

Annual rapport 2025

Danish center for ICDP

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Introduktion

Last year, we developed a lot of new materials, and this year we have focused on the dissemination and implementation of these new initiatives – both internally and externally. We continue to work to position ourselves in the education market in Denmark. We have participated actively in the Nordic ICDP cooperation.

This annual report reflects the many facets that the work with the ICDP program entails. Enjoy. Do not hesitate to contact us if you want to hear more about our different experiences over the past 17 years.

ICDP level 1

In the past year, we have taught 478 people at level 1.

The participants represent a diversity of professionals, both in the educational and health sectors.

ICDP level 2

In the past year, we have taught 67 people at level 2.

The participants represent a diversity of professionals, both in the educational and health sectors.

ICDP level 3

It is with great pleasure and pride that we can present this year's 4 new trainees. Together, they have taught 60 professionals in the ICDP program. The 4 new trainees are fantastic ambassadors for the ICDP program.



Psychologists Nete Rysgård and Maja Line Volden are new certified ICDP trainers – at level 3 and therefore they were celebrated with brunch and flowers. Nete and Maja have trained pedagogical staff, including childminders from Odense Municipality, in ICDP at level 1 with great professionalism and good humour. The evaluations among the participants show that they felt strengthened in their pedagogical core professionalism – and as a side benefit, increased job satisfaction.



Daycare center manager **Tina Maria Dalgård Sommer** and Pedagogical Consultant **Anne Moos** have completed their ICDP trainer training in the day leading up to Christmas. Tina teaches her employees in ICDP and will subsequently be responsible for teaching the organization's employees internally.

Anne Moos is trained by another provider but is now dedicated as a treasured ICDP trainer in the Danish Center for ICDP. She has been employed as an internal ICDP trainer and supervisor in Tønder Municipality.



Psychologist in Odense municipality, Helene Helskov, has been trained as an ICDP master-trainee at level 4. During the spring of 2025, Helene has with great skill and good humor, taught a bunch of committed daycare educators and educators from the daycare area at level 2, so that they are now certified in the art of providing relationship-based guidance. Helene uses her professional background in psychology to create a learning space with a high professional quality.

Network for trainees

All our approx. 40 certified trainees we meet face to face once a year. Where there is a focus on professional upskilling and networking.

In addition, the trainees are divided into professional networks. In these networks, they meet regularly online and discuss professional issues and challenges.

Trainee Network no 1

Schools, Managers, supervisors and others employed in or around schools.

In the school coaching team, there has been a preoccupation with ICDP for socialization purposes – as support to find one's way in the relational field and communicate about needs and boundaries in a constructive way, as well as what one's own actions do in others. Furthermore, work has been involvement of parents

in the work with both conflict management and "the difficult conversation" based on the ICDP. When the work with the ICDP for parenting purposes has been clearly communicated to the parents, there have been experiences of development in trust between parents and staff, e.g. by parents themselves coming and asking for sparring. There is an interest in developing parental cooperation for ICDP purposes, including in the transition from kindergarten to school. There has been work on the interprofessional collaboration in schools, clubs and after-school clubs, and a material is on the way in Høje Taastrup – a handbook for temporary workers, which is based on the ICDP, among other things. There is still a focus on the work of developing the ongoing reflective guidance and sparring room in everyday life. Moelholm School has had international visits from Norway, and work is being done to adapt the Level 1 teaching to match the needs of a new special department at the school, which is now also taken under the ICDP umbrella. It has been explored how the ICDP can be linked to existing movements in the school, so that synergy can be created and the dissemination can interact with existing initiatives. In Odense, preparatory webinars have been worked on for managers for employees in future teams, to support implementation and anchoring and counteract the "just-yet-a-course" effect. Finally, there has been a preoccupation with how we can transcend technical language. So, interaction themes, etc., become openings into meetings that *"open up for all the more knowledge we already have"*, but which we may find difficult to activate. Rather than becoming an end goal in itself and thus alienating us from our intuition.

Trainee Network no 2.

Daycare. Managers, supervisors, and others are employed in or around kindergartens.

Our network group consists of ICDP trainers from various professions – psychologists, pedagogues, daycare managers, and independent consultants – all working with children aged 0–6 years. Within the group, we have continuously focused on how

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each of our professional backgrounds can contribute to improving children's lives through the implementation of ICDP. As a sensitization program, ICDP emphasizes the importance of relations, and we therefore maintain a strong focus on relational work as the core of pedagogical practice.

