



International Child Development Programmes

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Four year report 2001 - 2004

ICDP began developing its training program in 1985 but an organisation was not founded until 1992 when it was registered as a private foundation, in Oslo, Norway, with the objective of working for the development of children and young people.

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. ICDP may participate directly or indirectly in activities run by other humanitarian organisation having corresponding objectives.

The icdp approach to training is based on the idea that the best way to help children is by helping the children's caregivers. It is now well known that unless a child has a caring adult to love him and teach him life skills, social behaviour and morals that he needs, his mental and emotional development will be impaired. Recent research suggests 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. But 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 also perpetuates itself because later on they become inadequate parents. ICDP's focus, therefore, is on trying to break this cycle.

Programme

- ICDP has developed a simple and culturally adaptable programme, based on recent research in child development that sensitises and enriches the relationship between caregivers and their children. The point of ICDP training is to build competence and confidence in members of a community or an existing child caring system, so as to withdraw after some time and transfer the project to the local resource persons. Local cultural practices are identified and reactivated in order to stimulate development that is truly authentic and long lasting.

Implementation

- In the beginning the ICDP program was used only with parents/caregivers of babies and infants, but it has since been adapted for use with older children and teenagers. The program is relevant both in the area of prevention and rehabilitation in a variety of contexts: for training staff in child centres and institutions for children; for teachers and parents through preschools and schools; as a community out-reach programme for families working through networks such as primary health care or social services; or it can be used to develop minimal standards for human care, within a child-care setting,

when emergency situations arise: young children who are placed in camps or institutions due to war, migration, catastrophes, abandonment or abuse.

Training

–There are different levels of training which are linked to practical experience in ‘self training projects’: participants at the first level of training apply the programme in their own practice. The second level qualifies participants to train and support others. The third level authorizes participants to legally register local branches and set up training programmes with ICDP.

ICDP PROJECT DEVELOPMENTS 2001 - 2004:

ANGOLA

ICDP first came to Angola in 1994 after an invitation from the Methodist Church to assess their social projects and train preschool teachers and other staff in the ICDP psychosocial intervention programme. Partnership was established first with the National Institute for Children (INAC) and a one year grant was received from the Norwegian Ministry for Foreign Affairs, then with NPA (Norwegian People’s Aid) receiving funding from the Norwegian Development Agency (NORAD).

After an external evaluation in 1998, ICDP was registered as an autonomous organisation and its work was sponsored by NORAD until 2004.

From 1995 to 96 ICDP international consultants trained Angolan teams of trainers in 5 provinces - Luanda (also national co-ordination), Benguela, Huila, Huambo and Malange - who in turn sensitised caregivers in child care institutions, schools, parents groups in poor communities, health clinics and hospitals and established groups of promoters at local level.

In March 1999, due to the war, activities were suspended in Malange and those of the team who expressed that wish transferred to Luanda. Also co-operation with the university got started and in 2000 the ICDP Program was integrated in the curriculum of Psychology. In year 2001, ICDP Angola extended its work to Kwanza-Sul province and a team was established there, whereas M’Banza Congo, Zaire province capital, in co-

operation with Save the Children Norway, was visited by a mobile team from Luanda in order to improve the human environment and condition of a particularly vulnerable group of children. Also in this year ICDP started working in IDP camps.

During 2002 a more specialised approach to training developed targeting selected groups and adapting the manuals for such work. Particular attention was paid to working in schools. Basic health messages were added to the ICDP materials, specially concerning HIV awareness.

In 2003 a strategy plan was set up to prepare for future sustainability and a gradual handover of the whole project to the Angolan team. ICDP, therefore, focussed its efforts on implementing the programme in Angolan institutions.

Also in 2003 there was an increase in requests for psychosocial support for internal refugees located in so called IDP camps and resettlement areas. ICDP Angola operated in four camps supported by UNICEF and managed to establish autonomous teams that continued to implement the program. The Mid Term Review carried out by an independent consultant assigned by NORAD concluded that ICDP's work was 'highly relevant in the Angolan context and culturally appropriate' and considering the dramatic human situation of the country he suggested that it should continue.

