

Annual report 2024

Introduction.....	2
New certified professionals.....	3
ICDP level 1	3
ICDP level 2	3
ICDP level 3	3
ICDP level 4	3
News from The Danish Center for ICDP	3
Change of locations	4
Newsletters	5
ICDP café	5
Certification diploma for institutions	6
ICDP for children.....	7
News from the networks	8
Network no. 1: Schools.	8
Network no. 2: Daycare	9
Network no. 3: Supervisors and consultants.....	10
Network no. 4: Dementia and senior citizens.....	15
Network no 5: Nurses	15
Network no. 6: NGO-network	16
Dansk Center for ICDP – conference	18



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Dansk Center for ICDP – conference for trainer network.....	19
Resiliens and ICDP	23
Professional Film shooting	24
Planned project 2025	26
Challenges in the past year.	27
Final remarks	28

Annual rapport 2024

Danish Center for ICDP

Introduction

Welcome to this annual report from the Danish Center for ICDP. The year has generally been stable, with us consolidating the new management structure and working to future proof ICDP's importance in the educational landscape in Denmark. We have reached our goals for 2024: We have certified a daycare center in ICDP; Published a material package for the youngest classes in schools with a focus on teaching children about empathy through the ICDP program; And held an ICDP conference with a large municipality under the title "ICDP and psychological safety" in collaboration with a large Danish publishing house.

New certified professionals

ICDP level 1

We have trained 478 persons to ICDP level 1.

ICDP level 2

We have trained 33 persons to ICDP level 2.

ICDP level 3

We have trained no persons at level 3.

ICDP level 4

We have trained 3 persons at level 4.

News from The Danish Center for ICDP

In 2024, we have entered partnerships with several actors in the pedagogical sector with the aim of increasing our network and reaching more pedagogical settings.

- **ICDP and co-teaching** - with Mickie Sonne Sunesen from "Nordic-learning"
- **ICDP and resilience** - With Ida Skytte Jakobsen from the Danish Center for Resilience.
- **ICDP and sensorimotor skills** with Gitte Frost from the company Physiotherapist Gitte Frost
- **ICDP and Nest** with consultant and leader Karin Lykke
- **ICDP and inspections** with Sebastian Damkjær Ohlsen from "Be-coming"

- **ICDP and psychological safety** with Peter Andersen, Dafolo – a big Danish publisher.

We regularly invite potential partners to coffee meetings to keep us moving. Our values are to spread and quality-assure the ICDP program. We do this best in collaboration with others. All our invitations are met positively - we are well-known and well-liked in the educational community.

Change of locations

We have spent some of our resources in 2024 changing our teaching location. We have moved to premises closer to Copenhagen - which at first glance seems to have increased the number of participants in our open classes.



Trainee Elise Linder is teaching ICDP in our new location

Newsletters

This year we have published 5 Newsletters to our approximately 2.000 subscribers. We inform the followers about training courses, new material and various ICDP activities. The newsletters ensure that we stay in touch with the ICDP personnel we train. The newsletter is electronic and is published approx. every other month. We have also started to send links to relevant professional articles that we store in our news bank. The articles deal with, for example, unwanted emotions and relationship breakdowns.

ICDP café



4 times a year we invite all who are interested to a free ICDP Café. The Café is for the professionals that work with children and young people and who want input and dialogue about working with relationships and interaction. You do not need to be trained in ICDP to participate. One or more ICDP trainers will be present at the Café. An ICDP Café always starts with a short presentation with an aspect or theme about working with relationships and interaction. After the presentation, there

will be a debate and the opportunity to share experiences about working with relationships and interaction. The ICDP Café may be relevant for all pedagogical enthusiasts who love relationship work and professional dialogues. Participation in the ICDP Café is free and we provide coffee and cake.

Certification diploma for institutions



As mentioned in the introduction to the report, we have fully developed a certification of organizations. The certification consists of a free online test - an assessment by our certification committee - a consultant visits and an agreement is made on an implementation and action plan.

It has been important to us that the certification process was thorough but also easy to access and was experienced as meaningful in the organization. The feedback we have received is that the test strengthens our own reflection and the visit from the certification consultant ensures that the management sees blind spots in the organization that stand in the way of a successful implementation of ICDP.



Picture: In the picture: Head of institution Frank Krogh receives the certification diploma for his institutions - from the chairman of the certification committee Lena Sogaard.



The picture shows the front of the material.