Through regular network meetings, we continuously refine and ensure the quality of our teaching. We inspire and strengthen one another by engaging in professional discussions, sharing experiences, and exchanging materials. In 2025, our ICDP work has been enriched by the integration of polyvagal theory – a neurophysiological framework that explains how the autonomic nervous system influences emotions, behavior, and self-regulation in social contexts. This perspective provides valuable insights into the processes of relationship-building and complements ICDP's relational approach.

In addition, we have explored parental guidance and focused on establishing clear “beacons” of ICDP within pedagogical staff teams, ensuring that the ICDP program is implemented in the sector with consistency and impact.

Trainee Network no 3

Supervisors and consultants employed in advisory services.



Pictures from ICDP Training on Bornholm

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.

Despite a significant municipal restructuring process and budget cuts, the demand for ICDP training remains high across departments. All employees in the cross-sector support team and the foster care team are trained at Level 1. The courses bring together various professional groups working with children and youth, and participants report benefiting from collaborating across disciplines.

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Participants consistently find ICDP highly relevant for their everyday work. There is always an atmosphere of reflection and engagement during the course days.



ICDP in 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 instruct various professional groups in the childcare sector, including daycare givers, educators, daycare leaders, consultants, and health nurses. I am enthusiastic 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.

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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.

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, Moelleholm 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 2025, I expect to continue focusing on developing and teaching ICDP and leadership practices.

Trainee Network no. 4

Consultants and other professionals working with dementia and senior citizens.

For the group of ICDP trainers who are not currently working in the educational sector, this example will show how ICDP can be applied in a global dairy company. In a program to ensure a good working environment without accidents, the three sensitization principles are used as guidelines to influence the culture. Safe behavior and good cooperation are registered as Positive Safety Observations – This ensures a focus on the Resource. The Reflection on registrations – both of registrations of accidents, risk and positive observations, takes place at board meetings, 1 to 1 meeting and further in the Working Environment organization. The Relationship is in focus as Coaching and dialogue about Why the behavior happens is preferred to rigid systems with negative consequences.



In the year 2025, class 1 Level 2 has been held under the auspices of KOMPLEMENTA, the name of my company. The team was characterized by the participants' commitment and motivation for learning in the ICDP universe. In 2024, the team worked with teaching and implementation of ICDP Level 1, which is why the Level 2 course made a lot of sense.

As an ICDP trainer, I include elements from ICDP in the other educational tasks I undertake. However, I still run into challenges around the elderly, as the area does not seem to be concerned with the mindset that the ICDP is rounded off.

Despite this, I continue to draw attention to the International Care Development Program – also in the research project I have just received, and which includes the target group of people affected by dementia.

Conferences

National Danish Conference



We participated in this year's major national conference for daycare in May 2025 with both presentations as a keynote speaker and a stand.

Nordic conference

ICDP's Nordic Conference was held on 8.12.2025. As an experiment, the day was held online. We participated with a presentation by Ida Skytte Jakobsen, ICDP trainer and PhD, with her new book Resilience Framework and ICDP.

International cooperation

Network with Norway, Tromsø



In Tromsø Municipality in northern Norway, it has been politically decided to implement the ICDP in all kindergartens and schools. A working group has been set up to achieve this, and as a start, they chose to visit us at the Danish Center for ICDP. During the 2 days of the study visit, we visited two ICDP kindergartens and the ICDP-certified school Mølleholmskolen. It was a few days of curiosity, joy and community.



Network with Japan, University of Tokyo

We held a meeting with Keiko Kudo, the Rector of the Pedagogical Education Program at the University of Tokyo and her daughter Sumire. We have previously met online with the Rector and held a single online course for the Japanese Pedagogical Education students, to gauge the atmosphere. The students were very positive and at the meeting we discussed the possibilities for ICDP Implemented in the Japanese Pedagogical Education Program. Despite both linguistic and cultural differences, it was an exciting meeting where we discussed various possibilities for cooperation in the future New Materials and books

ICDP Café



ICDP Café is a concept where we offer free coffee and presentations on topics that we believe will interest professionals. This year we have planned 3 open cafes and carried out 2.

- Relational supervision and inspections of the relational environment in kindergartens by ICDP trainee Sebastian Damkjær-Ohlsen
- Empathy in primary school by consultant Elise Linder
- Relationship-based conflict Work by ICDP trainer Ugur Kevioglu

Webinar

There has been a lot of interest in the registrations for our free webinar that we regularly hold.