During 2004 the work continued to focus on schools and special attention was given to primary school teachers where the occurrence of inappropriate interaction was found to be prevalent. In a year and a half research involving 373 teachers it was found that the implementation of the ICDP program improves the atmosphere in the classroom developing more positive, humane relationships between teachers, pupils and their families with positive reflexes in the pupils performance. At the yearly meeting in Sumbe an overall assessment was made of present activities and the future of ICDP in Angola, since the present contract with NORAD terminated in December 2004.

ICDP trained an average of 2500 adults affecting about 40,000 children per year. Men were active agents in the implementation of the program which is rather uncommon in traditional African culture.

MOZAMBIQUE

In 2002, upon invitation from the Ministry of Social Affairs (MSA), ICDP started establishing itself in Mozambique, with a competence-building project in the field of psychosocial care for AIDS affected orphans and abused children.

For this purpose during 2003 contact was made with networks of child-oriented NGOs operating all over the country. There were two investigative visits to Mozambique and a pre-project was carried out with the training of a group of local facilitators who came

from NGOs and MSA. A 5 year project plan was prepared in order to seek support from the Norwegian Development Agency, NORAD.

In 2004 training seminars started to take place in Maputo, with the aim of establishing a core group of local trainers who can spread the ICDP program to others in the country. After the seminar the trainees implemented ICDP in practice in first field work. Investigations were carried out in the local communities in the outskirts of Maputo, in order to map the needs and establish where and with which organisations the field work should take place. A contract of cooperation was established with the university of Edouard Mondlane and it was agreed to organise, in 2005, a conference on the topic of "Care of children in the context of the AIDs pandemic" with ICDP colleagues as key lectures. In addition, ICDP is preparing an educational package for implementation through universities in both Mozambique and Angola, and possibly in cooperation with the University of Natal in South Africa.

NORWAY

Since 1996, ICDP has been involved in different training programs funded by the Ministry for Families and Children, reaching different networks working with families and children all over the country.

During 2001 a research project was set up in 4 schools that tested out the applicability of the ICDP program for use in schools. Teachers were trained in ICDP and also participated in reflective forums that included analysis of filmed interactions showing their performance in the class and enabling them to construct better solutions for the future. The results were very positive, particularly in improving teachers' conceptions about pupils in their care.

During 2002 there were follow up courses for those already trained and the pilot project in schools was successfully concluded. A new research project was set up in which the ICDP methodology was used to offer support to the minority population, involving families from Pakistan, Somalia and Sri Lanka. For this work the ICDP manuals were adapted and training procedures were revised.

During 2003 an extra module was added to the ICDP materials dealing with multicultural background issues in child development and a DVD was produced directed towards caregivers with different ethnic backgrounds. In Oslo 20 professionals of mixed background, including preschool teachers, psychologists and child care workers, completed training at facilitator level and in Bergen 30 teachers working with special needs children were trained. During 2003 there was also a two day refresher workshop for 55 trainers, who came from all over Norway to share their experiences and to be updated on the ICDP programme.

During 2004 further training took place in Drammen, Stavanger and Oslo. Over 100 people, 50 Norwegian and 50 from different minority groups, were trained as ICDP Facilitators. A new manual and DVD were produced. The ICDP booklet for caregivers, containing the 8 guidelines for good interaction was adapted with culturally relevant photos and translated in Urdu, Somali, Arabic, Turkish and Tamil. The ICDP model of training proved to be successful and it is planned to spread to parents from minority groups in a number of other Norwegian cities.

Several more ICDP projects developed during 2004: A research study was set up working with Somali mothers and children in social care. Another research study is taking place in Oslo where social workers are trained to deliver the program to Norwegian parents and children in social care. ICDP is also being implemented with parents in an Oslo prison. In addition, ICDP is being planned as a national program for parents through the Ministry for Children and Family Affairs and one ICDP trainer is employed by the Ministry.

SWEDEN

Having received training as ICDP trainers, a team of local professionals registered ICDP Sweden, in October 2000.

