

ICDP in Uzbekistan

November 2025

What Happened so far This Year, update by Magdalena Brannstrom

TRAINING:

In January, we had a new ICDP course training new facilitators.

In April, the new facilitators started running their own ICDP courses for caregivers.

Two groups of caregivers attended the ICDP course in two different “Happy Start” preschools.

And two groups of preschool caregivers who became facilitators, went on to implement the ICDP programme with parents.

This was a great group of facilitators, who enjoyed the training process and we also had fun together. The results are very good, as I was able to observe facilitators and see that they are doing excellent work in delivering the ICDP programme to parents and preschool staff.

In June, we conducted a ceremony to give out certificates to new ICDP Facilitators. Six people received their ICDP Facilitator Diploma.

TELEGRAM CHANNELS: We have started two new ICDP Telegram channels for those who want to have more information about the programme. Parents, teachers or anyone who has gone through the programme will receive updates on these channels.

MATERIALS: We have finalized the material translated into Uzbek. We now have available in Uzbek language, both the booklet “I Am a Person”, and the “ICDP Guide for Facilitators”.

In September we started an ICDP programme for teachers in the government school called “School 29”, where the training is being held on Saturdays. Three facilitators are conducting this ICDP course: Ragnar Moskvild, Tabea Wick and Magdalena Brannstrom are conducting the ICDP course for some of the school teachers. To date, we have had about 60 teachers participating in the training. Not everyone attends at the same time, about 25 to 30 teachers participate in sessions. The training is going very well and the teachers have been very interested and engaged.

And we will end the course in **December**.

Here is some feedback from the ICDP course with preschool staff:

From a trainee facilitator doing her first ICDP course: -I think this course had a positive impact on the participants because they were of different ages, cultures, and backgrounds in

working with children. Those who have already taken this course gained a new perspective on familiar principles.

Feedback from another trainee facilitator doing her first ICDP course in a kindergarten with her colleagues. This is her feedback after observing her participants' interaction with the children during and after the ICDP course. She observed how her colleagues had changed: - I was able to achieve the goal of my work. When I saw how the participants interacted with the children, that is when I understood that their attitude towards the children had changed. They began communicating with them more, and I could see them starting to touch children reassuringly.

Comment from another facilitator, who said: - At one of the meetings, we discussed how children need to be shown love and care, and we talked about the meaningful dialogue. Immediately after this meeting, I saw how the participants began to connect with children more, to connect with them on their level. And then, later after the ICDP course has been completed I noticed that many of the participants have begun communicating with their children differently and have begun to achieve mutual agreement with children without using strict or harsh ways, but with love and patience.

Feedback from parents who attended ICDP caregiver course:

A mother said: - The relationship and understanding between me and the children has improved. It is easier for me to give information. The children are behaving more stably now, with fewer hysterical reactions. The relationship and understanding within the family became better.

Another mother explained: - I became calmer. I learned how to set time for my children and make it predictable for them; How to spend time intentionally and communicate plans ahead (e.g., telling them what will happen tomorrow).

Feedback from one of the teachers

After the session about turning negative aspects into positive aspects in a child or a student, one of the facilitators talked about how you need to **dig for gold in each student**. At the next ICDP meeting, one of the teachers shared about her home task and showed a picture of students lining up and presenting something. She explained that one of the boys in the picture was usually not very engaged in class, but in this picture, the boy was standing with other students, presenting. The teacher sent this picture to the boy's father and told him: *"Look at your son. Look how great he is doing the presentation. How engaged he is in the class."* This had a positive effect on the father. The next day, the boy who before was not engaged and maybe not listening attentively, was now very engaged in class. She thought probably the father had said something positive to the boy after seeing the picture.