ICDP for children

Other big news is that we have developed teaching material for the youngest classes in the school. The material is called "Empathy for children" and is a teaching material with many suggestions as to how ICDP and the interaction themes can be introduced in a children's group. The material focuses on strengthening children's communities and helps to emphasize that the well-being of the children's group is everyone's responsibility. ICDP is introduced as a language to talk about friendship.

News from the networks

Network no. 1: Schools.

Participants; Sanne Stensgaard Fusager, Lone Nielsen, Lisbet Kokholm Flarup, Elise Linder, Anne Søgaard and Lise Agri, Ugur Kevioglu. Missing Sacha Sørensen and Oliver Nani.



The ICDP annual report for the school sector will emphasize that Mølleholmskolen has risen to an impressive 36th place in the Cepas report, where alle 1.400 schools in Denmark are assessed based on their ability to improve the academic level of graduating students relative to their socioeconomic background. The school now has eight active groups and offers courses for parents as well as ongoing work on



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conflict management through the ICDP program. ICDP group guidance is held eight times a year, supplemented by individual guidance sessions.

Lone, together with Sanne, has held a thematic day for leaders in Haderslev Municipality, focusing on the implementation of ICDP, and Lone is also currently in charge of an ICDP group. Sanne runs two groups in the school sector and one in the daycare sector.

Anne Søgaard has an open group. Dragør Municipality has implemented ICDP as a common language, and Anne also works independently with Kindness/ICDP. Additionally, there is potential for a collaboration with the Egmont Foundation concerning maternity groups.

Network no. 2: Daycare

At the network for daycare, we have paid attention to the reality that we encounter in the daycare institution on a daily basis, where many different concepts are in play at the same time. In particular the focus has been on how we can build a bridge between ICDP and other programs, that will leave educational staff with a sense of coherence in their educational work. Daycare institutions that, in spite of the many measures taken, are left with a sense of sensitivity, hope and a belief that their work matters.

We are working with models and ensuring quality in individual teaching sessions at our network meetings, to finetune and validate the quality of our teaching sessions. This focus provides us with a heightened sensitivity and revitalization, especially through the inter-disciplinary and cross-regional nature of our network group

The network has strengthened our relations in such a significant degree, that it directly affects our psychological security as ICDP trainers positively.

Network no. 3: Supervisors and consultants

By Signe Petersen, Sebastian Damkjær-Ohlsen, Michala Spengler Carlsen, Lene Bendtsen, Jesper Gregersen.



In the network group of supervisors and consultants in advisory services, we are six people. We work either as consultants in municipality settings or as independent consultants. We are all trained as trainers in ICDP and incorporate ICDP and its educational training into our daily work to varying degrees. ICDP Annual Report 2024 - from the Network of Municipal- and Private Consultants



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Pictures from ICDP

Overall, the group has worked for and with the dissemination and quality assurance of ICDP at various levels in nine different municipalities: Odsherred, Odense, Bornholm, Dragoer, Frederikssund, Ringsted, Copenhagen, Egedal, and Vallensbæk municipalities.

ICDP on Bornholm 2024

On Bornholm, I have conducted an ICDP course in spring 2024 and am currently running another course that started in autumn. Sessions 1-3 are taking place this autumn, and sessions 4-6 will follow in early spring.

Many people on the island are now familiar with ICDP. In several childcare institutions, both public and private, many staff members have been trained at ICDP Level 1. Similarly, schools have recognized the value of ICDP tools in interactions between children and adults. Increasingly, school staff are signing up for courses and requesting ICDP introductions at their staff meetings.

Odsherred Municipality

My name is Signe Petersen, and I work as a pedagogical consultant and ICDP trainer in Odsherred Municipality. My primary task is to teach various professional groups in the childcare sector, including daycare givers, educators, daycare leaders, consultants, and health nurses. I am passionate about promoting ICDP as an integral part of cross-professional collaboration in the municipality.

This year, I have introduced ICDP training to the entire health visitor team in the

municipality. Additionally, I have completed an ICDP Level 1 course for participants with diverse professional backgrounds. What unites them is their work with children and families aged 0-18 years.

In my teaching, I emphasize enhancing participants' ability to reflect on their own practice and develop their relational competencies in interactions with children, parents, families, and colleagues. It is inspiring to observe the participants' growth, and I notice that many finish the course with increased job satisfaction and a heightened awareness of their professional strengths.

Participants frequently express that ICDP training and its methods have enriched their pedagogical practice. Furthermore, I observe that ICDP strongly supports existing methods and approaches already in use in Odsherred Municipality.