By the beginning of 2002 ICDP became established within the health services for families with young children, child protection services, preschools, schools and some work was also carried out within institutions for psychiatric services for children and youth with severe psychosocial problems.

ICDP activities developed first in Stockholm and in Kumla, and then spread during 2003 and 2004 to other places in Sweden.

At the end of 2004, 320 persons became accredited as ICDP facilitators and 40 as ICDP trainers. The work is sponsored by municipalities, county councils and the EU. In addition, a research project implementing the ICDP-programme in two municipalities was set up with the support from the county council of Stockholm.

DENMARK

Developments started in 1999 and by 2002 ICDP Denmark was founded. The ICDP network is affiliated to CVU, the Northern Jutland Centre for further education. It offers ICDP courses at two levels.

In 2003, about 10 competency development groups were established, sponsored by municipalities, working on developing relational abilities in preschool and school teachers.

During 2004 several new projects developed. In the town south of Aalborg, called Frejlev, ICDP in-service-training included 70 persons working for children at risk. This project is set up as a research study.

SCANDINAVIAN NETWORK

In 2002, Norway, Sweden and Denmark formed together the ICDP Scandinavian Network whose objective is to exchange experiences and discuss new developments.

The first meeting was held in 2002 in Sweden and the second took place in 2004 in Denmark. Participants came from a variety of professional backgrounds working in health services, education, child protection, child psychiatry, habilitation/ rehabilitation, special education, pedagogical-educational services, higher education, as well as training and research at universities. The professional philosophy and practical approach of ICDP is central to their work with children, youth and families, as well as to teaching and training of professionals at different levels and in different fields in their respective countries.

RUSSIA

ICDP activities started in 1997 in Arhangelsk as a competence building program for staff in children's homes. After a pilot project in Novodvinsk, a comprehensive collaboration program was developed between 2001 and 2003 with 2 local universities establishing ICDP as the essential component in the public services and the rehabilitation plan for children and families with special needs.

UKRAINE

ICDP was implemented in Dnepropetrovsk between 1999 and 2001 in local preschools, schools and orphanages.

During 2000 and 2001 ICDP projects developed in cooperation with the Academy of Pedagogy, ITOSH and Kharkov university where ICDP methodology was included in the curriculum of students.

MACEDONIA

ICDP work started in 1999 and in November 2000 cooperation was signed with UNICEF.

During 2001 and 2002 ICDP developed all over Macedonia, training nurses and staff in social centres working with parents, children and adolescents, focusing on refugee families in particular.

ICDP Macedonia was registered in 2001 to coordinate the network of over 100 facilitators and 32 trainers.

At the end of March 2003, the UNICEF sponsored project ended, and ICDP Macedonia took over the responsibility for implementation and follow up of the country program.

AUSTRALIA

During 2003, ICDP held training in Canberra, Melbourne and Brisbane, for 72 professionals from preschools, schools, centres for social work and health centres. Their evaluations of the training seminars were very positive.

BRAZIL

In 2002, ICDP trained a team of professionals linked to the local NGO 'Celuan', who during 2003 formed community mothers as ICDP promoters reaching 360 marginalized families.

In 2004 a new project was started, sponsored by the Bernard van Leer Foundation, which involves training 127 persons as ICDP facilitators in 16 preschools, as well as sensitizing children's parents.

ARGENTINA

In 2001, ICDP established a team of facilitators who continued to implement the program during 2002, in 2 poor areas of Buenos Aires.

During 2003 and 2004 ICDP was spread to Mina Clavero and also to Tafi del Valle in cooperation with the local indigenous cooperative 'El Takellar'.

PARAGUAY

In 2002, ICDP ran a training programme for teachers in the 'Vida Plena' preschool in Asuncion., and they carried out, during 2003, sensitization seminars for caregivers in 3 institutions for children at risk.

During 2004 a project took place in the poor, remote area in the north of the country.

URUGUAY

After a seminar in Montevideo in 2002, an ICDP pilot project took place in 2003, in cooperation with 'El Abrojo' institution targeting street children families.

