

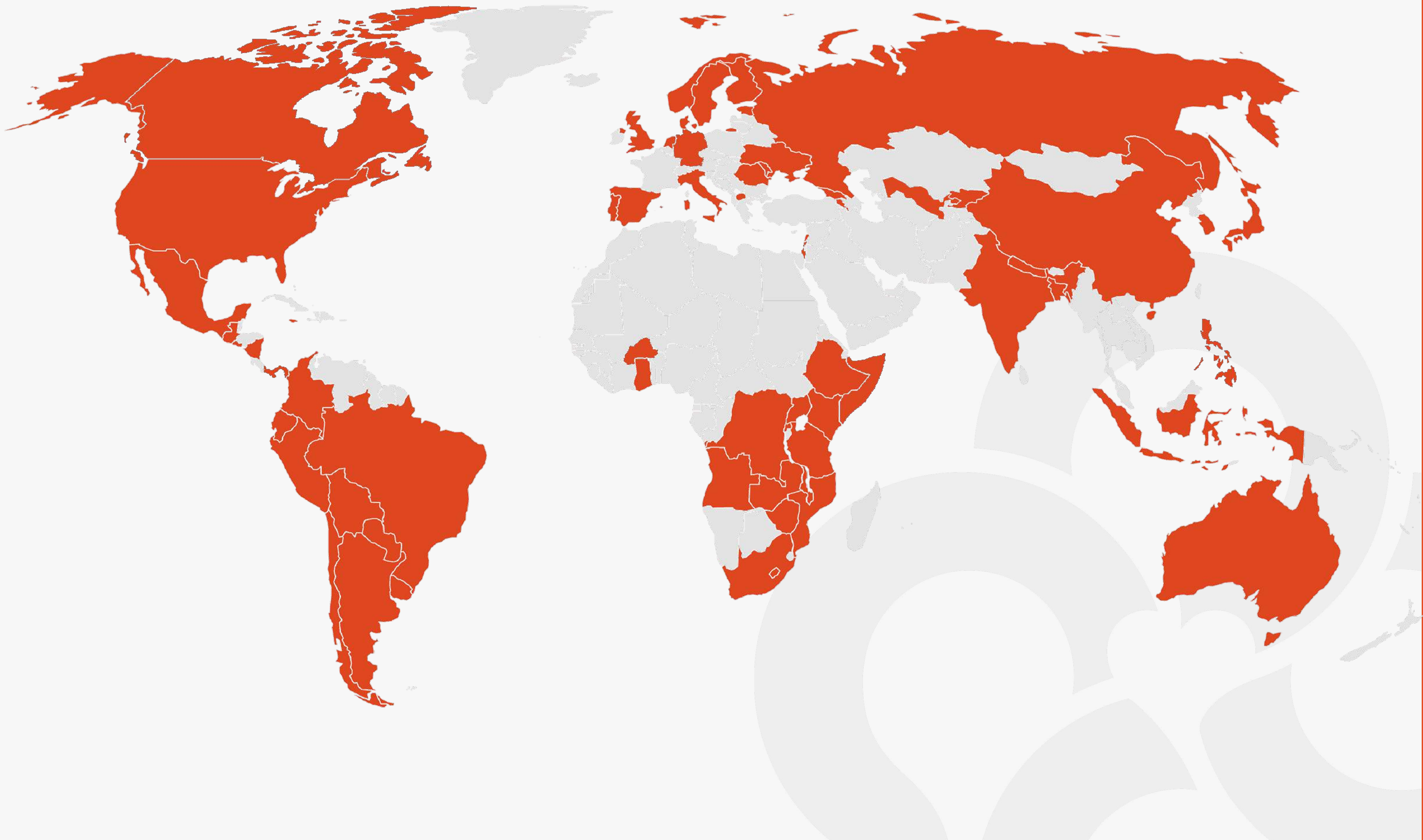


ICDP ANNUAL REPORT 2020





Our reach so far





Introduction

ICDP began developing in the 1980s, with the intention to help disadvantaged children by applying psychological knowledge and scientific research in a practical intervention programme. Psychology professors, Karsten Hundeide and Henning Rye, from the University of Oslo, and in cooperation with a small international team, gradually developed the ICDP programme and registered the ICDP Foundation in 1992. Hundeide's vision drove the team forward during 19 years of his chairmanship.

Ethos

The Ethos of ICDP is to provide for human care by activating empathy and education of both caregivers and their children. The work of ICDP is based on the principles that are laid down in the UN Convention on the Rights of the Child.

Approach to training

The ICDP approach is based on the idea that the best way to help children is by helping the children's caregivers. Research shows that normal physical development of the brain depends on proper interaction between a caring adult and the growing child. In normal circumstances such learning happens naturally. However, when families are uprooted through social changes, migration, catastrophes, children losing their parents, or having been numbed by severe deprivation and emotional shock, this care often breaks down and has to be reactivated through skilled help. If children do not receive sufficient love and attention while they are young, the problem can perpetuate itself because they can themselves become inadequate parents. Therefore ICDP's focus is on trying to break this cycle.

The ICDP Programme

ICDP is a flexible and culturally adaptable programme, based on research in child development that sensitises and enriches the relationship between caregivers and their children. The programme was originally developed for parents/caregivers of young children. However, ICDP's broad principles proved to be relevant for caregivers of older children and adolescents. More recently, it was successfully applied in the care of the elderly.

Implementation

The aim is to build relational competence and confidence in the members of a community or an existing child caring system and to transfer the project to local resource persons. Local child rearing practices are identified in order to stimulate truly authentic and long-lasting development.

Training

The ICDP Foundation offers workshops at caregiver, facilitator and trainer level. These are followed by practical application of ICDP in 'self-training projects'. ICDP facilitators are entitled to implement the programme to train parents/caregivers, whereas trainers are qualified to train new groups of facilitators. ICDP issues diplomas and agreements are signed with all partners.

Evaluation

ICDP policy is to encourage its partner organizations to monitor and evaluate ICDP. Evaluation reports are available on the ICDP webpage:

<http://www.icdp.info/downloads>



Comments from the chair

A difficult year that will be remembered across the globe, 2020 shocked and caused deep changes affecting all our lives, bringing grief and loss to numerous communities, families and children. Due to the spread of the coronavirus disease (COVID-19), children across the world have been subjected to new sets of rules affecting their lives, such as physical distancing, isolation, quarantines and online schooling. Many children felt anxious, bored and fearful about the impact of the virus on their families. Many have suffered from violence and despair. In this context, ICDP worldwide sought to create meaning, resources and ideas to support parents, children and families in the best way possible.

During this time of confinement, many parents struggled to interact constructively with their children and the ICDP principles became even more relevant in the context of the new challenges brought about by the pandemic. This annual report demonstrates how ICDP inspired parents and caregivers in many countries to respond to their children's needs by putting into practice the simple but profound ICDP principles based on compassion and empathy.

In 2020, our partners showed immense power and creativity in adapting their approaches and training to the restrictions imposed by their governments. Most managed to continue rolling out of the ICDP programme, through online work, or in combination with person-to-person training, albeit on smaller scale than previously. Online platforms were widely used by ICDP teams enabling them to train, support, share and keep in contact. For example, in order to enhance the work of ICDP facilitators and trainers in El Salvador, UNICEF together with key ICDP partners, produced material for online training by digitalizing the complete set of ICDP handbooks and other relevant material. Similar efforts began also in Norway and a few other countries. ICDP China broadcast a daily

podcast for several months with ICDP stories and relevant content. To help alleviate the world of isolation, some ICDP projects produced new materials, including videos, to help parents to interact and engage their children in dialogue, to bring understanding about the challenges the coronavirus brought to their lives and what can be done to protect their children at this time. In Mexico, ICDP trained students held regular chats with children via Zoom, supporting them by sharing stories, pictures and generating laughter.

With regards to research, Save the Children (SC) continued the development of ICDP evaluation studies in Burkina Faso, Somalia and Zambia, producing pre-implementation assessment reports. SC also made plans with researchers from Harvard university for a new study to evaluate the impact of ICDP on children in India, Philippines and Nepal – which is of particular interest since the impact on children has not been evaluated in a scientific way. In Norway, a research study about the use of ICDP in context of care homes for older people was developed and it will be finalized in 2021.

On the organizational front, ICDP developed a new, faster webpage that is easier to navigate. At the start of 2020, I was asked by the UN to update the ICDP child protection policy for the ICDP network, by including a policy on the protection from sexual exploitation and abuse (PSEA policy). This task was eventually completed with UN approval and shared in the ICDP network – many ICDP partners responded very positively to this development. ICDP board member, professor Karl-Peter Hubbertz was appointed as the ICDP PSEA officer. A format for training online was used by the ICDP foundation to train in several countries during 2020. In view of the pandemic, board member Tatiana Compton volunteered to produce two short videos on the three ICDP dialogues, with piano music played by Karl-Peter.

Link: [Videos - ICDP](#)



To conclude, even though due to unprecedented coronavirus circumstances some of the plans had to be abandoned or postponed, the positive ICDP spirit prevailed in 2020. It is an impressive achievement that despite the pandemic, so many ICDP teams worldwide managed to continue to promote adult-child relationships based on empathy and compassion, thus improving children's development and enhancing their well-being.

- Nicoletta Armstrong



ICDP in Africa

MOZAMBIQUE SOUTH AFRICA BOTSWANA ZAMBIA TANZANIA
BURKINA FASO ETHIOPIA GHANA SOMALIA MALAWI CONGO



Mozambique.

Throughout 2020, ICDP Mozambique, led by Santana Momade, continued to participate in the Child Grant (0-2 years) project. This project is run by the Ministry of Gender, Children and Social Action (MGCAS) with support from UNICEF and technical assistance of ICDP. The Mozambique National Basic Social Security Strategy (2016-2024) developed the Child Grant as part of the Basic Social Subsidy Programme that aims to reduce children's vulnerability, promote their development by improving their health and diet and accessing basic social services and protection. UNICEF supported the design and launch of the pilot phase of the Child Grant, ensuring full ownership by the Government.

The Child Grant is an unconditional cash transfer programme targeting children living in poor or vulnerable households with the objective of reducing poverty, improving child wellbeing and promoting access to social services.

The Child Grant has two components: a cash subsidy (approximately US\$10 per month) and a care component linked to social services. The care component of the Child Grant 0-2 is comprised by nutrition and case management.

The case management or Acompanhamento Familiar consists of the support provided to families affected by situations of specific risk and/or to those who are classified as most vulnerable. Regular home visits are conducted by case workers to offer direct support to primary caregivers, their children and other members of the households (e.g. psychosocial and counselling or information for parents) as well as to facilitate referrals to community and statutory services. A beneficiary family is followed for a period of 6 months of intervention and 3 additional months to check on the sustainability of the results achieved.



Bearing in mind that ICDP has extensive hands-on experience in offering psychosocial support in Mozambique, UNICEF invited ICDP to provide technical and coaching support to government technical staff and volunteers at Provincial and District level of MGCAS - this with the ultimate aim of leaving a cadre of social welfare officers able to provide quality case management support to vulnerable families and children and those at risk, within the context of the child grant (0-2 years).

The support by ICDP focuses on providing:

- i) support to the development and adaptation of case management tools, job aids, training packages and materials for relevant case management actors and programme stakeholders;
- ii) on-the-job coaching of relevant staff;
- iii) support to staff who supervise and monitor the work of others and to provide quality case management for child protection cases.



When managing each case, an optional and participatory methodology, in which individual knowledge and experiences are valued, is adopted. The process includes identifying risks and constraints and support selected beneficiaries to overcome them. It involves referring beneficiaries to services that they would not have access to without proper support. Each intervention plan is designed in working sessions with the families and jointly agreed upon in order to result in an individualized follow-up at the family home. Home visits take place weekly for a maximum of 9 months of intervention.

Throughout the various phases of intervention, case managers are monitored with regard to data collection tools. Results so far:

Knowledge and capacity of staff at District level is improving, as well of the district services quality of interventions. The government organizations have improved control of the cases, responses, referral pathway and statistics. Results could be used as an advocacy tool to get more resources in order to extend at national level.

Community and District level services connection: Case management has supported the interlinkages between communities and social services. The community is now aware of the existence of an official service that they can reach out for help and social services understand better the needs of the families.

Cash & Care: Early serious nutrition problems were detected and referred to the adequate service. A significant number of baby deaths was identified, and the tools were improved to get a more accurate verbal autopsy. Additional supports, like grants for families with multiple needs (disabilities, child headed households) have been provided.



COVID – 19 Challenge

The programme faced important challenges due to the COVID-19 outbreak, especially because the Acompanhamento Familiar component was designed based on a home-visit approach. The recommendations were:

1. Before conducting any visit, consider whether a face-to-face visit is necessary. If not, the case worker can speak to the family by phone. If someone in the family is unwell, do not conduct the home visit; instead, advise and support them through the referral pathways.
2. The case worker must:
 - a) Maintain social distancing;
 - b) Wash/sanitize the hands before, during and after each visit;
 - c) Avoid touching eyes, nose and mouth before, during and after each visit;
 - d) Wear a mask (new one for each visit).



South Africa.

ICDP has an agreement for cooperation with the non-profit organization Ububele, with the aim of integrating ICDP as one of their activities to strengthen child and family mental health in the township of Alexandra.



The ICDP developments and training have taken place in Johannesburg as a result of voluntary training by Silje Holter. At the start of 2020, she carried out the first round of workshops for new facilitators over a period of two weeks. Facilitators were divided into pairs and each pair made plans for their practical work with groups of caregivers (their self-training projects).

“Before the lockdown I managed to hold one support meeting during which some of the trainee facilitators presented the way they were implementing the ICDP programme with caregivers. We looked at the ICDP material brought to the meeting by some of the facilitators. Then I was forced to leave South Africa due to corona virus related circumstances. During the period between April and August, South Africa was for the most part in lockdown, so it was not possible for facilitators to run ICDP caregiver groups. Some facilitators had a long break before re-starting.

During early December, we got together again, but this time the support meeting which lasted one full day, had to be held online. All trainee facilitators that participated in my workshops during January and February were present for the online meeting too. They talked about their self-assessments, their practical experiences, including some of their frustrations. They also had questions which we all discussed together. Due to problems with transportation, technical difficulties and other problems not all participants managed to share their video material from their meetings with caregivers. We will continue in 2021.

The leadership of the Ububele organisation hopes that Ububele may one day become a training site for new ICDP facilitators. In view of this, they are trying to provide as many opportunities as possible for the current facilitators to practice applying the ICDP programme – and not only by working in pairs but also each facilitator running a caregiver group alone. This will create solid ground for trainer level work later on.”

