

REPORT OF THE SECOND TRAINING SESSION FOR SOCIAL ACTORS ON THE ICDP PROGRAM FROM 23 TO 28 AUGUST 2026 IN ABENGOUROU



BACKGROUND

Save the Children International (SCI) is an independent organization leading the promotion and protection of children's rights around the world. Our mission is to inspire real change in the way the world treats children and achieve immediate and lasting changes in children's lives; and our vision is a world where every child realizes the right to survival, protection, development and participation. Our values are: ACCOUNTABILITY – AMBITION – COLLABORATION – CREATIVITY – INTEGRITY.

Since 1992, it has been carrying out actions through various projects in Côte d'Ivoire to improve the level of protection of children as well as the living conditions of communities.

In this dynamic, SCI has been implementing a project related to the theme of "child-sensitive social protection" since January 2022, in the departments of Bondoukou and Tanda in partnership with the local NGO Soleil Levant/Education.

Funded by the Ministry of Foreign Affairs of Finland, the main objective of the project is to strengthen the social protection system in Côte d'Ivoire and contribute to an improved and inclusive well-being of children in the departments of Bondoukou and Tanda.

In concrete terms, in the long term, the main impact of the interventions should be an **improvement in the well-being of children through the strengthening of the child-sensitive aspect of other social protection programmes in the Gontougo region.**

For a greater impact at the national level, an advocacy plan has been developed and validated with the Ministries of Women, Family, and Children, the Ministry of Employment and Social Protection, media and NGO partners as well as the regional directorates representing the two ministries mentioned above based in Gontougo.

The advocacy axis approved by all stakeholders is the follow-up " **Bring decision-makers to integrate the ICDP approach into the training modules of social workers in Côte d'Ivoire by the end of 2025**".

To achieve this, several actions have been carried out during the years 2024 and 2025, including the establishment of a pool of trainers of facilitators at the level of Côte d'Ivoire.

This report provides an update on the coaching of two facilitator trainers and focuses on the second training session.

Procedure

Preliminary work took place, which consisted of making documents and power points available to the trainers. In the afternoon of August 24, a preparatory meeting for the session was held in the meeting room of the WILLANGE RESIDHOME hotel in Abengourou.

The first day consisted of taking stock of the self-training phase, supporting trainers in improving facilitation techniques, and respecting ICDP principles.

The technique used to discuss the self-training phase was participatory because it was a question of each participant passing on his or her animation photos and videos on one or more guidelines and sharing with the others the difficulties, blockages and strengths of his or her self-training.



Participants during self-study exchanges

The presentation of the available photos and videos allowed the participants to exchange with each other in order to identify the guidelines highlighted in these photos and videos.

Some participants said that they have difficulties with the comprehension (meaning) dialogue. They have difficulty separating the three directives entering into this dialogue. An effort must be made to separate the expansion of the other two directives, namely focus and meaning. These difficulties were removed during the revision of the 8 directives.

Subsequently, the discussions focused on the four levels of skills that ICDP facilitators must master.

- ✚ Give a verbal explanation with personal examples on the 8 guidelines for good interaction
- ✚ Identify the 8 guidelines in practice and on video
- ✚ Using the 8 Guidelines in Personal Interaction with Children

- ✚ Transmit the 8 guidelines to caregivers in accordance with the ICDP Program Awareness Principles

On the second day, after the reminder session of the first day, a field trip was made to follow a meeting with parents. This meeting was facilitated by a pair chosen for this purpose. During the debriefing of the meeting, two major facts emerged, the lack of control of the directive and the non-compliance with the steps of the meeting.



A view of the participants of the first meeting

Following the debriefing, discussions focused on the revision of ICDP's guidelines and awareness raising principles.