ICDP in the municipality of Dragør

In the municipality of Dragør, one group has been trained at Level 1 in 2024

Throughout the year, I have spent considerable time keeping the ICDP active. We dedicate time to implementation in childcare institutions, focusing on specific interaction themes, various models, and how we discuss children, groups, families, and mutual relationships.

At the same time, we have conducted supervision in all childcare facilities based on the eight interaction themes. We observe where and when these themes are present and provide feedback with the aim of highlighting what works and what we want to see more of.



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This helps to create coherence between what we say we want to achieve and what we do in practice.

All childcare facilities in Dragør are familiar with and actively work with ICDP. It serves as the shared professional language within the municipality, and it makes perfect sense for everyone that we all operate from the same theoretical foundation.

ICDP and leadership – Reflections from a private consultant.

My name is Jesper Gregersen. I am an independent consultant and a member of the advisory board at the Danish Center for ICDP. I have worked with ICDP for approximately 15 years. In 2024, my primary focus has been providing leadership coaching to school management teams working with and implementing ICDP in their schools.

One of these schools, Mølleholm School in the Municipality of Høje Taastrup, has been a long-term collaboration. Here, the work with ICDP has contributed to improved overall student well-being and academic performance, the lowest staff absenteeism rate among all schools in the municipality, and enhanced workplace conditions for the staff.

The second school is a newly established partnership where the staff began their ICDP training in 2024. My role includes offering leadership coaching on the implementation of ICDP and giving presentations to the school staff about the connections between ICDP, learning, and burnout prevention.

In the network group, there has been a special theme in 2023 about how ICDP can continue to live and flourish after formal education. This has been a significant part of the group's efforts to spread and quality-assure ICDP. In various ways, everyone in the network group, within their own organizations and municipalities and on their own ICDP courses, has worked on initiatives to ensure support for the ongoing implementation and development of ICDP. Some have developed new materials, for example, to promote empathy at a child's level or have written a book on the implementation of ICDP, titled "Sensitizing Organizations." Others have conducted revitalization and follow-up workshops following the standard ICDP training. Two members have become ICDP Level 4 trainers (Trainers for ICDP facilitators) or have worked on offering parent education in ICDP. Additionally, there has been a focus on supporting ICDP ambassadors in the municipalities, ICDP facilitators, and leaders who wish to work with ICDP in their organizations.

In 2025 the network group will continue to work on the implementation of ICDP in their own organizations, on their own ICDP courses and in the talks in the network group. They will also focus on how to best support the ongoing attention to the development of relationship skills among adults/caregivers regarding the development of children and young people. In 2025 network members will, for example, continue to offer parent education, conduct leadership training in ICDP, teach more courses at level 1 and level 2, explore the possibility of supporting and developing interdisciplinary collaboration among professionals around ICDP, including pedagogues and teachers, special educators, foster families, social workers, and leaders and offer courses in ICDP in different educational settings.

Network no. 4: Dementia and senior citizens.

Outreach work in the elderly sector to establish ICDP groups for nurses and other care professionals. Presentations for elderly councils and next of kin of dementia patients. Presentations for 200 educators working in the elderly sector. ICDP is included in the basic education at the Social and Health School for social and health assistants.

We completed a group of evening shifts at the dementia ward. Beneficial for all participants but challenging due to many with a different ethnic background and Danish as their second language.

ICDP is integrated as best as possible in organizational work in home care services.

Network no 5: Nurses

The network with the health nurses has been affected by the long-term after-effects of Corona, and a job change. So, in reality, there is only 1 trainer in the network - who primarily networks with the Center manager, but is also invited to participate in the network for educators in the kindergarten.

Although the network has been a bit understated, there are clear signs that there is now vitality and energy. We will hold another meeting at the beginning of the new year to exchange new ideas.

Network no. 6: NGO-network

Participants Lena Søgaard, Anne Therkildsen

Certification in Childcare Services: We have made significant progress in the certi-



fication of institutions. Certification is not merely a formal process but also a signal of a dedicated effort to prioritize relationships and take the ICDP principles seriously. It demonstrates a commitment to empathetic relationships with children, parents, partners, and internally within the staff and leadership teams. Certification obligates all involved to work based on a relational, democratic, and present approach, supporting ICDP's core values.

- **Certification offers structure and a shared framework**, providing safety and support in relational work.
- **The shared commitment makes the "relationship approach" a clear guiding principle** for institutional practice.