- Silje Holter.



Zambia.

The ICDP work is coordinated by Grace Mwendapole, from the Save the Children office. During 2020, Save the Children Zambia was implementing the ICDP programme as part of its Child Sensitive Package with the aim of promoting positive parenting.

In 2020 the focus was to increase the uptake of parenting sessions among identified households through conducting awareness raising activities. Awareness raising activities resulted in the creation of a critical mass of parents and caregivers who attended parenting sessions. A total of 648 (424 females and 224 males) attended the awareness raising; a total of 574 households were mapped for training in the Child Sensitivity Package. From the mapped households, 500 households were enrolled to receive the whole Child Sensitive Package.

The implementation of the Child Sensitivity Package started in September 2019 and was finalized in October 2020. The aim was to increase positive parenting by promoting positive interactions between the caregivers and children. The ICDP parenting sessions were attended by parents and caregivers with children between the ages of 0-12 years.

The parenting sessions came to a halt when Zambia recorded its first case of the Covid 19 in March 2020, and when the Government introduced restrictions on public gatherings as a way of mitigating COVID-19. The sessions resumed on the 26 of May 2020, by using a modified approach of conducting sessions back-to-back and with adherence to the protective and preventive measures which were put in place to prevent exposure to contracting Covid 19.



The “back-to-back session” is an approach where sessions are conducted 3 or 4 days in a row without skipping a day, as opposed to having a session once per week. With this modified model of delivering parenting sessions, the Project Team managed to complete the ICDP training, including three additional modules, Gender Transformative, Importance of Education and the Risk of Child Labour, by the 30 of November 2020.

A total of 466 households with 481 participants (336 females and 145 males) out of the targeted 500 households completed the ICDP training. This represents 93 % completion rate.



After completing the parenting sessions, 25 home visits were conducted by facilitators in Kansanta (Chief Shibuchinga) and Kamabaya and Mibenge (Chief Lumpuma). Some of the findings from the home visit revealed positive parenting skills from the caregivers/ parents and families as follows:

Improved interactions between caregivers and their children For example, one caregiver in Kansanta said that she never had time to chat or join her children when they were playing and her children feared her because she would shout at them a lot. She has now created time to play with them.

Positive discipline without the use of violence

One parent in Kansanta, said she appreciated the session on setting limits for children and during the home visit she revealed that, *“I used to shout at the children to manage unwanted behaviour. I personally did not know that it was possible to suggest options to children to elicit for positive behaviour changes in children”*. The caregiver explained that by attending the sessions, she realized that she needs to calmly explain why the behaviour in a child is not appropriate and suggest to the child some alternatives.

During the award presentation ceremony that was done for all participants that completed the 12 sessions of the parenting module, most of the parents were able to talk about the 8 ICDP parenting guidelines and 3 ICDP dialogues that were learnt during the sessions, how they had put them into practice and the skills that they learnt. The 25 households that were visited also indicated a reduction in violence towards children because parents had improved their interaction with children.

Best Practice: participation of couples during parenting session

One of the best practices noted during the period under review was the participation of couples during parenting session. For example, six couples attended parenting sessions in Kalembula, Filando/Miseshi and Pa Njose. This practice was encouraged across the other parenting groups in order to promote male participation, as there were more female caregivers attending parenting sessions than males.

Tanzania.

In Babati, Tanzania, a group of 14 social workers and community health workers started their training in the ICDP programme in March and completed it in September 2020.

The training was conducted by Velynice Frederick and Eglá Matechi, who were assisted by three facilitators from Mbulu. The ICDP project is officially backed by the Manyara Region Social Worker organization, whose aim is to increase social workers' competence and to enhance their work performance. The training package has three modules with intervals in between the three training workshops for home practice and for putting into action what was learnt in the classroom.

Comments by trainer, Velynice:

“The process includes trying out the programme at a personal level and sharing experiences with others on all the key topics; and afterwards receiving more training and developing skills to sensitize other parents/caregivers in the community, so that they can become more aware and better able to bring up their children to become excellent citizens.”



The trainers taught and also facilitated the engagement of the participants by using the inquiring approach, asking questions for individual and group reflection, sharing personal examples and experiences and role-playing key topics. Participants brought up examples illustrating how some children suffered from neglect and were sometimes given labels such as pig, stubborn, ignorant and other. This was analysed and discussed by the participants, who reflected on the significance of the positive approach, seeing the child with respect and without prejudice. This discussion made it easier to demonstrate the meaning of empathy and how the border of empathy can be opened or closed – and that the key of good quality care is to bring the child inside caregivers' border of empathy. The participants gave their testimonies and experiences and shared several case stories regarding the eight guidelines for good interaction. This group was very active and committed and before we closed the first training module, they talked about their future work and could envisage different and better ways of performing their work in the community. “

The ICDP facilitators from Manyara region completed ICDP training in the autumn of 2020 by attending the final training, 17th to 19th of September. All fourteen facilitators held eight ICDP meetings with their respective groups of parents/caregivers and they all attended the final training workshop. At the workshop, they shared about their different experiences of working with parents, including any encountered difficulties. Some common challenges were identified, such as low participation of men and the difficulties in reaching the place of the meetings due to distance. Among other activities at the workshop, the sensitization principles were revised through role play. Some facilitators acted in role plays as parents and others as facilitators; it was an effective way of reviewing facilitators' practical work.

The facilitators reported that they had observed positive changes in the parents' relationship with their children; and also, that there was a lot of interest and commitment to expand ICDP to more parents/caregivers in their respective communities and at their working place. Two new parent groups have already started to receive ICDP.



Burkina Faso.

In January 2020, a group of 22 professionals from Save the Children and their partner organizations embarked on ICDP training to become facilitators. At the same time, two of the previously trained facilitators, Alimata Sidibe and Aubin Sanou, began their own process to become ICDP trainers. Nicoletta Armstrong conducted the January workshop in Ouagadougou and the two trainee trainers acted as assistants.

During 2020, the ICDP programme was implemented by this team of trainees as a complementary component to Save the Children's Child Sensitive Social Protection (CSSP) package of interventions. The long-term vision is to use ICDP on an ongoing basis with the aim of strengthening parental competences and children's overall psychosocial development. All trainee facilitators started to apply ICDP with parents by working mostly in pairs and received ongoing support from the trainee trainers. They also reported about their self-training projects during April and May in Zoom meetings with Nicoletta.

The trainee facilitators showed a lot of interest and commitment to take ICDP to families in their respective communities. Alimata Sidibe and Aubin Sanou accompanied the practical work of the trainee facilitators, and in parallel they also started to train a new group of facilitators – all this was achieved in the face of many difficulties and interruptions due to Covid-19. They offered advice to trainee facilitators by phone and online contact whenever that was practically achievable as not all facilitators had easy access to the internet. On the 30th of November 2020 Alimata Sidibe and Aubin Sanou received their ICDP Trainer level diplomas through an online meeting with Nicoletta. They are the first trainers in Burkina Faso. Up to date there are over forty facilitators and two trainers in Burkina Faso.



Adaptation of ICDP material:

The ICDP module was specifically adapted for Burkina Faso, through discussions with the core team. Throughout 2020, the ICDP Guide to Facilitators was continuously revised and adjusted in the light of the comments and recommendation from the field. There are over sixty languages in Burkina Faso, but the facilitators are using 4 main languages to deliver ICDP to parents in their respective communities. The team of facilitators deliberated and decided on the best translation of the key words for the 8 guidelines for good interaction and the 7 principles of sensitization. This was done bearing in mind the unique backgrounds of families that will be receiving ICDP in future and the language they are likely to speak. The adapted ICDP materials were tested out in the field and will be published in 2021.



Photo above: a group of women receiving ICDP in the village of Kossouka.

"I thought it was impossible to educate children without violence, because it is how I was educated, but now thanks to the ICDP programme I understand that education has to be based on love, I now never hit my children and all is well. My children are content, they express themselves freely and are doing well at school. I don't get angry anymore. I don't hesitate to talk about the programme to my neighbours. Thank you for the programme."

– a participant father.

Ethiopia.

Several ICDP workshops for new facilitators took place in Hawassa, Addis Ababa and Bahir Dar, in February and March 2020. There were no other training workshops after that due to the corona virus pandemic.



Hawassa and Addis Ababa

A group of 16 social workers from the Women and Children Affairs organization completed their ICDP facilitator level training and received their certificate on 7th of March 2020. Together they trained 80 caregivers and parents, while each caregiver was responsible for 10 to 20 children. Most of the trained caregivers work with disadvantage children in need of special care and protection. The feedback from caregivers was positive according to Atnaf Berhanu, ICDP trainer:

"The eight guidelines for good interaction gave caregivers a good orientation and as a result they started to practice new ways of interacting with the children in their care. The topic of how to follow the child's initiative was found to be particularly important. One mother said that her daughter wanted to be a pilot, but she wanted her to be a medical doctor. After attending the ICDP sensitization meetings the mother said that she started to see the importance of following her daughter's lead.

After the first training all participants made a short film of their own interaction with their children and/or with children of relatives. When we met for the second training, we watched the films together and we shared opinions through discussions about what we observed - this helped most participants to understand the guidelines better. Most of the participants reported that the first ICDP training cycle had helped them to change their attitude towards children.

One participant of ICDP training said: *"This training is not only helping us to have a good interaction with our children, it is also helping us to consolidate a good interaction with our partners and colleagues at workplace."*



The two groups of facilitators, in Hawassa and in Addis Ababa, were motivated to continue with ICDP training and they will be recruiting 160 new parents and caregivers for training in the ICDP programme.

Bahir Dar

ICDP training has also started in Bahir Dar. The participants came from different parts of the region. Many came from far away, up to 6 hours' drive by public transport. At the workshop all participants shared stories linked to their childhood experiences. They said that the ICDP training was very relevant for their communities and could help them to raise their children with love and understanding. They emphasized the importance of helping parents to see their children as persons and to guide them so that they can develop well. Many participants said they were determined to apply ICDP when they return home.

Ghana.

ICDP Ghana was formed in 2012 by Joyce Larnyoh, when it adopted the ICDP empathy-based approach integrating it into its programming and capacity building initiatives. The mission of ICDP Ghana is to “provide human care that enhances the total development of the child”.

The year 2020 saw ICDP Ghana implementing two projects in the Eastern Region of Ghana: the Strategic Approaches to Girls Education (STAGE) and the Girls Advocacy Alliance Project (GAA). These projects were implemented in the Akuapem North and New Juabeng South Municipalities, as well as the Okere District.

The Strategic Approaches to Girls Education (STAGE) was carried out in partnership with World Education Incorporated, with support from UKAID – and is continuing in 2021. The STAGE intervention focuses on highly

marginalized out of school girls between 10-19 years. The overall goal is to reduce the barriers that marginalized or vulnerable girls face in achieving education. ICDP successfully graduated 335 girls from 13 beneficiary communities in 2020. The graduation ceremony was conducted in all 13 communities.

The Girls Advocacy Alliance Project (GAA) was undertaken in cooperation with PLAN International Ghana, with funding from the United Kingdom Foreign, Commonwealth and Development Office (FCDO) and it ended in December 2020. The GAA four-year project (2016-2020) focused on combating violence against girls and young women and increasing their economic participation. The project tackles economic exclusion and violence against girls and young women through stakeholder and media engagement, mobilization and networking, sensitization and capacity building as well as lobbying and advocacy. Despite the COVID-19 pandemic ICDP Ghana was able to achieve the expected outcomes of GAA for 2020.



The ICDP principles and guidelines were used to create awareness and promote sensitive caregiving skills in teenage mothers and women who were part of the two above mentioned projects.



Somalia.

In Hargeisa, Somaliland, a follow up of ICDP based parenting sessions, education and family budgeting sessions was conducted in 2020. The participants were asked questions about what they understood and learnt from the ICDP based parenting and family budget sessions. The questions were based on the 9 sessions of the ICDP based parenting and 2 sessions on family budgeting.

20% of those who had received the parenting sessions were asked to answer the questions and over 80% of caregivers/ parents mentioned that the training improved their perception on parent child relationship, child education and gender. Communities showed great willingness to change the cultural belief that "Educating a girl is just a waste of resources " and now appreciate the concept that children both boys and girls have equal rights to learn.

The Child Sensitive Social Protection (CSSP) project, which includes the ICDP parenting sessions, expanded to an additional location, to Baidoa, in South Central Somalia. The plan is to train 150 additional households in 2021 on ICDP based parenting.

We also plan to run refresher parenting sessions with parents/caregivers in Hargeisa, Somaliland. Additionally, looking at the impact parenting sessions made at the community and household level, teachers of government schools in the project area started to show keen interest and requested to be included and trained on the ICDP based parenting sessions.

- Mukesh Lath, Senior Social Protection Advisor at Save the Children

Malawi

The Alinafe Community Hospital had pioneered ICDP in 2010, and this was made possible thanks to the Norwegian Church Aid (NCA) who supported the initiative. Eventually several NCA partners received training in ICDP. The ICDP programme had also become a permanent part of the strategic planning by the Malawi Norwegian Church. For over a decade the Alinafe Community Hospital has been effective in using ICDP.

During 2020, a new group of facilitators completed their ICDP training, which they embarked upon in 2019. The 16 newly trained facilitators are linked to the Evangelical Association of Malawi, operating in the Northern region of Karonga, a region that borders with Tanzania. Due to the COVID-19 restrictions, the ICDP Malawi team was not able to organize the ICDP certification ceremony. However, Paul Mmanjamwada, the ICDP representative for Malawi is determined to make it happen in 2021, as soon as the pandemic situation permits it.

Congo.

During 2020, in the Democratic Republic of Congo (DRC) a team of 5 professionals began developing ICDP, under the leadership of Dr. Marcel Tshibangu. He is a medical doctor with a history of working to treat and to protect children from child abuse and neglect over the past 25 years, throughout the past many years of DRC conflict.

As a first step, ICDP and ICDP USA agreed that they attend virtually an ICDP Facilitator training workshop in February 2020, by linking via Facebook live with the ICDP USA team who conducted the workshop. Dr.Tshibangu's team participated throughout the workshop despite a number challenges of technology, the internet, as well as the difference in the time zones. All participants felt that it was quite successful, bringing a great promise to their work in DRC.



Botswana.



The Ark and Mark Trust, has been developing ICDP since 2017, sponsored by the RVTS WEST Norway (a centre on violence, traumatic stress and suicide prevention).

In 2020, a group of facilitators started to receive training at Trainer level. The first workshop at Trainer level was conducted over four days from 10 – 13 March 2020, at the Staywell Hotel in Mogoditshane. It was attended by 12 participants, 6 were from the Ark and Mark Trust and 6 from the Thamaga community. The training was conducted by Patrick O’Loughlin and Chiku Mkalu.