- Relationship-based conflict Work by ICDP trainer Ugur Kevioglu
- Empathy in Kindergarten by ICDP-Consultant Elise Linder
- Quality improvement in daycare by Centre manager Anne Linder and ICDP trainer Sebastian Damkjær-Ohlsen
- Supervision and inspection of the relational environment in Daycare by ICDP trainer Sebastian Damkjær-Ohlsen
- The resilience framework and ICDP by associate professor and ICDP trainer ICDP trainer Ida Skytte Jakobsen.

New Materials and books



Supervision and inspection of the relational environment

In 2025, we published 3 different materials that can be used to strengthen the implementation of the ICDP program at different levels. The first material (see the front page of the booklet here) is a material that the pedagogical leaders can use to check whether the quality of the interaction in the children's environment is good. The title is Relational supervision and inspections of the relational environment. It has been developed by ICDP trainee Sebastian Damkjær-Olesen, Consultant Lena Søgaard and Centerchef Anne Linder.

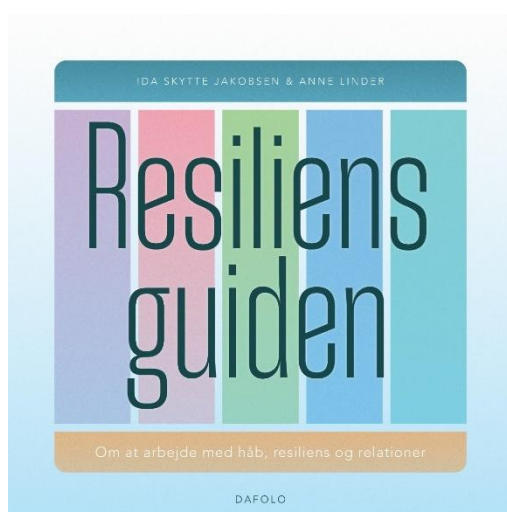
ICDP for small children – empathy in actions

As a continuation of last year's publication, in 2025 we published the material "Empathy in kindergarten", where we have translated the ICDP program for children aged 3-6 to support the development of children's social skills through teaching, conversations and guidance?

The material suitcase can be used as a concrete toolbox for teaching material and individual counselling for children who need knowledge about relationships and interaction. The material can be a valuable resource for introducing the eight themes for good interaction (ICDP) at children's level.

1. How do we use our emotions – so that our hearts become warmer?
2. How do we play and learn together – so that our brains become smart?
3. How do we help decide – so that we create good communities?

The material consists of 8 small reading books – each focusing on the eight interaction themes, 2 puppets and a wide range of activity suggestions.



New book by resilience researcher and Danish Centre for ICDP

Resilience researcher PhD Ida Skytte Jakobsen and psychologist Anne Linder have together published the book “The Resilience Guide” at the publishing house Dafolo. The book is based on the basic idea that good relationships – created through the ICDP create the necessary hope and resilience in vulnerable children and families.

The book is aimed at professionals – teachers, educators, social workers and psychologists in both

general and special education contexts – and gives concrete instructions on how to work together strengthen hope, relations and resilience of children and young people when life becomes a challenge.

Challenges

- We have a challenge in spreading the ICDP to the school world. We are fighting a bit against our own success in the kindergartens, where we have a very large development. The problem with this spread is that the school people assume (wrongly) that the ICDP is a program for the pedagogical staff in the kindergartens. We continuously try to challenge this fallacy. But there is still a long way to go before the ICDP becomes widespread in schools.
- The economies of the Nordic countries are currently under great pressure, partly because of the security situation in Europe. Specifically, this means that there are fewer resources and surpluses for pedagogical development work.
- We are also challenged by the public education system, which does not find it easy to reach out and open for collaboration with private consultancies and NGOs – a category that the Danish Center For ICDP belongs to.

News in 2026

- In 2026, Elise Linder will take over as Center Director and Head of Professional Development for the Danish Center for ICDP. She replaces Anne Linder, who has chosen to enjoy her retirement with very reduced working hours.
- In the coming year, we plan to start a small development project with the aim of using ICDP as a pedagogical mindset for people working in the voluntary sector.
- Collaboration with The house of Song, a national institution that works to spread song among the Danish population. We intend to publish a joint material with a focus on singing and ICDP for the very youngest.
- We are planning a national ICDP conference in Southern Jutland together with Tønder municipality and the publisher Dafolo.

Final comments

2025 has been a busy year, where we have cemented our position in the education market and continued to work on quality assurance and spreading



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knowledge of the ICDP program in Denmark. We still have many development plans, but we have to hold back a bit – before we get a better sense of the economic opportunities during the spring of 2026.

Thank you for your cooperation in 2025

Best regards

Danish Center for ICDP by the Linder family.

Jens, Elise og Anne