from it, what they liked about it, and what they didn't. I found that the information/content of the workshops was not reaching the parents. It was still being delivered within a European framework, and even the smallest of things such as sitting inside at tables and chairs was opposed to. My opinion is that because of the dire circumstances within which they live, they are naturally placed in 'survival mode', which makes it difficult to really contemplate or focus on much else outside of their own basic survival. I watched the interactions between parents and children after the attendance of the workshops, and nothing had changed.



The above feedback and observations were made from and of those aboriginal parents, who had less influence from the European culture. They were the ones that still practiced traditional aboriginal culture, spoke their traditional language, and were living amongst the severest social issues. On the other hand, there were parents that attended these workshops that were mostly living a western life, and showed only a little bit of ancestry of aboriginal descent. These parents were not practicing traditional culture, not speaking their native tongue, and had mostly lived and grown up in 'the western world', amongst little social issues in comparison. And, these are the parents that the workshops really affected, and in fact assisted some of them to completely change their life around. This shows that it wasn't the program itself that was unsuccessful, but the content and way it was delivered to differing groups of people, as we had two different results.

Before learning about ICDP I was working in an aboriginal camp, within child development. My job was to provide playgroup sessions to under- 5 year olds. I had not obtained any theoretical study, or much experience in the field. I followed my feeling in regards to how to work with these children, relying on my childhood experiences and the way I was role-modeled gentleness and patience. I was doing this job for a year, and what I saw was amazing and unexpected (to me anyway). The results and changes I saw in the children were subtle but magnificent. They were more expressive, interactive, happier, proud, and felt cared for. This seems like such small things, but within the world of a child who is living amongst neglect and abuse on a daily basis it is huge, and so important for their development in the early stages of life.

When I started learning ICDP it became apparent that what I was doing naturally was in alignment with the ICDP principles.

I now work directly with aboriginal women, and the same caring approach also has similar positive affects with them. I continue to interact with the children who attended the playgroup sessions, now 4 years on. I am in my final year of International Peace and Development Studies, aiming to finish in October, and planning to travel around the world next year whilst working on a small humanitarian project - a short film which will aim to show all the similarities between all of humankind to make a feeling of closeness, and to raise awareness of the preciousness of our world.

## Nepal

### First ICDP workshop in Nepal

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International Child Development Programme (ICDP), Early Childhood Education Centre (ECEC) and HimalPartner (HP) have recently established cooperation and have started working on piloting ICDP in Nepal. The project aims to increase the psycho-social wellbeing of children in Nepal through improved parent - child communication.





In recent years Nepal has gone through a civil war (1996-2006) in which 15 000 adults and 475 children lost their lives, leaving many widows, orphans and broken families. In Nepal out of every 100 children, 86 live in villages, 48 are malnourished, 40 belong to extremely poor families, 80 are admitted to school but only 51 complete primary levels, 41% of the population is children below 16 years. ([www.ncn.org.np](http://www.ncn.org.np))

In Nepal there is generally a low level of understanding about the psychosocial needs of children due to lack of education and awareness. This has led to alcohol and drug abuse, rise in crime, school dropouts, human trafficking and mental health problems, including depression and suicide among the adolescents and even younger children. Encouraging parents to bring up their children in a warm and loving environment and making parents aware of the importance of their role for the healthy psychosocial development of their children could in the long run reduce the above mentioned problems among young people. This in turn could ultimately have a positive influence on the country's development. The project will test the ICDP concept for Nepali context during 2014 and 2015. The pilot will serve as a baseline for the application for a follow up three-year programme - the intention is to expand the ICDP training between 2015 and 2017. The second period is crucial for securing sustainability of the project, by creating a team of Nepali trainers capable of spreading the ICDP methodology to new groups of facilitators.

HimalPartner is a mission organization based in Norway with experience in Nepal since 1954 in the areas of health, education and industrial development sectors. ICDP is providing training for a local team, whereas the HimalPartner is working to secure external grants



for the project through Digni and other funding bodies. ECEC is the local organization with the intention of becoming the leading organization for ICDP training in Nepal. ECEC has been working in the area of early childhood development and education in Nepal since 2001. Although Teacher Training is ECEC's core business, parent education is also very much part of ECEC's services. The approach is that only if all the people who are directly involved with the children (parents teachers, caretakers, school leaders and other stake holders) understand the basic needs of children, will a child be able to grow up in a well-balanced, holistic way.

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

The first of a series of ICDP training workshops took place at the ECEC premises from 2nd to 5th of June 2014.

## South Korea

### ICDP in South Korea

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



The photo above was taken at an ICDP meeting with a group of parents. The project is recruiting participants through the Jeju Parents' Network for People with Disabilities (JPNPD), who are also funding the project as well as providing premises for the ICDP meetings.

For this project Sangwon has already translated some of the ICDP materials from English to Korean, such as the 'Introduction of ICDP' by Karsten Hundeide and the 'ICDP leaflet.' He also plans to translate 'I am a person', the ICDP booklet, which contains the 8 guidelines for good interaction with exercises and home tasks for parents. At the end of the project the participants will also receive a poster with the photos and captions for the 8 guidelines.

Sangwon explains:

"This project participants are parents whose children have developmental disabilities; such parents usually feel a degree of frustration in communicating with their own children. This is because children with developmental disabilities, especially autism, tend to prefer to communicate in other ways, such as music, drawing, body, or written language. Moreover, parents sometimes underestimate their children and their capacity for communication with others, and this is often strengthened by stigma in society; the inner resources for caring and positive communication with children can be severely hindered due to prejudices. In this project, my task is not to act as an instructor or lecturer teaching participants theoretical knowledge or behavior strategies for positive communication, but as a facilitator or mediator helping participants to construct individually and collectively a positive conceptions of their child and develop positive communication cycles with their children; they can best do this by building on their own experience and shared personal stories. At group meetings I will use certain methods to enable the participants to construct and reconstruct their knowledge and experience by themselves autonomously, not through lectures. For example, participants will hold group discussions, share information and experiences, engage in analyzing video demonstrations, apply self-assessment and observation exercises, including home tasks and role play. On the other hand, I will be a sincere listener and trustful respondent supporting participants in their own processes of reflection and exchange of communicative experience, especially by focusing on their existing positive experience. This is in line with the fact that all human beings have their own resources to actualize their lives toward a more positive direction; most parents can convert challenges towards a positive direction by themselves, once they face their own needs and apply their inner-resources to solve the challenges. Dealing with challenges by oneself leads to a feeling of well-being. Thus, the most important role of a facilitator is to make an emotionally safe haven for caregivers to talk about their own needs and to find their own inner-resources."

Sangwon Yoon will later present his project as part of his MA studies at the University of Oslo.



## **ICDP board:**

Nicoletta Armstrong, chair

Santana Momade

Penelope Villar

Ane-Marthe Solheim Skar

Guillermo Navas

Karl-Peter Hubbertz

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## **Executive support**

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Faebian Bastiman

## **ICDP at national level:**

Registered organizations: ICDP England, ICDP Norway, ICDP Finland, ICDP Sweden, ICDP Portugal, ICDP Mozambique, ICDP Colombia and ICDP Peru

ICDP Denmark operates under GR-Psykologerne, UCN and Authenticus

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

ICDP USA operates under CCWF

ICDP Paraguay operates under Vida Plena

ICDP Guatemala under Manos de Dios

ICDP El Salvador operates under UNICEF and ISNA

ICDP Lesotho operates under Thaba Bosiu Centre

ICDP representatives in Japan, South Africa, Malawi, Ghana, Brazil, Ukraine, Mexico and Moldova