The participant trainee trainers planned to carry out their practical ICDP tasks in Ramotswa, a village about 40kms from Gaborone, where they were supposed to start forming new facilitators. However, due to the COVID-19 pandemic they were unable to embark on their projects. After consultation with the local Social Welfare & Community Development office in Ramotswa, it was decided to continue with the ICDP training in 2021.

“A mini research was conducted in 2020 to get feedback on the status of the village during the challenging times. It transpired that family relations were being challenged due to the imposed quarantines, and as a result of not knowing how to accommodate each other in their confined spaces - something ICDP propels beautifully and effortlessly. One of the police officers talked about the rise in child related cases in 2020, saying that he wished for ICDP to resume soon, because they had begun to appreciate a decline in such cases during the years ICDP was implemented”.

- Tshepiso Sekopo, therapy and training coordinator.



ICDP in Asia

BANGLADESH INDIA NEPAL JAPAN UZBEKISTAN CHINA PHILIPPINES AFGHANISTAN



Bangladesh.

ICDP is the main component of the Healthy Childhood Development Programme (HCDP) rolled out by the Normisjon Bangladesh (NB). Gerd Eli Haaland, doctor working for NB and ICDP trainer, oversees the ICDP developments. She is ably supported by Sajeda Boby, and also Edna Velasco – they are two facilitators in process of stepping up to trainer level.

During 2020, thirty- two people from five different NGOs were in the process of becoming ICDP facilitators. Twenty-one trainee facilitators embarked on their training in January 2020, but when the pandemic hit in March, almost all the caregiver groups and the training of facilitators had to be put on hold. However, in September caregiver groups were able to resume and most of facilitators graduated in November 2020; the remaining twelve will do so in January 2021.

Taken from the report about the work of ICDP in Bangladesh by Gerd Eli Haaland:

Basha enterprises

The Basha day-care was actively putting ICDP into practice during 2020. A group of twenty-four mothers received the training from the previously trained facilitators. During the autumn, we have visited several caregiver groups, and it is very inspiring to hear about stories of change as a result of ICDP. The results are very promising. The majority of the women told us how they are now spending more time with their children and how they understand them better. The use of corporal punishment is reduced. Before receiving ICDP training, the lunch time at Basha used to be chaotic, where many of the women would feed the children without positive interaction. Yelling and quarrelling between the women was a common feature. Now the staff observe that the women use this time to engage with their children. There is a calmer atmosphere and the children look forward to spending this time together with their mothers.



Rumi from Normisjon BD, Flora from Lamb and Nayomi from AG Mission practicing the Seven ICDP Principles of Sensitization by doing mock sessions.

The Basha facilitators visited most of the women who received training at their homes. They reported that children who used to roam around in the slum are now choosing to stay home instead. One mother was asked to explain how come her 9-year-old boy was now behaving so well.

“Before I used to have a stick to threaten him and punish him. Now I don` t do that, but he still listens to me and wants to be with me”.

Several other women talked about how they realized that there was no need for any extra time in order to show love to their children. They can do it in the everyday situations like when going to the office, when having breakfast or when doing house chores together.

ICDP in Bangladesh started because of the need we saw at Basha, especially in one mother and her two children. It was particularly joyful to observe how this mother has embraced the training and is now a loving mother for her two children.



Salvation Army

One of our future projects is linked to the Salvation Army, where we have already formed ICDP facilitators, who as part of their Salvation Army work support women living in a brothel. In 2021 these facilitators will start to give ICDP training inside this brothel. There are thirty mothers who live with their children in the brothel. We have started to work closely with these facilitators in order to adapt the ICDP delivery to fit in with this difficult setting. Our aim is to adjust the training to make it meaningful and useful for the women. Our hope is that through ICDP these mothers will find support in their efforts of providing a better life for their children. We will work on providing special care to those who cannot escape from their life in the brothel, and at the same time we will also support those who after the ICDP training might find new motivation for a fresh start to try to lead their lives outside the brothel.

Lamb community hospital

Another organisation we are training is Lamb community hospital and development project. They have a training centre that provides a nursery, midwifery and several short-term courses. Lamb is planning to include ICDP in the Nursery Curriculum and also add it as a short-term course.

Significantly, the Normisjon Bangladesh will partner closely with Lamb for the purpose of working towards ICDP becoming institutionalized in a way that will benefit many and will help ensure the sustainability of ICDP in Bangladesh.

India.

Two ICDP trainers, Neema Pant and Manish Prasad, are in charge of ICDP developments in the Palanhar Plus programme run by Save the Children India in Dungarpur, Rajasthan.

During the 2020 lockdown, the team made use of the available time to strengthen the ICDP sessions through conferences and skype calls and this exercise proved to be very useful for the participants.

The original plan for ICDP developments in 2020 was to reach 200 caregivers and 100 children aged between 7-13 years. It was envisaged to train frontline workers (SATHIN) as ICDP facilitators, in 10 Panchayats of the Jothri Block in the Dungarpur district and 10 Panchayats of the Kherwara block in the Udaipur district. This was agreed by the local government and a letter of approval was received from the DWCD department in Dungarpur to involve 10 of their SATHINs in the ICDP training and implementation.

However, due to the pandemic the planned activity had to be put on hold and as an interim arrangement, it was decided that the ICDP facilitators from Save the Children should conduct the training of 128 caregivers, whereas the capacity building in ICDP of the SATHIN front line workers would be resumed once the situation caused by COVID-19 was normalized.

The identification and formation of the groups of caregivers and children in the Palanhar plus programme was accomplished as soon as the government restrictions on moving had stopped. Groups were formed in line with the government guideline on COVID, such as keeping the size of the groups small (4-5 persons in a group) so that proper social distancing could be maintained during the sessions. Proximity of Palanhar family to each other was also kept as an important indicator for group formations, to enable families to attend the ICDP sessions without having to move very far.



A total of 32 groups of caregivers and 32 groups of children were formed in 16 panchayats. In every panchayat, there are 2 groups of caregivers and 2 groups of children.

In January 2021, the roll out of the ICDP programme to 128 caregivers (divided into 32 groups) had started. It has been continuing since then. The sessions are delivered on weekly basis and there are 3 home visits to each family (one after each of the 3 ICDP dialogues has been discussed with participant families).



Monitoring: Three tools were developed to support facilitators and trainers in monitoring of the ICDP programme and of the quality of facilitation during ICDP sessions: facilitator's diary, ICDP home visit guide and monitoring format for trainers to observe facilitators during their work with parents.

Evaluation: Quantitative pre-assessment with a sample of 128 caregivers and 177 children in the intervention area and with the same sample in control area, was carried out in year 2020 with the help of external consultant from Save the Children USA. The assessment was carried out with the help of a globally validated tool viz,

caregiver survey with the caregivers and International social and emotional learning assessment (ISELA) tool with children. Apart from quantitative pre-assessment, qualitative pre-assessment was done with the sample of 20 caregivers and 20 children. The tools used for the qualitative assessment were: 1) Three minutes' speech sample (TMSS) analyzed on 5-point Likert scale and 2) Observation of a parent-child activity analyzed using the PICCOLO scale (Parenting Interaction with Children: Checklist of Observations Linked to Outcomes).

Nepal.

ECEC/ICDP Nepal

In 2020, ICDP Nepal started to work on bringing more partners from different organizations in order to take up the task of spreading the ICDP programme to more provinces and families in Nepal. During the COVID lockdown that lasted for several months, ICDP Nepal adopted different mechanisms, such as using digital platforms and strategizing face to face training with a reduced number of participants. The workshops for trainers and facilitators were conducted remotely during the lockdown.

During 2020, 14 trainers from different organizations were in process of training to become trainers. They started to form more than 70 participants to become facilitators, who will in turn reach out to more than 300 caregivers. The trainee facilitators were counselors, mental health expert, teachers church group, doctors of facilitators group.

In addition, 4 new groups of facilitators started to receive ICDP training in Kathmandu remotely, due to the pandemic restrictions. The trainee facilitators include representatives from SOS Village Nepal, NGOs, government officials, teachers, coordinators, principals and directors of several schools. All groups will be graduating in the first half of 2021.



During 2020, a consultant guided and supported the ICDP team to develop tools for data collection and other aspects of qualitative research, which is planned to be carried out in the year to come.

On 6th of November, a facilitator network meeting was organized via Zoom. It was attended by 147 people, from inside and outside Nepal. ICDP facilitators from Lalitpur municipality, Save the Children Nepal, SOS Village and a private school shared touching stories from the ICDP meetings with caregivers that were conducted despite the pandemic situation. As a keynote speaker Ragnhild Dybdal spoke about "What Promotes Good Mental Health in Children and what are the Risk Factors?". There was also an international expert panel discussion on the topic "ICDP Practices as a means to help children's wellbeing during Covid Times" that was followed by brainstorming, as well as a time for questions and answers.

Personal stories from ICDP participants:

"After taking the ICDP facilitator training I have become able to make my husband see things differently. He always used to make bad comments about our daughter for not studying. After I talked and explained about the ICDP ways of dealing with a child, he understood it and started to internalize the concepts. After a time, my husband began to communicate well with our daughter and take her lead in many activities. We all started to plan activities together and my daughter's ideas started to be acknowledged, which made her very glad, as she was taken into account. She started to work and carry out what we had planned together. My husband even stopped comparing our child with others. Thank you ICDP."

- Ms. Bindhya, ICDP facilitator

"I am mother of two sons, Aron 9 years and Benjamin 2 years. My elder son Aron is suffering from global developmental delay and he is epileptic and keeps getting seizures. During seizure attacks Aron cries, laughs or faints and this lasts from few minutes to an hour. These seizures usually occur 10-15 times a day. Aron goes to Kopila Nepal care centre for differently able child. I love my children and take care of them. When I am occupied taking care of Aron, my other child Benjamin gets sad, agitated and bangs his head. I get tired and my anger comes out on my younger son Benjamin who is just 2 years."

After the ICDP sessions, I reflected that while looking after one child, my other child was neglected. The ICDP themes taught me to communicate, plan and understand my two sons from their perspective; it helped to improve my situations with my sons. Now the frequency of his seizure attacks has reduced and this is because of medication as well as ICDP. I am able to show my love and affection to my sons and have learnt to communicate, see and analyze their situations and feelings. Thank you Kopila Nepal for ICDP. "

- Sunita Khadka, ICDP course participant

"Before the ICDP sessions caregivers used to hit children and constantly compare children with other children. After the ICDP training, they started to consider children as independent persons, not commodities. They now teach children about values, talk to them and if children ask a question, they take time to explain and expand on the meaning. They use appropriate words now, whereas before they used to use negative words, scolding children. The ICDP programme can help caregivers develop understanding and sensitivity and this is very important. On the last day, caregivers suggested that we should conduct the ICDP meetings for father groups too. I would also like to share our future plan of conducting ICDP workshops for members of the Child Protection Committee, Lalitpur municipality in 2021".

- Facilitator Ms. Rojina Tandukar



Caregiver, Anita Bajracharya shared that she, her son, daughter and husband all had busy lives and hardly had time for each other, not even to sit down together during lunch and dinner time. After the ICDP training, she realized that this was wrong and on her initiative they all started to spend half an hour of quality time together after dinner. This became a daily routine and eventually brought the entire family together.

Save the Children Nepal

Save the Children (SC) in Nepal adapted the ICDP programme in order to deliver it to parents and caregivers of their Child Grant package, aiming to improve parenting behaviour for the wellbeing of the targeted children. The ICDP work at SC is coordinated by Bishwa Pun. SC first implemented ICDP in 2018, in a pilot project which brought encouraging evidence. Since then, the ICDP programme has been expanding through SC collaboration with local governments. A key focus of SC is on evidence generation to influence the government of Nepal.

In 2020, due to difficulties caused by COVID-19, SC adopted different methods to continue with the roll out of the ICDP programme. They conducted ICDP facilitator level training through Zoom meeting, used the radio to broadcast ICDP messages and organized meetings of caregivers in person - but with smaller numbers of participants and with appropriate safety measures in place.

SC implemented ICDP in 3 municipalities by mobilizing 40 facilitators who reached 893 parents, including 66 fathers.

Follow up meetings: The facilitators undertook 72 home visits to support ICDP parenting practices at home. The follow up meetings with parents allowed facilitators to strengthen the ICDP skills and knowledge that parents had acquired and to empower them to raise this agenda with their local governments. A total of



284 parents were visited during the follow up.

Meetings in the community: Realizing that trained mothers needed support from others such as fathers, in-laws and other neighbours to better apply their ICDP skills and knowledge with their children, SC provided ICDP sensitization to different communities. There were 13 community events during which ICDP sensitization was given to family members, neighbours, local teachers, child protection committee members and children at child club members. This orientation programme played an important role in enhancing the level of understanding of parent-child relationship, of the effect of malnutrition and neglect on a child. A total of 331 people participated in this programme.

ICDP with fathers

A qualitative research study of ICDP conducted in 2018, recommended father's involvement in an especially adapted ICDP package and as a result a new and special focus was set on developing projects for fathers. The ICDP team at SC has since then been working on developing this area. In 2020, a shortened version of the ICDP agenda for meetings with caregivers was created in order to implement it with fathers. This new tool was tested out in practice and proved to be very successful. Many fathers expressed interest and asked to participate. A total of 66 fathers received ICDP training in 2020.



ICDP radio drama

During 2020, SC aired a short radio drama on the ICDP parenting programme named “Yo awasar pani ho” (“This is an opportunity too”). The main objective of this radio programme was to raise parents’ awareness about using the lockdown period as an opportunity for spending quality time with their children. The content was based on the ICDP guidelines.

The radio programme was broadcast through local FM stations in SC’s project area, namely in the Jajarkot, Kalikot, Mahottari, Dolakha and Kavre districts. The radio programme benefitted a population of about 35,600.

Stories shared by participants:

"With Dalit communities, ICDP meetings with 170 parents were conducted in the midst of COVID-19 maintaining the protective protocol. Despite many challenges, ICDP played a significant role in this pandemic situation. Many caregivers who are bread winners, especially husbands, became jobless and were compelled to stay at home. The fathers reported that the pandemic compelled the family to stay together under one roof; that the relationships inside the family and particularly with the children would not have been as positive had they not taken the ICDP training. ICDP really helped to improve the relationship between children and parents in their families. Parents started to treat their children differently, understanding their feelings. Mothers and fathers started to provide quality time to their children. Parents started to talk to children expanding their understanding, discussing for example, about what is COVID-19, why we wash our hands, how all can be safe during COVID-19. Now the parents are capable of supporting their own children's psycho-social development".