COLOMBIA

ICDP started activities in Colombia in 1996. Up to 2002 training visits and field support, at different intervals, was given to NGOs working with poor communities in different parts of the country, such as Cali, Armenia, Bogota, Bucaramanga.

In the period between 1998 and 2002, ICDP paid regular visits to the Luis Amigo university in Medellin, supporting the work of a team of ICDP trained professionals who integrated ICDP in the curriculum of students; each year students apply ICDP in practice by working with caregivers and children linked to local social services, as part of their graduation thesis.

In year 2000, ICDP presented its methodology to UNICEF and during 2002, UNICEF sponsored a pilot project in 5 provinces of Colombia; in Quindio, Cauca, Nariño, Santander and Distrito capital, reaching over 60 000 children at risk. During the year 2003 there were refresher workshops for the trained facilitators and promoters. The same year UNICEF sponsored the printing of ICDP training materials including 2 videos, specifically prepared for wide use in the country.

During 2003 and 2004 cooperation was established with the University of Antioquia. A group of students was trained as ICDP facilitators and multiplied the programme in 8 cities of the region of Antioquia, reaching 1200 displaced families. This project was both a psychosocial intervention programme and a research study.

During 2004, UNICEF sponsored ICDP developments in Nariño, one of the poorest areas of Colombia and among the most affected by the armed conflict. The target of training were staff of the ICBF (Instituto Colombiano de Bienestar Familiar). ICDP was inserted as a permanent component inside the ICBF's institutional plan 2003–2006, in the

section called Growing and Learning, to increase child rearing competence of the staff and families, promoting adequate stimulation, children's psychosocial development, peace inside families and respect for children as persons.

Trained were 384 facilitators, 3710 promoters, reaching 30, 984 families and 111, 544 children. ICDP was implemented in 64 towns.

The evaluation by University of Narino showed ICDP had a positive effect on the relationship between the child and its caregiver, by providing alternatives in cases where there were previously difficulties in the interaction or by increasing the levels of interaction. The trained ICBF agents became promoters of emotional expressivity. As result children started to express their feelings and emotions, appeared more affectionate, social and understanding; they appear more active and committed in carrying out their activities.

FINANCIAL REPORT

**MOST PROJECTS RECEIVE FUNDS DIRECTLY, WHICH
ARE NOT INCLUDED IN THE REPORT BELOW**

YEAR 2004

INCOME \$ US:

Angola	318,000
Norway: School project	32,500
Seminars generally	14,500
Norway: Minority project	272,500
Latin America	25,000
Norway other projects	104,000
Mozambique	146,000
Administration	44,500

Total income: 957,000

EXPENDITURE \$ US:

Angola	318,000
Norway: School project	3,000
Seminars generally	14,500
Norway: Minority project	145,000
Latin America	30,000
Mozambique	159,500
Administration	20,500

Total expenditure: 690,500

YEAR 2001 TO 2003

INCOME \$ US:	2001	2002	2003
Angola	480,396	398,900	428,800
Macedonia	127,437	56,600	7,800
Norway: School project	86,381	53,200	30,500
Seminars generally	9,275	12,500	25,500
Norway: Minority project		75,000	253,600
Norway other projects			
Latin America	5,389	7,100	6,900
Ukraine	717		
Congo DR		200	
Mozambique			57,100
Australia		1,200	1,400
Administration	15,328	30,000	29,700
Total income:	724,923	634,700	841,300

EXPENDITURE \$ US:	2001	2002	2003
Angola	480,173	326,300	347,500
Macedonia	77,604	51,700	8,100
Norway: School project	39,449	12,500	6,400
Seminars generally	10,653	10,800	20,800
Norway: Minority project		5,300	98,000
Latin America	3, 099	8,200	6,600
Ukraine	1,086		
Spain			200
Congo DR		200	
Mozambique		200	42,700
South Africa			3,500
Australia		200	1,400
Administration	37,169	18,900	17,000
Total expenditure:	649,233	434,300	552,500