Municipal Collaborations:

1. Frederikssund Municipality has made significant strides in its work with ICDP in early childhood settings. They have established a network and created structures to sustain and implement the program at an organizational level.

- We have also continued working on implementing ICDP in the adult disability sector (Bengerds Huse). Ringsted Municipality is focusing particularly on the implementation of ICDP in contexts involving citizens with disabilities, expanding the program's applicability.

Children's Summit: This year, we participated in the Children's Summit, where we presented ICDP and the opportunities offered by the Danish Center for ICDP to promote better lives for children. The goal was to introduce new and relevant partners to ICDP and strengthen the program's outreach in municipalities. The presentation was well received, and there is potential for additional partnerships based on this participation.

We have been working on building partnerships with children's organizations, and in the year to come we hope we will land an agreement with "Familierehuset" - that work with the most vulnerable families in Denmark.

Conferences and networks

Dansk Center for ICDP – conference



In March, 2024, we held a conference in collaboration with Herning Municipality and Dafolo, a great Danish publisher. At this conference, we focused on the concepts of professional relationship competence and psychological security, which are the driving force in creating good places to be and learn for both children and professionals.

The 180 participants at the conference were professional actors who are concerned with strengthening inclusion and well-being. The conference is a collaboration

between Herning Municipality, Dafolo A/S and the Danish Center for ICDP. All three actors are concerned with strengthening pedagogical practice and creating good learning environments. Our keynote speaker was Poul Jacksom from London speaking about *Children and philosophy*.

Dansk Center for ICDP – conference for trainer network



In November 2024 we held the annual training meeting with a professional presentation as a starting point. The presentation focused on children's sensory integration and the close connection between good relationships and a healthy sensory system. The presentation was held by two skilled professionals: Ida Skytte Jakobsen and Gitte Frost. They are authors of the book "Sense".

We have published 4 new booklets, together with very skilled professionals.



Quality control of the relational environment. In the Danish institutions, there are several different inspections every year. Together with Faxe municipality, we are developing an inspection model that can be used for organizations that work with ICDP. The wish for the material is for it to be development-oriented - without losing the control element. The development work is now so far that we can see that the Inspection must

consist of 3 parts: A part for the management, a part with a special focus on the inspection part and finally a part that gives specific action instructions. The inspection is based on the eight themes for good interaction that are the cornerstone of a quality assessment of the day care institution's relational environment.

The publication has been made together with two skilled specialists in the field. Lena Søgaard og Sebastian Damkjær-Olesen.

ICDP and children's language development. Children get their essential linguistic



input from the adults – while they practice/train the language with other children when they play. Younger children are linguistically strengthened like an older child who has a nuanced and strong language. It is important to remember that children develop their language when they hear others speak - even if they are not yet speaking themselves. The amount of linguistic input is significant – especially for the youngest children.

This professional knowledge is unfolded in this booklet. Based on the eight themes for good interaction, educators, children and parents are guided in how children can be stimulated linguistically.

The booklet was written by two language specialists from Slagelse municipality Maria Ringsmose og Lene Holst-Rasmussen.



ICDP and conflict management. The booklet focuses on how you can use your ICDP toolbox to professionalize your work with conflicts in educational work. Conflicts are a natural part of human interaction and a condition of life – or in other words a social reality. Conflicts can be fruitful and instructive, but it depends on the way we handle them. This

basic view helps to preserve the positive approach to the disagreements that will inevitably arise when people are together.

Another cardinal point in our basic view of conflicts and their handling is that the involved parties who have the conflict are also the ones who have the most sustainable solutions. At the same time, this means that the solutions proposed by the adults may be good and well-intentioned, but rarely sustainable in the long term - for the sole reason that they do not come from the parties themselves.

The booklet was written with a skilled practitioner Ugur Kevioglu.



ICDP and empathy for children Social skills are the ability to express one's wishes and feelings; to show care and recognition to others; to be able to cooperate and know how to participate in games or activities together with others; and comply with community rules.

Social skills are developed throughout life, but it is in childhood that the basic social patterns are formed. This happens in the many communities that children are part of – both at home, in daycare, in the childcare system, in their free time and, not least, at school. In these communities, children must learn to decode the social rules of the game and learn to use them themselves. Social skills can be strengthened through various educational initiatives.

This booklet focuses on children's understanding of interaction and relationships with particular emphasis on the concept of empathy – which is introduced as a bridge between people.

The booklet is part of a series "Empathy at a child's level" – where we translate ICDP to a language that children understand.