- Facilitator Ms. Ranju Sah from Save the children Nepal (Mahottari Districts):

Caregivers’ responses during the meeting in Mahottari districts:

"In our family, when my father-in-law and mother-in-law had their lunch, I and my children used to have lunch later. We had such practice that if we juniors ate earlier, the food would be impure. But after attending the ICDP sessions, I realized that my children are also independent human beings, that they are persons like my father and mother-in-law. Now I feed my children earlier and they are my first priority."

- Rajkala Das, Bardibas 7

"My four years old son used to live with his grandmother and did not like to live with me. I became very stressed about this. I was busy doing household work from 5 am till 8 pm. Later, after attending the ICDP classes, I understood that I had not given quality time to my child. Now I give quality time to my son and he is very happy - and I am also very happy. Thank you Save the Children for introducing ICDP to caregivers in our community."

- Chandani Paswan, Bardibas-7

Japan.

In early May 2020, Hitoshi Maeshima, ICDP trainer who lives and works as a medical doctor in Tokyo, wrote to ICDP about the following experience:

As part of my work as a doctor, I regularly visit 7 care homes for older people. During one of my visits to a care home I was asked to explain some medical findings about infectious diseases that have recently been particularly feared:

- What is the mechanism by which new coronavirus pneumonia suddenly becomes severe, and how can it be prevented or treated?



According to the clinical course, the severity of coronavirus pneumonia is reported to occur suddenly about ten days after infection. Approximately ten days after infection, antibodies begin to appear in the patient's body. The virus antigen and its antibody react in the patient's lungs to form an antigen-antibody complex, which leads to the production of various cytokines. The original role of these cytokines is to more effectively remove this complex from the body. However, sometimes cytokines are overproduced, causing a cytokine storm. Cytokine storms are immune overreactions and immune runaway. The main cause of the cytokine storm is the excessive function of the cytokine IL6. This was investigated in a pathological condition called juvenile rheumatism. It is known that an inhibitor of IL6 can prevent or treat the cytokine storm.

The severity of new-type coronavirus pneumonia and its treatment are partially possible with IL6 inhibitors. IL6 inhibitor was invented about 15 years ago by the Japanese Doctor, Chuuzou Chuuzou, whom I met at the Conference of Japanese Internal Medicine.

After explaining the above story, I conducted an ICDP meeting that was attended by three nurses, one care manager and one doctor. I explained the different aspects and characteristics of ICDP.

We discussed how ICDP puts empathy at the basis of human communication. Empathy makes oneself more sensitive to the feelings and thoughts of the other person, whether in the communication between the child and caregiver, the older person and caregiver, or in general adult to adult communication.

After our discussion, a participant nurse, whose daughter is 3 years old, said that ICDP is extremely useful to her in her parenting role.

A care manager who has a teenage daughter said she now feels motivated to learn to better express love to her child.

ICDP is about strengthening the formation of loving relationships. By raising children in this way, it can be expected that they will in the future make the human society richer in humanity.

– Hitoshi Maeshima

Uzbekistan.

During the second half of 2020, two professionals in Tashkent, Magdalena Bronnstrom and Valentina Ten started to receive training in the ICDP programme to become ICDP facilitators. They received training via Zoom from Nicoletta Armstrong, who described them as extremely receptive, sensitive and enthusiastic professionals who both developed a deep understanding of the programme's principles. As part of their training, they implemented the ICDP programme with seven teachers working at Happy Start, a learning centre for children aged from 2 to 7 years old, whose director is Valentina Ten. The training started in October 2020 and soon all the participant teachers became involved and interested in ICDP. Since they were all working as teachers this meant that after each ICDP session, they could immediately go back to their classrooms to apply the ICDP guidelines with the children attending Happy Start. Facilitators made videos of the participant teachers during their activities and interaction with children and these were analyzed together.

Happy Start is on its way to start a new learning centre and the facilitators will run the ICDP training for new staff there in 2021, and they also plan to run ICDP courses for staff of other preschools, learning centres and schools, as well as parents.



The following comments are from some of the participants of the ICDP training:

"I realized there are no «difficult» children in our centre. It is about how I see the child, my thinking of the child. When something happens, I first need to think of something good in the child and make an effort to work on my attitude, because it affects my next steps as a teacher."

"I have already been using some of these principles, but I did it unconsciously and not the whole time. Now I have developed a new awareness and I try to apply the guidelines consistently."

"I realize the importance of empathy in communication with children. We are not robots, we get tired, sick, in a bad mood. But I still need to remember to be empathic towards a child, even though I sometimes need empathy myself."

China.

ICDP China has developed into a viable entity in the country and it is working with 5 local partners. The project staff divided between these local partners amounts to 37 women and 13 men. ICDP China is lead by Jean QinYuanQiu who explains:

As a result of the lockdown when Covid-19 hit the country in the first half of 2020, ICDP China had to be creative and think of new ways to reach people. This resulted in creating a podcast to promote ICDP which eventually uploaded a total of 200 episodes. On average there were 200 listeners per episode and by the end of 2020 there were 985 registered followers. An online promotion and interaction system was thus established which will continue after COVID-19.

Despite the pandemic the scope of training in 2020 was considerable: 1415 caregivers (35% males, 65% females) received ICDP training, 116 facilitators were formed and 22,199 children benefitted from the project.

All project staff from 5 local partners (50 people) received ICDP training at caregiver level. Subsequently 90% of them continued their training to facilitator level, thus increasing the capacity to implement ICDP.

Monitoring and evaluation tools for facilitators were developed, based on the international standard. In addition, each local partner developed monitoring tools.

Due to COVID-19, the planned senior trainer training was unable to start in 2020 and consequently no new training for trainers took place.



In August 2020, the ICDP China annual conference focused on providing training on two topics: gender equality and advocacy initiatives. All local partners agreed to set rules on including male participants when recruiting caregivers and facilitators. As a result of this, 47 of the 116 qualified facilitators were men (69 women). The focus on advocacy initiatives discussed at the annual conference encouraged local partners to afterwards present ICDP to their local authorities and apply for support. ICDP China was introduced to the local governments by the local partner as a legal entity in China. Two local education departments adopted ICDP for training parents in 70 primary and middle schools in the Yunnan Province.



At the annual conference a workshop was conducted about ICDP network building and resource sharing. It offered an opportunity to local partners to share their experiences and lessons learned from ICDP implementation. As the outcome of the workshop, each local partner set a detailed plan of building their network in 2020. At the same conference, ICDP China gave a presentation on the PSEA policy established by the ICDP Foundation.

Research: In October of 2020, a study about ICDP influence on child-raising was established. After several meetings with local partners, schools, and the research team, ICDP China agreed that baseline and research studies could be combined. The methods used in the baseline study included questionnaire, interviews, and small focus groups. The collected information included one questionnaire about children's thoughts on how their parents see them and one questionnaire on caregiver's conception of child.

A total of 137 children aged 9-12, and their main caregivers were randomly selected from two primary schools in Zhaotong. As part of the research process, during 2021 there will be two follow-ups of the children and caregivers to observe and record impact/changes.

Capacity building: Ten ICDP supervision and capacity building sessions for local partners and project personnel took place on the project sites, strengthening their understanding of the ICDP theoretical foundation, and how to run ICDP courses for caregivers.

A game book named ICDP participatory teaching guidelines was developed in 2020, which includes video clips explaining the games. The work on publishing the book will continue in 2021.

Philippines.

The ICDP team of trainers and facilitators at Save the Children, that is led by Zenona Gread, made good progress throughout 2020. The ICDP parenting programme is part of the Save the Children Philippines Child Sensitive Social Protection (CSSP). The CSSP strategic intervention is in turn a part of the biggest social protection programme of the Philippine government, the Pantawid Pamilyang Pilipino Programme.



The ICDP programme is rolled out continuously by Save the Children, as part of their parenting package, which combines ICDP with cash transfer and budgeting schemes. This is facilitated through positive cooperation with the government.

Seventy new facilitators and over 1500 families received ICDP training. At their network meeting, parents talked about the positive changes in their lives resulting from their participation in the parenting programme, emphasizing better and warmer interactions with their children. The event was filmed and the footage included a song celebrating symbolically the importance of the ICDP interactive topics.

The new roll out of the ICDP Parenting programme started in October 2020, after the completion of the baseline studies: the quantitative study using ISELA (International Social and Emotional Learning Assessment) and the qualitative study using TMSS and Activity with the child.



Since October 2020, 1,511 parents participated in the parenting sessions conducted weekly by the community facilitators. The parents came from 1,511 households comprised in total of 6,665 adults (3,217 females; 3,448 males) and 2,876 children (1,423 girls; 1,453 boys). There are already some positive results, which are based on parents' testimonials and on reporting by facilitators after home visits to parents.

Parents manifest improved caregiving practices such as: more affectionate and responsive, giving quality time to children, not yelling and scolding their children anymore. Children reported that they have experienced more affection from their parents and that parents do not scold or shout at them any longer.

Monitoring: The four ICDP trainers from Save the Children Philippines, monitor the parenting sessions using the locally adapted ICDP monitoring tools. They hold monthly meetings with facilitators to keep track of the progress of parents, facilitators and the overall delivery of the ICDP programme. At the monthly meetings trainers help facilitators to prepare their sessions with parents through role play and mock sessions. A care for carers session is conducted with facilitators every other month, as a space for debriefing and psychosocial support.

ICDP with fathers: Attendance of fathers was a challenge and to mitigate this challenge a special course was developed for fathers. It includes a gender session to address gender stereotypes, power relations within the family and especially how fathers relate with their girl and boy children. This proved to be effective. Fathers opted to attend all the ICDP sessions after attending the first two-day sessions on Qualities of my Child and Caregiver, Gender and Empathy. Testimoni of mothers and children revealed that fathers became more loving and supportive towards their children – which in turn served as a model followed by their boy children who also became loving and supportive.

Afghanistan.

In 2019, ICDP established cooperation with the International Assistance Mission (IAM) and has since then trained three health professionals as ICDP facilitators. The ICDP Afghanistan representative is Fattah Najm - he explains the situation in 2020:

“During the pandemic in 2020 we were unable to carry out any ICDP training as we had to prioritize our health interventions related to the COVID-19 situation, which took great deal of our time and all our resources. However, we have put plans in place to continue with ICDP workshops in 2021. All the ICDP materials were translated and adapted for our training of health staff here in Harat. We have already designated a special training room where regular ICDP workshops will be held, on every Tuesday. There is a great interest from all our staff to be trained in ICDP, this is because they saw the positive results from training in 2019. Some of our staff will be involved in rolling out the ICDP programme to parents in the communities where we are active. Our aim is to eventually train all our members of staff, 70 people altogether.”



ICDP in Middle East

GEORGIA LEBANON TURKEY ARMENIA ISRAEL



Georgia.

In 2020, Nino Margvelashvili, ICDP trainer and neuropsychologist, based in Tbilisi did not have the opportunity to continue with the ICDP training as she had done in previous years. She has however, shared with ICDP the following article about the programme:

As caregivers or significant adults, we are creating a safe haven for our children. Through our caring, sensitive responses to our children's affective cues we are communicating to them that they are welcomed in this world, that we care, protect them, that they are not alone. Through moment-to-moment exchanges of our facial expressions, tone of voice, gestures, gaze, listening and responding we are strengthening our right brain to right brain communication and we are literally helping our children's brains to wire and create neural circuits that will help them to be resilient, socially and emotionally regulated, empathic and attentive for a very long time. This is indeed one of the gifts of human interaction.

But what about the adults' themselves? Are we getting any benefit from it? Does ICDP and the universal principles of interactions influence the adults' themselves? How can these principles be helpful in these times of pandemic?

I can list several critical components of the benefits of using ICDP principles and I am sure you will have your own, even longer list of advantages of ICDP and the effect it has on you as a parent or caregiver. However, I would love to direct your attention to one element of human functioning that is adding an extra layer of blinder to us to savour small moments in our lives and be more resilient in times of adversity. I am talking about brain's negativity bias when we tend to focus much more on what is wrong - our failures or misfortunes - than on what is right in our lives - when our teenager tells us that actually she is proud of us or when the dressing up of our hypersensitive child went smoothly in the morning.

According to Rick Hanson, the brain is like "Velcro for bad experiences and Teflon for good ones." The intensity and frequency of daily stresses, including the vast information coming from various sources into our body/brain throughout the day, makes it even harder for us to catch those beautiful moments of connection or coregulation with our significant other. Evolutionary speaking, primitive parts deep inside our brain are trying to protect us. We had to be on guard and hypervigilant to remember where the threat was coming from, so next time we avoided it and stayed safe and survived. It is adaptive when we face physical danger. But nowadays - in our shelters with our loved ones - the danger is more about the looks, the words, or no looks and no words. It is so important to correct the negativity bias, because it distorts our realities and leaves us feeling isolated, resentful, anxious, guilty (most of the time) and exhausted in the end of the day.

So how can ICDP help us to stay balanced? Through universal principles of positive interaction, we are able to intentionally pay attention to moment-to-moment experiences in our typical daily interactions with the ones we care for. Visualize the process of waking up and intentionally tuning into an emotional dialogue with our loved ones or strangers. Isn't it beautiful? Sharing the affection, smiling to each other and being present with the verbal or nonverbal exchange is all vital to "weave into our brain fabric" those positive emotions and experiences that are so important for strengthening or even creating new pathways in our adult brains. This is fulfilling, this is expansive, this is the process of restoring balance and integration in our neurophysiology, mind and relationships.

What about other situations? What if the other person is in distress and talks to us harshly? This is exactly where the wisdom and beauty of the eight principles are here to help us stay on track. Through tuning in to another person's feelings and needs, we are able to recognize where they are in need of. We help them to coregulate,



soothe them, create meaning of the situation and instil the sense of capability and autonomy. This dance between the two allows us to stay balanced: to see the complexities of the situation and neither to avoid nor be overwhelmed with the emotional currents happening in another person. We are able to hold space for another person through our touch, soft gaze and tone of voice. And seeing the effect it has on their muscles, gaze and tone of voice gives us feelings of relief, joy and hope. We just need to absorb and stay with this for several more seconds. We just need to savour our moment-to-moment accomplishments. We just need to celebrate the dance we danced - simple or hard. That is how we rewire the brain, that is how we stay safe and curious, that is how we find the “opportunities that would otherwise go unnoticed” even in our small apartments, even with our limited resources we are attending to the world right now.

So, what are your favourite ways to greet the child in the morning? How are you trying to generate positive emotions at the end of the day? How are you trying to balance the negativity bias and help your brain rewire exactly the same way as your child’s brain is changing its architecture? Remember, this process is always bidirectional. The benefits of serving our children benefits us too.

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Lebanon.

The Jusoor organization has been sponsoring the implementation of the ICDP programme since 2016. Jusoor is run by Syrian expatriates (<https://jusoorsyria.com/>) in Beirut. It has programmes in several fields, such as education, career development, and global community engagement. Michelle MacDonald has been working as a counsellor in 3 of their schools and has been giving ICDP training to teachers and parents, as well as Syrian refugee parents, since 2016.

In 2020, she continued with the training of Syrian parents in refugee camps through online video calls. However, this had to be abandoned after a while, because the participant parents had poor connectivity to internet or no connectivity at all. And in addition, their health conditions deteriorated due to COVID-19, which inevitably became their priority.

After a positive evaluation of the impact of ICDP on teachers and parents, the leadership of Jusoor made the decision in 2020 to have the ICDP as a permanent programme within their organization. The aim is for teachers not only to apply ICDP in the classroom in relation to their pupils, but to also give courses to pupil’s parents. Their vision is to establish a team of teachers who can run ICDP courses for parents. In order to achieve this, a new agreement was made between Michelle MacDonald and Jusoor, according to which Michelle is to train 7 teachers from schools supported by Jusoor, so that they can become ICDP facilitators - the plan is to start in 2021.



Turkey.



Maria Bingöl, a psychologist and ICDP trainer from Vinnitsa city, Ukraine, presented ICDP at a conference in Istanbul in November 2019. In 2020 she moved to Turkey, and had the ICDP promotional materials prepared in Turkish. In February she travelled to Ankara to meet Steven Michaëlis (founder of the Sensory Activation Solution SAS Centre). In March, Steven met up with Nicoletta Armstrong (ICDP) and they made plans to conduct together with Maria two ICDP workshops in Ankara, during June 2020. However, the workshops had to be cancelled due to coronavirus. During the second half of the year, Maria established cooperation with Dr. Ali Babaoğlu Jungian Psychodrama Sociodrama and Public Mental Health Institute and through this association she will give ICDP courses for Russian speaking population. She became a mother at the end of 2020, but will resume with the ICDP training in the autumn 2021.

Armenia.

In 2019, Merethe Kvernroed, a Norwegian ICDP trainer who spent several years working for the Norwegian Refugee Council in Yerevan during the 1990ies, teamed up with neuropsychologist Nino Margvelashvili, who is an ICDP trainer in

Tbilisi, Georgia, with the aim of establishing ICDP in Armenia. They went together on an assessment visit to Armenia and established important contacts with several organizations that were interested to work with ICDP.

At the start of the pandemic in March/April 2020, they offered to give ICDP training online to a small group of professionals living in Yerevan, so that they can use the programme to provide support to parents in the difficult situations. The group felt that it would be better to wait a little, but then the conflict between Armenia and Azerbaijan escalated into a full scale war and the ICDP plans had to be postponed. Merethe and Nino have not given up on their determination to start ICDP in Armenia, but they are forced to wait for the country situation to stabilize.

Israel.

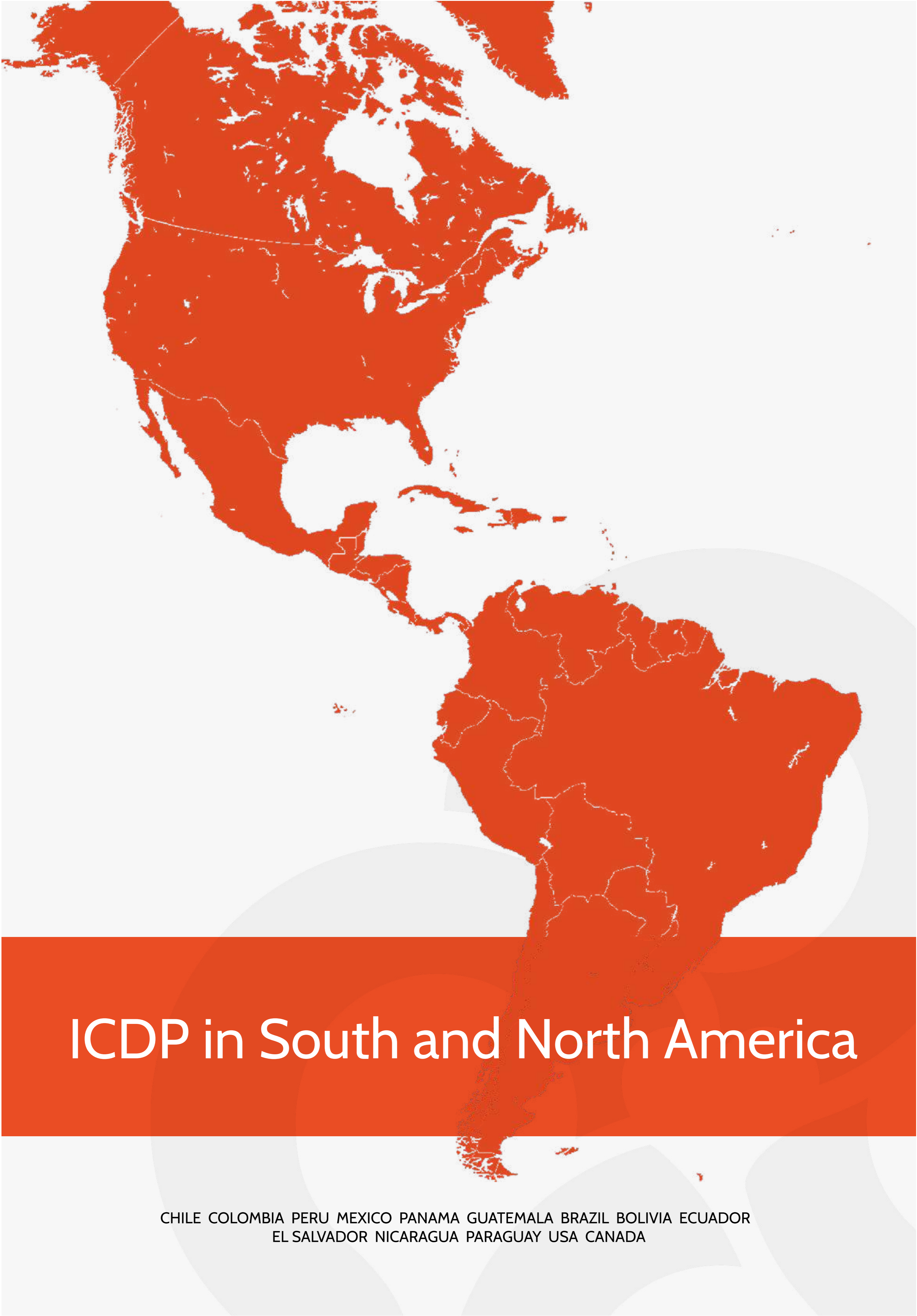
ICDP trainer Alla Magidson helped start a kindergarten in Haifa in 2009 which is still in operation. (Alla was trained in ICDP over twenty years ago. At that time, she was living in Dnepropetrovsk, Ukraine, where she was instrumental in spreading ICDP to many cities, by working with parents and professionals from different care networks for children. When she moved to Israel, she took ICDP with her and has been putting it into practice ever since.)

The kindergarten is affiliated to the Mofet institute in Haifa. The Mofet institute Home Page - MOFET International - (macam.ac.il) is a consortium of Israeli colleges of education and it is working on improving the quality of education in the country in general. Its mission is to serve as a professional meeting-place and to facilitate a dialogue among colleagues both in teacher education and in other settings in the education system.



Alla worked at the Mofet kindergarten without interruption for 12 years until 2019, and during that time she was using the ICDP programme and principles in her daily work with children, as well as running courses for parents and caregivers.

In 2019 and 2020 she continued her involvement as consultant offering advice and assistance whenever problems arose, either with children or in interactions between the kindergarten staff. Moreover, during the last two years, Alla also continued to offer support to families who sought her assistance with different problems related to their children.



ICDP in South and North America

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



Chile.

During 2020, ICDP Chile was in process of development under the Fundación Eika. The process was spearheaded by Anne Vestheim and with support from Natalia Palomo. Fundación Eika undertook to organize the first virtual ICDP Latin American network meeting which took place on the 26th of May 2020. The meeting was attended by representatives from nine countries; Mexico, Colombia, Nicaragua, Ecuador, Peru, Bolivia, Brazil, Chile and UNICEF El Salvador.



“We shared with each other our challenges, experiences and innovative ways of using the ICDP programme during the corona virus pandemic. We shared reflections on the worrying increase in the rate of domestic violence and child abuse resulting from the lock down, we noted that the vulnerable communities lack access to internet and computers, that the teachers are overloaded and have no spare time to undertake the ICDP training programmes and that the lack of intimate human contact during virtual workshops is leaving an emotional gap.

As a result of the pandemic, there has been a stagnation in applying the programme in many countries. On the other hand, we have observed how the emergency situation seems to have generated a new impulse to examine alternative ways of approaching people with the ICDP programme. In some countries, ICDP teams are making efforts to develop a digital training plan,

and for that reason they are mapping their potential users' accessibility to internet and digital equipment, while at the same time they are working on the production and application of short videos with punctual and effective presentations of the key 15 concepts of the ICDP programme. There is also an increase in the adoption of virtual devices, such as WhatsApp, to present short modules and ICDP sensitization videos, and efforts are also being made to develop a radio programme with ICDP messages. At one institution, volunteers and children are exchanging letters and drawings through electronic mail.

This was a much anticipated and successful event. Everyone rejoiced at meeting each other again, even though it was through a screen. It was a true reflection of the heart-warming Latin American and ICDP spirit combined together! The representatives from ICDP Chile, the newest addition to the Latin American group, were warmly welcomed and we promptly felt part of the team.”

– Anne Westheim.

Colombia.

During 2020, ICDP activities were undertaken in several departments of Colombia: Quindío, Boyacá, Antioquia, Casanare and Caquetá.

Quindío:
ICDP trainers, Anisah Andrade and Patricia Garcia developed an ICDP project for teachers. The project represents cooperation between ICDP Colombia and the Tebaida Education Institution, with support from the SDIA organization.

The work was supposed to start in March 2020, but due to the COVID-19 pandemic this was not possible and the first activities began in August. Since the planned workshops could not take place in person due to the government restrictions, trainers conducted weekly ICDP Reflection Forums via Zoom, each lasting one



hour and a half. These virtual meetings were attended by two groups of teachers in the period between September and December 2020. One group was comprised of 19 primary school teachers and the other of 23 secondary school teachers.

The ICDP trainers soon realized that the teachers were experiencing high levels of stress.

“Due to the lockdown and the impossibility of face-to-face classes, teachers had to reorganize their work, develop new pedagogies, methodologies and technological tools. They had to prepare entirely new materials designed for children to learn each subject with the support of their parents. We soon realized that the educational system needed to guarantee not only the protection of the teachers’ jobs but that it was crucial it also took care of the teachers’ well-being, to help reduce levels of exhaustion and stress. As trainers we showed our appreciation and recognized the hard work that teachers had assumed during the pandemic, and so we adapted our ICDP agenda to provide a special space for teachers to express themselves, talk about their situations and to give them emotional support.”

– Anisah Andrade.

The importance of defining and seeing a child in a positive way was one of the topics that impacted the teachers – below are some of their examples and comments:

“I was told regarding the behaviour of a child who in the previous grade was with another teacher, that this child was distracted, unwilling to do things. I made a special effort to focus with him, and discovered how to motivate him. He became creative and sociable. I saw that he was quite capable and affectionate. All these qualities were before overshadowed by negative concepts.”

“We tend to take the first impression to quickly and label children, parents and other people. But then trust is lost, so it is important to reconstruct

concepts in a positive way and learn to see with different eyes, and to create more positive experiences.”

“Most teachers complained about a boy in grade 7. He was described as lazy, rude and was given many negative evaluations. This boy came to my class. I began to take him into account asking him to help me with other classmates. I soon discovered that he had a very evident ability, his creativity was very good at comic drawing, I saw a lot of talent, his grades improved and he became the best in the class.”

Boyacá:

ICDP trainer, Luis Fernando Lopez has been participating in the virtual interventions, he explains:

“We have been organizing virtual training with professionals from a number of different institutions, such as, the Juan de Castellanos University, the Colombian Institute of Family Welfare, the Zona F Foundation and the CENIX Institute. The purpose of this activity was to enable professionals to apply the programme by working with parents, technical caregivers of early childhood care and the community in general. We discussed strategies in times of pandemic and its consequences today and in the future.”

Antioquia:

In Antioquia, Abel Salazar introduced the ICDP programme through his foundation "Club Campestre". He explains: *“We were seeking to have a greater impact on the beneficiary population, by strengthening the affective links and by improving the quality of family relationships. ICDP helped us to achieve this. In 2020, we made a special video on ICDP to enable the implementation of the ICDP programme during lockdown. We assisted family members in the management of their emotions generating greater sensitivity for relational needs of others.”*

**Casanare:**

In the department of Casanare, in the central eastern region of Colombia, Diana Vengas carried out ICDP training courses for health professionals.

Caquetá:

In the department of, ICDP workshops are held regularly through Escuela padres (School for parents).

Peru.

In October 2020, the Journal: Frontiers in Public Health, section Children and Health published the following research article:

"A multi-sectoral approach improves early child development in a disadvantaged community in Peru: role of community gardens, nutrition workshops and enhanced caregiver-child interaction: Project "Wawa Illari".

Background: Multi-dimensional monitoring evaluation and learning strategies are needed to address the complex set of factors that affect early child development in marginalized populations, but few studies have explored their effectiveness.

Objective: To compare improvement of health and development of children 0-3 years between intervention communities (IC) and control communities (CC) from peripheral settlements of Lima. Sequential interventions included: 1) home and community gardens, 2) conscious nutrition, and 3) parenting workshops following the International Child Development Program (ICDP).

Results: At baseline, 2.6% were categorized as 'suspected developmental delay' and 14.2% were on 'alert for development delay'. Food insecurity, diarrhoea and respiratory infections were lowered following the interventions.

Through the 'step-by-step' approach, caregivers in IC gained skills in gardening, conscious nutrition and parenting that reduced the risk of food insecurity [Adjusted Risk Ratio= 0.20 (95% CI: 0.08-0.51)] and language delay [0.39 (0.19-0.82)] but not motor or social/cognitive delay.