With this material, we want to give teachers and pedagogues concrete material to work with relationships and good communities in children's groups with a special focus on the concepts of empathy, interaction and relationships.

Resiliens and ICDP



In November 2024, we finished the manuscript "Resilience and ICDP", which we wrote with resilience researcher Ida Skytte Jakobsen. The book will be published in early 2025 - and focuses on how we can systematically work on strengthening the resilience of children and young people using the interaction themes from ICDP.

RESILIENSRAMMEN OG ICDP
Sammen skal vi skabe mulighed for resiliente bevægelser

Universelle tilgange til resiliente bevægelser

<p>BASALE BEHOV Børn og unge har brug for et...</p>	<p>AT HØRE TIL Børn og unge har brug for et...</p>	<p>LÆRING Børn og unge har brug for et...</p>	<p>MESTRING Børn og unge har brug for et...</p>	<p>SELVFØLELSE Børn og unge har brug for et...</p>
<p>Specifikke tilgange til resiliente bevægelser</p>	<p>Specifikke tilgange til resiliente bevægelser</p>	<p>Specifikke tilgange til resiliente bevægelser</p>	<p>Specifikke tilgange til resiliente bevægelser</p>	<p>Specifikke tilgange til resiliente bevægelser</p>

PROFESSIONELLE STÅTÆDER
RESSOURCE SYN, RELATIONSKOMPETENCE, REFLEKSIONSKOMPETENCE

At acceptere At tage hensyn til det svære At forpligte sig At mobilisere

Modellen Resiliensrammen og ICDP er udviklet af Ida Skytte Jakobsen og Anne Lindor (2024), med etler inspiration af Resiliens Rammen (Children and Young People) Oct 2012 - Bilingual, adopted from Hart and Brinklow with Thomas 2007
 Oversættelse til dansk: Ida Skytte Jakobsen idaj@udk.dk, Thomas Thorsen thors@udk.dk, Anne Marie Anker anmar@udk.dk

Professional Film shooting



We have invested in getting a professional film company to shoot a film that focuses on children's work with Empathy. In the picture we see a group of children together with an educator - where the dolls Empatine and Relatuz, from the material, are included.



Journalist Sofie Janerka. We have started a close collaboration with journalist Sofie Janerka. Sofie's task is to help us create awareness on social media by writing articles and news that are relevant to our followers.



But the biggest development work of the year has been the development of a material case with teaching material - which the teachers may use when they have to work with Empathy in schools. In this material, the eight themes for good interaction are translated into a children's universe. The material is tested and has a documented effect on the students' interaction and strengthens their community.

Planned project 2025

- Like we planned for 2024 we will continue having our focus on Certification by several institutions. We are making an active and outreach effort to get more institutions certified in 2025. Our hope is to create a network for ICDP certified institutions and schools.

- In 2025, I expect to continue focusing on developing and teaching ICDP and leadership practices.
- Webinar – To spread knowledge about ICDP and create awareness about our new booklets, we will hold webinars on an ongoing basis in 2025.
- A small island municipality has approached us because they want to use ICDP as a treatment program for young people suffering from anxiety and social problems. In early 2025, we will start a new collaboration and together with the municipality, develop ICDP as a treatment method to reduce loneliness and distress.
- Empathy from a child's perspective - the material we published in 2024 for schools - we expect to publish for kindergartens in early 2025. We have entered into an agreement with a doll manufacturer - and are now writing in earnest on the new material.

Challenges in the past year.

The challenges for 2023 are the same in 2024. As can be read from the report, we have many successful development projects in the Danish Center for ICDP. We try to use our extensive know-how and expertise to develop the ICDP implementation. Although we have used many resources, we have not yet succeeded in creating a successful use of the online parenting platform. We are still working towards finding ways and means to draw attention to our offer to Danish parents. On our platform, we offer guidance, information and courses for parents with ordinary children, with ordinary parents with ordinary problems. During 2025, we will consider various measures - perhaps a fund application.



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Final remarks

In 2024, we have been successful on many parameters. Overall, it has been a great satisfaction that the generational change is about to take place. With the current construction and the new broad management, we have future-proofed the work with ICDP in the years to come.

As a final note in this report, we have recently received an inquiry from a University in Japan - who have heard about our great success in improving both professionalism and well-being at Mølleholmskolen. It has been reported to Japan and they want to hear more about the success with ICDP - so we have planned a webinar in May 2025.

Happy New Year from Dansk Center for ICDP in Denmark

Elise Linder, Jens Linder og Anne Linder