Use of a multiple micronutrient supplement decreased the risk of motor delay [0.12 (0.03-0.56)], but more pets were associated with higher risk of motor [3.24 (1.47-7.14)] and social/cognitive delay [2.72 (1.33-5.55)], and of food insecurity [1.73 (1.13-2.66)].

Conclusion: The combined interventions delivered by CHPs helped to mitigate the impact of adversity on food insecurity and language delay. Additional improvements may have been detected if the interventions had continued for a longer time. Our results indicate that control of infections and pets may be needed to achieve measurable results for motor and social/cognitive development. Continuous monitoring facilitated adjusting implementation strategies and achieving positive developmental outcomes.

Link to the published article:

<https://doi.org/10.3389/fpubh.2020.567900>

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Mexico.

In 2020, ICDP trainer and psychologist Jose Luis Flores adjusted his work to the pandemic restrictions by working with parents through virtual platforms online. He worked in this way with parents in 23 public schools. He also participated in several online virtual conferences presenting the ICDP approach as a basis in the relationship of parents and children.



During the pandemic in 2020, Jose Luis Flores also demonstrated that it is possible to offer direct support to children through virtual contact. Before the COVID-19 pandemic started, he conducted ICDP training workshops at the Iberoamericana University in Puebla, which were attended by 70 participants. The pandemic started soon after these workshops had taken place and Casa de la Ninez became a temporary shelter for children who were victims of violence. It was evident that the pandemic had exacerbated family violence, particularly towards children. The 70 participants of the ICDP workshops became aware of this situation after talking to Jose Luis Flores, who inspired them to respond in a positive way. As a result, they started volunteering their time in order to support children virtually through internet platforms. They applied the ICDP guidelines for good interaction and the empathic approach in their virtual conversations with the children residing at the Casa de la Ninez.

The volunteers and the children exchanged drawings and letters, shared stories and laughed together. It was a very valuable experience that proved meaningful for both the children and the adults involved.

Panama.

In 2020, ICDP trained professionals Yirlin Plaza and Antonio Mendoza, together with other members of a multidisciplinary team prepared a project proposal for the Ministry of Social Development in Panama. The roll out of the ICDP programme is a key part of the project activities included in the proposal. The aim is to use the programme to work with families, children and adolescents. They have also started the process of adapting the ICDP material to the socio-cultural context of Panama. The new project will start in 2021.

Brazil.

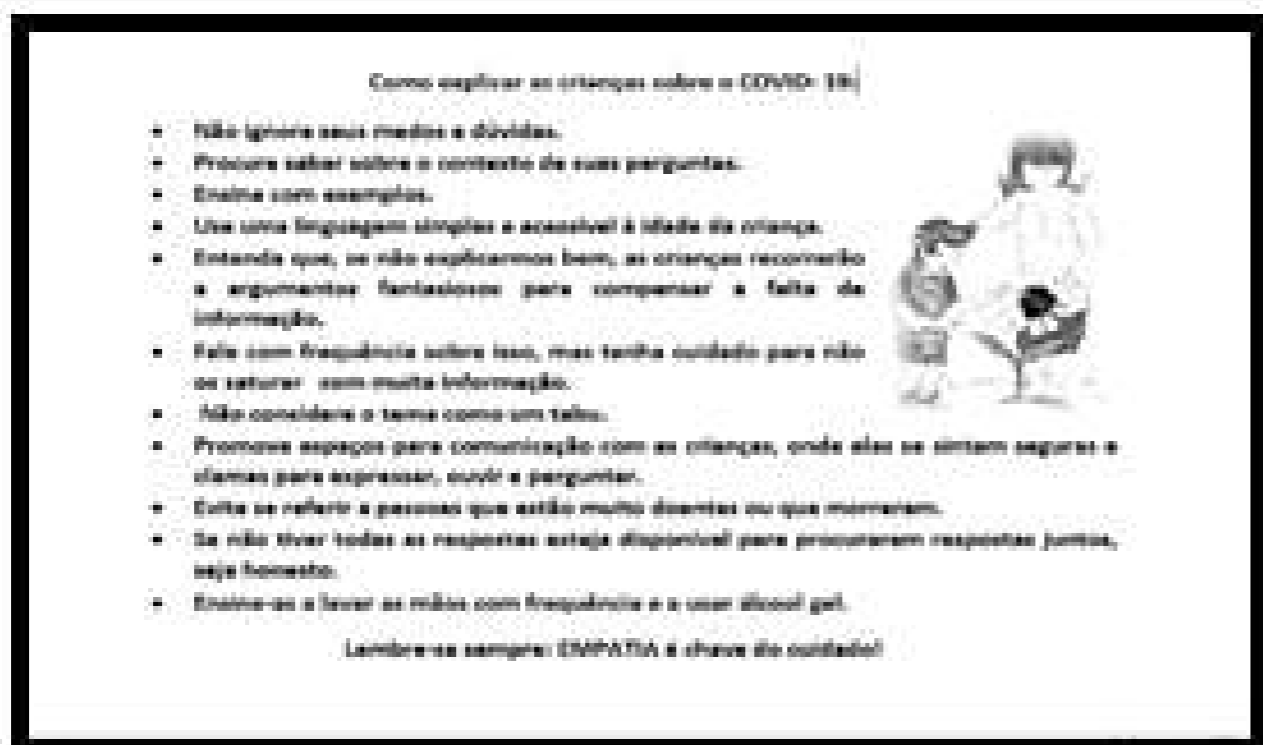
Ilze Braga de Carvalho Nobre is an ACARI Social Educator and ICDP Trainer, who reports: In 2020, the situation has not been easy for most Brazilian families; violence against children and adolescents has increased a lot with the COVID-19 pandemic and the economic crisis. According to UNICEF data, the health and financial crisis has intensified child violence, and the records are underreported, since, for the most part, they originated from schools and hospitals. Thus, with social isolation and the limitation of face-to-face activities, protection services have lost part of the control over records and occurrences, which makes the situation critical and without proper monitoring by the competent authorities. Source: <https://www.cartacapital.com.br/blogs/lado/a-violencia-contra-criancas-em-tempo-de-pandemia/>

In 2020, ACARI the non-governmental organization that has a team of ICDP trainers and facilitators, applied the content of the ICDP programme with families in two locations, in Petrolina and Juazeiro. It was a very challenging year for most Brazilian families, the COVID-19 pandemic affected children and their families, since children were no longer able to go to school and families were out of work.



ICDP was part of the “Project Building Ties”, which aims to prevent domestic violence against children and adolescents, supported by Kindernothilfe. The ACARI facilitators worked remotely with families and in addition, the families received educational kits, food and hygiene kits from the project. The support with food meant that families could remain in their homes protecting themselves from the coronavirus. With the pedagogical kits, the families were able to share games together, thus improving family life and the affective bond. ICDP materials, videos with food recipes and games were sent to families via WhatsApp. Below are some examples:

ICDP material shared with families at the beginning of the pandemic:



Example of a family game (assemble and play):



Video with homemade pasta recipe:
<https://www.youtube.com/watch?v=gLBENAlxMjs&t=90s>

Testimonials from families:

"I liked the domino game, because it entertained me a lot and I played with my grandma!" – participant child.

"I am very grateful to ACARI, who taught me a lot to educate my grandchildren. Things I didn't know before." – participant grandfather.

"I am a mother of a family and until last year I worked taking care of an elderly woman, I only came home at night. The children stayed at school or with my mother. But now I'm working from home." – participant mother

"Sometimes we don't even have a place to get our children's food because, as I, many fathers and mothers are unemployed, and thank God we have you to help us. These food baskets are such help as it has been very difficult to live on the aid from the government." – participant mother.

Bolivia.

The organization Red ICDP Bolivia (ICDP Bolivia Network) acts as the vehicle for the implementation of the ICDP programme in the country. Olivia Sulca and Celina Figueroa are key members of the team. Year 2020 was challenging due to the pandemic, however, more than half of the planned activities were achieved.

Olivia Sulca reported that in 2020, the ICDP team had set itself three objectives:

- 1) To train and support new facilitators to extend the application of ICDP in the municipalities of Santa Cruz, Cochabamba and Potosí.
- 2) To provide monitoring to facilitators previously trained in the programme's methodology.
- 3) To strengthen the ICDP network in the country in order to sustain the work in the future.



The execution of this plan was not achieved fully, only by 64 percent, which was due to difficulties caused by the corona virus. The adverse factors include the suspension of activities in the Educational Units and Health Centres, where the ICDP programme was directed towards caregivers.

With regards to organizing and forming groups of facilitators, this objective was achieved in some of the municipalities such as Santa Cruz, Potosí and Tinguipaya. In Cochabamba it was not possible to form a group and only one person was trained as facilitator. In the municipality of Acacio, people from the health sector were unable to attend because the health personnel had to deal with the health emergency of COVID-19.



Once the quarantine was made more flexible, the facilitators trained groups of caregivers in person in rural areas whereas in the city the virtual platforms were used. The trainers from Red ICDP Bolivia provided online monitoring support to facilitators in the different regions of the country. The evidence from the monitoring of the roll out of the ICDP programme showed that the newly trained facilitators succeeded in conducting ICDP courses for 178 caregivers. The original plan as to reach 250.

The training activity for caregivers in complementary topics was not accomplished due to the suspension of classes in the Educational Units, whose beneficiaries were the parents.

Regarding home visits, which were aimed at reinforcing the contents of the programme, in a year where COVID-19 forced children to stay at home - this was achieved by 62% of the planned visits.

The envisaged national network meeting for facilitators did not take place, however, the facilitators were trained in several complementary topics: self-esteem, child development, behaviour regulation and attention in crisis situations. This training was conducted through virtual media with the participation of 20 facilitators nationwide.

El Salvador.

During 2020, young people from the urban and rural areas were given the opportunity to experience the ICDP programme and afterwards became involved and consulted in the process of adaptation of ICDP for a youth-to-youth approach. In the youth-to-youth approach, young people become ICDP facilitators and provide ICDP training to other young people. This process was initiated by UNICEF, whereas two ICDP trainers from Colombia, Carolina Montoya and Lucy Mejia worked on the adaptation of the ICDP materials in cooperation with UNICEF's local partners who implement ICDP in the country and with supervision from Nicoletta Armstrong. The Colombian trainers visited El Salvador to ascertain what needed to be adapted and modified with regards to the established set of ICDP materials, known as the "ICDP mochila", which shed a new light on the application of the programme and its materials to work with young people.



In 2020, UNICEF with its partners ISNA and EDUCO worked together on creating a digitalized version of the ICDP programme. ICDP is a widespread activity in El Salvador, where it was institutionalized by the government network ISNA who implement it nationwide. The implementation of ICDP is also carried out with the practical and technical support from EDUCO, a non-governmental organization that cooperates closely with UNICEF, who in turn provide support and guidance for the overall ICDP developments in the country. Due to the corona virus pandemic the customary way of rolling out the ICDP programme became increasingly difficult and in view of this new situation in the country, UNICEF team in charge of ICDP suggested to key personnel from EDUCO and ISNA to work together on creating an online training programme that would cover all levels of training – caregiver, facilitator and trainer level. This meant that the entire ICDP set of materials had to be transferred to a digital format and uploaded onto the ISNA website. The training online is accessed with a password. The ICDP trainee user is any participant of the ICDP course whether at caregiver, facilitator or trainer level. The online format provides step by step guidance through all sections of the ICDP modules leading the user to acquire knowledge of each ICDP topic. Test questions have to be answered before proceeding to another section. It is a highly interactive process made easy to follow, which is complemented with online workshops.

Guatemala.

Julio Martinez, ICDP trainer and university lecturer, has been working with the ICDP programme since 2007. In 2020, he applied the ICDP methodology with students from the University of San Carlos de Guatemala, in Guatemala city.

Julio also started the process of negotiating a new project with Campasión (Compassion) International - an organization that works through partnerships with thousands of local churches in 25 countries around the world. The new project aims to scale up the implementation of ICDP in the country and plans to roll out the ICDP programme to 20 000 families.

Nicaragua.



Aura Estella Mendoza is the ICDP representative at the INPRHU organization in Ocotol, Nicaragua. She explained how COVID-19 affected their work in 2020.

The ICDP team at INPRHU had to change their working hours and were forced to reduce their coverage, as a result of which they attended less adults and children in their projects than originally planned. At some point they were not allowed to meet in person, so they used the radio to communicate the content of the ICDP messages. Two of their ICDP trainers left the organization in 2020, so they plan to conduct ICDP workshops in order to train some of their new staff in 2021.

INPRHU has institutionalized ICDP in their programmes called: *comunicación social* (social communication), *intervención familiar* (family intervention) and also in their work with teachers. This means that they apply the



programme with families, teachers and directly with children. All ICDP work is documented.

In 2020, they visited families whenever that was allowed by government policies related to the pandemic and the facilitators held ICDP meetings not only with mothers, but with the whole family. This is a policy which they established in order to help families in general and in particular those families that are often plagued with problems related to violence. The ICDP roll out produced good results and it proved to be effective in the family circle; ICDP was accepted by mothers and also by fathers.

INPRHU is a big organization that is present in different parts of the country. It is 64 years old, although it was only registered in the 1980s due to political reasons. The founder was a professional in Managua, who became Minister in 1980s and began working on many social projects all over the country. He died twenty years ago but the organization is still continuing. It has long established donors that have been contributing regularly for 10, 15 and even 20 years. The founder's hope was that INPRHU would reach 100 years – which is still their hope. There is an INPRHU national centre in Managua, and Aura attends their board meetings where future plans and policies are discussed.

Funding comes from abroad, as well as inside the country. From 2018 a new law was introduced in Nicaragua requiring organizations who receive funding from abroad, to fill in forms and produce a new type of documentation. Such organizations have to have Constancia de cumplimiento – which is a government document confirming that they have produced and submitted all required documents. INPRHU managed to prepare all these new documents, which was a huge and rather stressful task during 2020.

Paraguay.

Vida Plena Foundation has been working for children since 1998 and its director is Elisabeth Gavilan, who is also an ICDP trainer. Since 2008, Vida Plena has been running an Educational Support Centre for children and adolescents (from 3 to 18 yrs. old) in the municipal market area of Abastos of the capital Asunción. All educators, as well as volunteers, receive training in the ICDP programme on an ongoing basis.

“Approximately every two months I hold ICDP workshops to strengthen and deepen the practice of the eight ICDP guidelines and above all, of empathy and emotional attunement in the daily work of educators and volunteers with children. They are aware that they are important people in the lives of these children and adolescents. There are usually between 40 and 60 children who attend our Centre's activities daily.

Since the beginning of the COVID-19 crisis in 2020, registrations have diminished but the work of educators has not. All educators had to learn how to use the technological resources of their mobile phones to serve their groups of students virtually. Our educators were the link between school teachers and their students. Families without the right technological resource had to be attended with photocopies of the school tasks. The tasks had to be completed, either virtually or on paper and then our educators presented these to schools. As a result of this process, the relationship in the teaching triangle, namely the school – the family – and our educators, was extremely important.

In addition, educators established a WhatsApp group with the students who attend our Support Centre. As a result, we achieved a more extensive and deeper communication among all those involved in our service. We distributed food kits to those most in need, and second-hand clothing. Thanks to the help of



private donors, we were able to serve nutritious dishes that are abundant enough to meet the health needs of our students. Our community's response was of appreciation and expression of satisfaction.

Our social worker Daily Dominguez established a routine of home-to-home visits, which is allowed in Paraguay because social work is considered a health service. That is how we stayed informed about each family's situation. From March 2020 onwards, the incomes plummeted for many families, so we decided to organize and prepare "food pots" for our community. The pots were delivered 3 times a week, from May to July 2020. From August to October, we maintained a rhythm of providing one food pot per week, because the external economic situation began to recover slowly.



Our successes: Children and adolescents point out that they feel at ease at our centre, unlike the schools they are obliged to attend. During the lockdown they longed to return to school to be with their peers, but many said that they longed more to return to our centre. Among the students some are already mothers/parents and they send us their children, or recommend to their relatives to send us their nephews.

In July 2020, I took advantage of a slight reduction in strict health measures, which allowed face-to-face workshops and I started to train our educators (who had all been trained at ICDP caregiver level) to become ICDP facilitators, so that they can start implementing ICDP with the parents.

Some of our difficulties lie in the fact that our organization with a different educational practice (non-formal education) has a low profile in society at large and the surrounding community in particular. Few adults understand our goal of providing affective shelter, to help children "take off" in their own life project. At all social levels it is considered normal to use some violent or humiliating method to educate children and even adolescents. A constant challenge is the low understanding of adults about the authentic affective needs of infants and children of any age. My intention is to register ICDP as a Mental Health Program in the Ministry of Public Health and Social Welfare."

– Elisabeth Gavilan.

Ecuador.

Due to the lockdowns and the various subsequent restrictions, the ICDP work with university students in Quito was discontinued in 2020. Ilaina Ramirez is the only ICDP trainer in Ecuador and although activities in the country could not resume, her involvement with ICDP was linked to projects outside Ecuador. She continued to advise the ICDP team in Bolivia, as she has been doing since 2017 when she trained them in person – but her support had to be via Zoom meetings in 2020.

Ilaina was also supposed to travel to Chile to conduct a number of workshops for the ICDP core group there, but this was not possible due to travel and meeting restrictions. Nevertheless, she has been keeping in touch and advising the team in Chile through virtual meetings. The focus of the work of the ICDP team in Chile was on understanding the way ICDP was adapted for Latin America and at the same time they have been working on producing a local version of the ICDP booklet for caregivers which was achieved.



Canada.

In the autumn 2020, ICDP established cooperation with two Iranian professionals, Laleh Javaheri and Anita Zangeneh. With their backgrounds in counselling and psychology, they have been working with parents for a number of years, through government as well as private networks. Their aim is to introduce the ICDP programme to Iranian families living in Vancouver and other parts of Canada.

In 2020, they attended the first phase of ICDP training at facilitator level online. They translated the ICDP materials, and worked on preparing ICDP photos and videos to use with parents. Their practical work with the ICDP programme with caregivers is planned to start in 2021. Their ICDP trainer is Nicoletta Armstrong, who will be providing support throughout their practical work with parents. Due to coronavirus restrictions they plan to hold ICDP meetings with small groups of parents online, via Zoom.

USA.

ICDP USA operates under the Changing Children's Worlds Foundation (CCWF) which is based in Chicago. It is led by Kimberly Svevo-Cianci, who reports:

With our partners at University of Chicago, Chapin Hall and Northwestern University, we are pleased to report on 2014-2020 "ICDP: Best Start for Families-A Health Equity Approach" evaluation results on over 500 caregivers. They demonstrate "The Best Start's" high potential to support parents and caregivers while providing positive, non-violent parenting support through its guideline-based relationship-building curriculum.

The ICDP USA Best Start study shows evidence of increases in parental self-efficacy, positive parent-child interaction, and positive discipline and decreases in psychological and physically aggressive / abusive approaches to discipline.



Our programs support families through schools, mental health or substance abuse agency referrals, jail or incarceration, as well as those suffering past or current stresses, including military families, teen and grandparents, those with children with special needs, divorce, immigration or relocation – seeking supportive community.

During the pandemic, our "Best Start for Families" parenting programs barely skipped a beat with several partners. Parents and schools told us they did not want to stop our supportive Parenting Learning Groups or complementary Children's Programs – so with the support of our U-46 Illinois Park Early Childhood Center (Elgin) partners, we quickly developed policies, procedures, more robust online educational resources, the technology and the expertise needed to adeptly transition to on-line programming.

Number of professionals including students that were trained in 2020 is 118; number of parents and caregivers served is 175 and the number of children supported is 577.



ICDP in Europe

ESTONIA NORWAY UKRAINE GERMANY DENMARK FINLAND
MOLDOVA PORTUGAL ENGLAND RUSSIA ROMANIA SWEDEN



Estonia.

During 2020, ten professionals were trained as ICDP facilitators. Their training was carried out in the frame of an ongoing cooperation between the municipalities in Tapa and the Estonian Association of Central Norway. Six Estonians, two Russians and two Norwegians were trained by Grete Hyldmo and Hege Beate Sivertsen, two ICDP trainers from Trondheim, Norway. Grete Hyldmo explains:

The trainees participated in two workshops held in Norway, in October 2019 and in January 2020. After the workshops they carried out their practical tasks in Estonia.

They attended six full days of training and spent one day visiting two kindergartens and a primary school in Norway.

In line with the ICDP international PSEA policy (on the matters of sexual exploitation and abuse), an Estonian expert on national policy on these matters was engaged to give a lecture at the January workshop.

At that workshop each participant trainee presented a video of their own practice with children and then analyzed it using the 8 guidelines of the ICDP programme. After the workshop the trainees embarked on their second practical work in Estonia, which consisted of running parent groups - this was successfully completed just before the lockdown in March.

In the middle of February, the trainers visited Estonia and gathered the whole group of trainee facilitators in Tapa, for a day of support and reflections.

In March, because of the corona virus pandemic, the second support session was held digitally and it was done together with an interpreter, by talking to each person individually. To complete their training all participants wrote solid reports that contained reflections on their



own practical work with parents, including descriptions of the use of exercises and their own application of the 7 principles of sensitization.

"During the last week of August 2020, Tapa municipalities arranged an ICDP day for all the teachers. Many of the teachers had earlier participated as parents themselves in the ICDP parent groups that were conducted by trainee facilitators during the winter months and had thus been introduced to the ICDP programme. As a result of this good strategy, quite a few teachers from different schools in Tapa now understand the ICDP programme from personal experience of attending parent groups. The Tapa city council adopted the project and was kept informed all the way. The interpreter, Piret Purdelo Tomingas not only helped with translations but also had a central role in the project preparations and execution; the whole team has already started working on an application for a new training programme. I think they really have a unique possibility to make a difference in Tapa."

- Grete Hyldmo.



Norway.

In 2020, ICDP Norway became a membership organization - <http://www.icdp.no/> with Heidi Westborg as the ICDP Norway chairperson. In Norway there was a reduction of ICDP groups especially in the first half of 2020 when the pandemic hit the country. The work picked up later in the autumn but then there was another lockdown. In view of this situation and restrictions caused by COVID-19, ICDP Norway sought funding from IMDi to work with service designers in Halogen on digitalization. In order to run digital groups, it is important to master the pedagogy of this way of working; to understand the technical part takes 3 hours of training. ICDP Norway team realized that when working digitally the key question is how to maintain the essential quality of the programme and the ICDP positive effect which has always depended on face-to-face interaction.

In addition, ICDP Norway received funding to produce a video. The new ICDP video is called "When the world feels uncertain". It focuses on the difficult situation caused by the pandemic, but the content is relevant to other demanding life situations. Link to the video:

<https://www.icdp.no/video-when-the-world-feels-insecure/>

In 2020, digitalization was also the point of cooperation with Bufetat/The Specialist Child Support Environment (SKM). SKM developed a joint digital ICDP platform and resource bank. SKM and ICDP Norway collaborated and shared experiences both about the platform and on the opportunities and challenges of digitizing the training and supervision of ICDP groups. As a result, they developed common temporary criteria.

ICDP Norway was active in the Network for Global Mental Health in Norway and through this network they were given the opportunity to present ICDP to ADRA and Mental Health Youth. ICDP Norway was also the co-organizer together with the University of Bergen, SOS Children's Villages, Forut, HimalPartner, ADRA and Save the Children of a major conference on parenthood with participants from all over the world. Dag-Inge Ulstein, the Minister of International Development and the representative of WHO were among the contributors.

Ukraine.



ICDP activities are conducted on an ongoing basis in Ukraine nationwide and there are facilitators in several cities, Kharkov, Kiev, Odessa, Vinnitsa, Zaporozhye, Kramatorsk, Severodonetsk and Chernigov – and each city has a coordinator who informs the ICDP Ukraine organization about specific details regarding local ICDP activities.

On 12-13th of February 2020, Anna Trukhan, ICDP Ukraine chair, conducted the workshop "Effective ways to support parents of pupils" at the Kharkov Humanitarian Pedagogical Academy. The workshop was for senior methodologists from different kindergartens in Kharkov. The participants became acquainted with the history of ICDP, its basic principles, criteria and main features.



In March the coronavirus pandemic hit the country and during the rest of the year 2020, trainers Sergey Krasin and Anna Trukhan were unable to travel to other cities to conduct ICDP training and to offer supervision in person. Instead, they carried out the ICDP work through internet platforms. During the intervals in-between lockdowns, they trained two groups in Kharkov, through offline meetings; there were 24 participants in one group, and 20 in the other. Trainees conducted workshops for 217 parents. There was good participation of fathers, which is an important new development.

In the spring, there was a two-day online network conference, held as a special event for ICDP facilitators. Participants found sharing of experiences particularly useful.

Due to the pandemic, facilitators in Ukraine had to work a great deal online. In view of this, Sergey and Anna prepared a special course called “Tools of facilitation online” to support their work. It consists of three modules, each 3 hours long. Participants learn to use different internet platforms. Facilitators who had questions or difficulties in conducting groups received group or individual supervision on Zoom.

Among those trained there were school psychologists, private psychologists, foster parents, and teachers from the G.S. Skovorody (the Kharkov National Pedagogical University). Training was also given to specialists and parents from Kharkov, Kiev, Druzhkovka and Krivoy Rog.

It is interesting to note that two married couples who completed the training (Aleksandr and Victoria Lepeha, and Nikolay and Galina Khomtchenko) decided to start giving workshops for other married couples. Similarly, foster parents Nikolay and Galina from Druzhkovka in the Donetsk region, started to conduct workshops for other foster parents.

In Kharkov facilitators Yana Sherbak, Elena Martynenko, Elena Bondar and trainee Alena Voynalovich all conducted face-to-face workshops, whereas Alyona Bepalko and Alina Gerasimenko conducted online parenting groups. ICDP training was rolled out to parents through cooperation with the NGO “You Too”; facilitators Victoria Lepyokha, Elena Bondar and Elena Martynyuk conducted ICDP courses for 4 parent groups. The participants of these groups were parents in difficult life circumstances, as well as families who want to improve relationships with their children.

In the Lugansk region parents live in very stressful conditions, especially those living along the border who tend to suffer from permanent emotional anxiety. In order to help these families two facilitators (husband and wife) joined a Polish social organization that runs interventions in the Lugansk area through a mobile team. By taking part in the mobile unit the couple managed to deliver ICDP to families that otherwise would have been impossible to reach.

Sergey and Anna adapted the format and delivery of the ICDP programme in line with the new educational policy in Ukraine.

ICDP Ukraine operates under a local membership organization that was formed before Sergey and Anna, who are both psychologists, were trained in ICDP. Their organization has 93 members who are based in 26 cities of Ukraine, and of which 43 members now hold ICDP diplomas. Membership includes psychologists, teachers, doctors, and other professionals from schools, preschools, universities and NGOs. Members provide support through information sharing, networking and they also help organize ICDP groups through their local contacts.



Germany.

During 2020, ICDP Germany, founded by psychologist Rita Crecelius, experienced both developments and stagnation, due to COVID-19 pandemic. Despite the pandemic there was an obvious interest in the country to work with ICDP. However, several invitations to present ICDP in different organizations had to be postponed due to the coronavirus situation.

In February 2020, Rita conducted a course in ICDP at the “Kirchenkreis Hildesheim-Sarstedt” daycare in Hildesheim, northern Germany. The course was attended by 12 participants. Rita Crecelius explains: "It is a big church-organization with up to 60 daycares:
<https://www.kk-hs.de/KiTa>.

The participants, mostly daycare leaders, were already familiar with the neurobiological perspective, and thus they knew that the brain development of children depends on safe attachment and attuned communication. The question was: How do we implement and cultivate these healthy relationships in a busy daily life under stressful circumstances in the day care?

Together, the leaders are responsible for more than 600 children. As part of the ICDP course, they chose only one child to implement the eight ICDP guidelines for good interaction. Eventually, their staff members became curious: What are you doing there? Why is this child so different? As a result, one daycare leader decided to train her entire staff with ICDP. I am now looking forward to bringing more German daycare professionals in contact with the ICDP technology for healthy relationships."

The first wave of the pandemic in March 2020 disrupted the process of planning with the daycare provider Impuls Soziales, who run 40 daycares. In November 2020, Impuls and ICDP agreed to do a pilot project in one of their daycares in order to find out how ICDP can



impact the development of their organization. The evaluation of the pilot will focus on health issues, stress resistance and working motivation of the caregivers/day care employees. The “FrechDaxe” daycare in Braunschweig was selected for the pilot – it has 50 staff members and the whole team will be trained in ICDP. A total of 180 children attend their daycare.

In October 2020, Rita conducted an ICDP workshop for caregivers of older people in Hameln. It got very positive feedback, and this work is to be continued later.

Denmark.

ICDP continued to expand in the country through three service providers:

UCN act2learn (University College North):
<https://www.ucn.dk/>

Dansk Center for ICDP:
<https://danskcenterfor-icdp.dk/>

Institut for Relations Psykologi:
<https://relationspsykologi.dk/>

In 2020, the Danish Centre for ICDP offered training in the ICDP programme through what they named blended learning. Blended learning is a combination of traditional teaching in person as well as various e-learning sessions. The



training consists of 2 sessions in person and 6 digital sessions of a maximum of 3 hours each. The digital sessions include E-learning and study groups online.

The advantage of this type of course is that the e-learning part creates more flexibility for participants to organise their own training course. The training is specifically offered to those who are affiliated with or part of an organization or institution working with the ICDP programme. The training consists of two areas: 1. research-based theories (primarily from developmental psychology and positive psychology) that demonstrate that the relationship is the cornerstone of learning, development and well-being and 2. the analysis and reflections of participants' interaction with others to develop reflexive awareness and sensitivity that is essential for relational competence. A maximum of 15 participants are taught. The training is distributed over a period of 5 months and consists of reading a basic book, as well as tasks between the course days. The home task consists of model testing, as well as video recording and analysis of own interaction.

The Danish Centre for ICDP has also invested a substantial portion of their funds to make didactic videos about the 8 themes for good interaction.

Anne Therkildsen was trained as master trainer. She writes: "This year I proudly finished my master trainer process for certification. As a part of my master education, I had the honour of supervising our newest colleague, Majbritt, during her training to become ICDP trainer. She has just finished her first ICDP group consisting of nurses and family counsellors working with families in vulnerable situations in the municipality of Copenhagen. Her group felt empowered and sensitive and reported that through working with the ICDP programme and the principles of sensitivity they were able to support families in a more positive and constructive way.



The professionals who have been educated by Majbritt Liljenquist in Copenhagen.

I have been a thankful ICDP fan and have worked on developing and sharing the essence of the programme for over a decade now. I find that the programme grounding and qualifying my work protecting children and helping me develop new strategies for securing children's psychosocial development both in schools and in their homes. By grounding, I mean that ICDP is my 'secure base' that keeps me aware of the child perspective and the ethical and humane dimension and responsibility of working around children and their caretakers. By qualifying, I mean that by merging ICDP principles with new science in theory and methods, it can bring new perspective, energy and give directions for new actions in our aim to secure children's health and development. The latest example is that, by mixing the ICDP programme with the methods of co-creations (New Public Governance), we can design projects and processes that engage and involve parents and professional caregivers in school and preschool in co-creating collaborations around securing a positive atmosphere as well as health and positive development of children. My ambitions for this strategy in 2021 are, together with the Danish Centre for ICDP, to design Thinking Workshops, where pedagogues and parents may participate in workshops dedicated to finding local models and solutions for cooperation, and to keep joint attention on the good interaction and a strong community and base for children to grow and flourish in".



From Anne Linder's report: "In 2020 we have certified professionals who participated in our 21 educational classes all over Denmark, including the Faroe Islands. We trained 495 persons to ICDP level 1 and 13 persons to level 2, and we also formed 7 new trainers at level 3. The total number of trainers are now 36 active professionals – and about 8 "sleeping partners" in Denmark and the Faroes Island. A big congratulations to our new Trainees: 5 psychologists from Odense Municipality, Christina Abildgaard Jacobsen, Freja Fredsgaard, Annika Elisabeth, Pihl Jespersen and Helene Jensen; Anne Lysemose Kristensen from Odsherred Municipality, Signe Petersen, language consultant from Copenhagen Municipality, and Majbritt Liljenquist, head of a daycare centre. The new trainees were very challenged by COVID-19, often having their teaching cancelled or rescheduled. But all maintained their commitment and joy in the ICDP programme and will contribute to quality assuring and spreading of the ICDP programme in the future." The full report is on the following link:

<https://www.icdp.info/wp-content/uploads/2021/01/2020-Annual-Rapport-The-Danish-Center-for-ICDP-1.pdf>

Finland.

The ICDP Finland Association completed its ninth year of operation in 2020. With 53 registered members, it continued working on introducing, spreading and developing the ICDP programme in both official languages (Finnish and Swedish).

ICDP Finland has also participated in the ICDP Nordic board meetings and has established an ongoing collaboration with the other Nordic countries. It has an active website www.icdp.fi and it has presence on social media, mainly Facebook and Instagram.

The operation in 2020 was influenced by the COVID pandemic and the resulting restrictions. In-house training was completed for professionals in two partner organisations during the year. A group in Vasa was completed through virtual facilitation. Other than that, no group facilitations have been offered.

There are 16 trainers, 144 facilitators and 500 individuals who have completed the basic training. The annual trainer and facilitator events were virtual, and took place on the 23rd and 24th of November 2020 - they were lovely and inspiring.

The Swedish booklet for parents of 6 to 12 year-olds was translated into Finnish and printed during 2020.

Awareness raising efforts in relation to ICDP continued throughout the year. The association took part in two "Families in Focus" seminars with a module on ICDP.

The Ankaret (Anchor) family centre in the town of Pargas produced a video for the "Family in Focus" project's first national conference, which was a virtual event on the 26th of November 2020 due to the COVID-19 pandemic.

The video "ICDP as shared values in the Ankaret family centre" is free to use henceforth. There is also a longer version of the same video for use in training about ICDP implementation, which is available on YouTube.

- Pamela Antila, ICDP Finland chairperson

Work with people with intellectual disabilities

Kårkulla Joint Municipality provides services to Swedish-speaking persons with intellectual or other functional disabilities. The main objective is to offer continuous individual and family-centred rehabilitation and service in aid of their development and social involvement.



The service is directed to children, families, young people, adults and seniors. It is located in around 100 operating points in Swedish-speaking Finland. Currently Kårkulla has 4 facilitators trained in the ICDP programme. The programme is applied to support and strengthen the interaction between professionals and persons with ID. The tools and approach had to be adapted to fit in with the professional roles of caregivers working with adults. It was important for the ICDP facilitators to network and together create a basis for the intervention that would strengthen professional caregivers' capacity to interact with adults with ID.

The goal was to enhance adults' opportunities to be heard and seen as advocates of their own lives despite being in lifelong care. This was achieved through supportive interaction. People with ID are sometimes only given the role of passive receiver, and therefore it is important to provide them with an opportunity to explore their adulthood and to encourage their independence.

It was important for the ICDP facilitators to understand the different perspectives of the professional caregivers. The perspective is sometimes experienced as a balance between supporting independence and allowing for autonomy of the individual in their care. And at the same time trying to understand the caregiving dimension in the parent-relationship that is often strongly present in the lives of adults with ID. The professionals expressed the need to balance different interests. This discussion was given special attention in the groups.

Discussion and exercises about redefinition were practiced by the groups. The image of the competent independent individual was strengthened and it was emphasized that autonomy can be expressed in different ways. Professionals who attended ICDP groups expressed that the exercises and discussion

enabled them to see interaction as fundamental to their work. Some also felt encouraged that they had the opportunity to discuss about different emotions and the importance of empathy during scheduled work.



Unfortunately, the continuing work with ICDP is weakened by the fact that no new facilitators are being trained, which means that in some regions of the joint municipality there are no ICDP groups available for professionals working with persons with ID. But the facilitators are confident that it will be possible to develop the work in the future. The experience of training professional groups in ICDP will help to incorporate ICDP in the services for persons with intellectual disabilities in the future.

England.

Nicoletta Armstrong, chairperson of the ICDP Foundation, operates from her office near London. Apart from traveling to conduct ICDP training in Burkina Faso and at the University of Bath in England, due to the corona virus restrictions she conducted all other international meetings and trainings virtually, via Zoom and Teams platforms. Her online work included cooperation with UNICEF, Save the Children, as well as online training of trainers and facilitators of several ICDP partners worldwide.



In 2020, the ICDP training programme was included in a project which will start in the Liverpool city region, in 2021. The project was developed by Capacity and its aim is to build children's residential homes to significantly improve the life chances of children living in care. ICDP will train the staff of one residential home, with the long-term vision being to replicate the model to other residential homes.

Moldova.

In 2003, the first Centre of Early Intervention (CEI) Services Voinicel <https://voinicel.md/> was founded in Chisinau, Moldova, with the help of the Norwegian non-governmental organisation Ahead-Moldova. The need for family-based intervention was identified in order to address the high rate of abandoned children with disabilities in four orphanages, resulting from a lack of services for families with children at risk of developmental disorders, as well as those with identified disabilities. ICDP started to develop in 2012 and the programme has been used on an ongoing basis since then by Marina Kalak (pediatrician), Ala Bendrerchi (speech therapist) and Mariana Jalba (child neurologist) established ICDP through their own work with the parents and children at the Centre. Sylvia Briabin (psychologist) moved in 2018 to Romania.

"In March 2020 we started to train a new group of facilitators from different districts. There were 15 participants from the beginning and 12 finished the ICDP course. We had to reorganize the mode of training to do it in an online format. It was quite challenging but we did it! Furthermore, we succeeded to do it interactively and to make it "lively. One of the adaptations included extending the second module to make sure all the participants internalized the ICDP ideas. Due to pandemic not all participants had possibility to organize meetings with group of parents, however, they managed to perform the necessary number of meetings, either in group

or individually. As a result, we now have 12 new ICDP facilitators in different districts and most of them work with less able children.

We continue to implement ICDP at Voinicel Center as well. This programme became extremely important in these very difficult times. We hope to extend our training activities to Transnistria region next year, provided our project application is successful. Despite the pandemic and its many challenges, we had a new great experience in implementing ICDP in Moldova".

– Marina Jalba.

Portugal.

ICDP is an integral part of the activities of the Roda Viva Educational and Community Centre located in the Alfragide Norte, Lisbon. The centre has a multidisciplinary team that works with children, young people and their families.

"ICDP is Roda Viva's basic pedagogical programme. We have training in the ICDP programme for all staff involved in the school. In 2020, we had to close for two months during the time that the country was in lockdown due to COVID-19. The centre adopted very strong anti-pandemic rules that gave us a good standard of protection and luckily nobody contracted the virus. We managed to continue working and we have a new playground for children. Our centre is full with a very long waiting list."

- Daniela Dinnis, director.

Romania.

ICDP was implemented with parents who are involved in the education projects run by the Fundația Umanitara Pacea (FUP) - Humanitarian Foundation for Peace.



FUP received sponsorship from the Norwegian Church Aid (NCA) to develop ICDP in Roman, Bacau and Bucharest, in the period 2015 – 2017. After 2017, NCA funding continued for two more years, but it finished in 2020.

FUP is a non-political, nongovernmental organization founded in 2000 by the Franciscan order. The purpose of the foundation is to assist poor and marginalized people with a special focus on children's and young people's education. The ICDP project trained FUP staff as ICDP facilitators and they implement the ICDP programme with parents in order to increase the psycho-social wellbeing of children through improved adult-child communication. There was no training of new facilitators in 2020.

Russia.

In 2020, the ICDP Russia team used the ICDP programme to train psychologists, students, as well as specialists of non-profit organizations in the Nizhny Novgorod city and region.

Oksana Isaeva, trainer and Elena Vasilyeva, facilitator, together held workshops for specialists of the UMKA Family and Children Assistance Center (Chkalovsky District), the LADA Family Center (Nizhny Novgorod) and for pedagogues working in preschools and schools.

ICDP continued to be used for training students who take part in the Master level studies in Crisis Psychology at the Mininsky University in Nizhny Novgorod. Two groups of students were trained in ICDP at level one, in 2020.

Trainers Oksana Isaeva and Natalia Dunaeva formed five ICDP facilitators to work in kindergartens, schools and NGOs. The new facilitators conducted five ICDP groups for parents of children of preschool and school age – they worked both online and in person.



In 2020, a total of 10 groups (128 participants) received ICDP training in the city of Nizhny Novgorod and the Nizhny Novgorod region.

ICDP Russia:

- <https://vk.com/club117351685>
- <https://www.facebook.com/icdpRussia>

Sweden.

ICDP has been present in the country ever since its registration in 2000. ICDP Sweden continues to be very active under current chairperson Annelie Waldau, with the ICDP programme being used by a whole range of networks and professional groups.

During 2020, in the absence of physical meetings due to the corona virus restrictions, ICDP Sweden's recommendation to its nationwide network was to start both educational and guidance groups via digital platforms.

The policy was that each educator and guide should follow general advice and regulations that apply both nationally and locally. The ICDP training courses were organized over four full days. The first two training days were conducted digitally via Zoom and the other two days were held in person. The Foundation believes that training can be conducted digitally by using a system that is stable and works well with several participants.



NATIONAL BODIES AND OTHER PARTNERS

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

ICDP REPRESENTATIVES ELECTED IN:

Japan, Bangladesh, South Africa, Malawi, Rwanda, Brazil, Mexico, England, Romania, Germany, Georgia, Russia, Lebanon and Moldova

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

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

ICDP USA operates under CCWF

ICDP Paraguay operates under Vida Plena

ICDP Guatemala operates under Plan

ICDP El Salvador operates under UNICEF and ISNA

ICDP Bolivia operates under the Christian Evangelist Lutheran Church

ICDP Lesotho operates under Thaba Bosiu Centre

ICDP Nepal operates under ECEC

ICDP India, Philippines, Nepal, Burkina Faso, Zambia, Somalia under Save the Children

ICDP Afghanistan operates under International Assistance Mission (IAM)

ICDP Brazil under Acari

ICDP Nicaragua operates under "Instituto De Promocion Humana" (INPRHU)

ICDP Chile under Eika - educando con el corazón

ICDP facilitators Botswana, operating under Ark and Mark of Gaborone

ICDP facilitators in Uzbekistan operating under Happy Start

ICDP initiatives in Kenya, Ethiopia, Ecuador, Uganda, South Korea, England

66 COUNTRIES REACHED SINCE WE STARTED

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

50 COUNTRIES WITH ICDP ACTIVITIES IN 2020

Mozambique, South Africa, Ethiopia, Somalia, Botswana, Zambia, Tanzania, Burkina Faso, Malawi, Ghana, Congo, Colombia, Panama, Peru, Nicaragua, Brazil, Paraguay, Mexico, Chile, Bolivia, Ecuador, El Salvador, USA, Canada, India, Nepal, China, Philippines, Afghanistan, Bangladesh, Uzbekistan, Japan, Norway, Portugal, England, Sweden, Denmark, Finland, Ukraine, Russia, Romania, Estonia, Moldova, Germany, Georgia, Israel, Turkey and Lebanon.



ICDP programme and organization

ICDP is both the name of the programme and the organization. ICDP is a private foundation, registered in 1992, with the aim of working for the benefit of children and youth worldwide. It is operating under the Norwegian Foundations Act of 15 of June 2001. ICDP may participate directly or indirectly in activities run by other humanitarian organization having corresponding objectives. ICDP is non - political and non-denominational.

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