1. Emotional dialogue

1. Show positive feelings
2. Follow the child's initiative
3. Intimate Dialogue
4. Confirmation, praise

2. Comprehension (providing meaning) Dialogue

- 5. Shared attention and Focusing
- 6. Describe, give meaning
- 7. Expansion and Explanation

3. Regulatory dialogue

- 8a. Setting Limits in a Positive Way
- 8b. Plan and guide step by step; graduated support (scaffolding)



A trainer (in person) during the session

The seven principles of ICDP facilitation/outreach were also visited

- ✚ Establishment of a contract of trust between the parents or members of the discussion groups and the facilitator.
- ✚ Positive redefinition of the child.
- ✚ Enable/prompt parents/caregivers to apply the eight (8) guidelines for proper interaction between them and their children.

- ✚ Confirm the competence of parents or caregivers by highlighting what is already positive in their interactions with their children.
- ✚ Use questions to guide discussions and exchanges about what good interaction is.
- ✚ Encourage sharing and attentive listening between parents or caregivers, during group meetings, in order to learn from each other's experiences.
- ✚ Use two styles of communication in relation to parents.



A view of the participants in the room

On the third day another meeting is organized to allow better follow-up of the steps of a meeting with the parents, for this a trainer and one of the participants have been designated for the facilitation.

Today's facilitation went well; the different stages were noticeable. All the participants appreciated this facilitation and say that this is the model they needed. The facilitation focused on the qualities of the child.



The participants of the second meeting

During the debriefing, there were no reproaches, the pair were congratulated for the work done.

At the end of these exchanges, the participants were evaluated. In view of the certification. After the evaluation, the participants shared their impression on the content of the workshop. They thanked SCI for the choice of their area of intervention for the implementation of the ICDP program. They promised that everything will be done for the success of the project.

Training evaluations

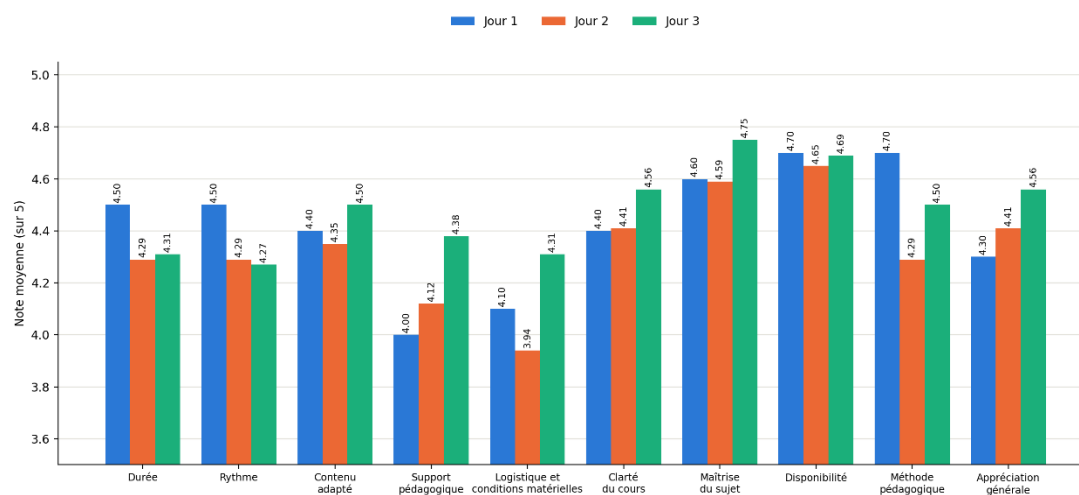
I. Daily assessment

1. Table of grades

Theme	Day 1	Day 2	Day 3
Duration	4,50	4,29	4,31
Rhythm	4,50	4,29	4,27
Adapted content	4,40	4,35	4,50
Teaching support	4,00	4,12	4,38
Logistics and material conditions	4,10	3,94	4,31
Course clarity	4,40	4,41	4,56
Mastery of the subject	4,60	4,59	4,75
Availability	4,70	4,65	4,69
Teaching method	4,70	4,29	4,50
General assessment	4,30	4,41	4,56

2. Grouped Bars

Évolution des notes moyennes par thème et par jour d'évaluation



1. Commentary and analysis

- **Overall upward trend on day 3**

Out of 8 of the 10 themes, day 3 obtains the best score or comes close to it, particularly on the mastery of the subject (4.75), the clarity of the course (4.56) and the general appreciation (4.56). This reflects an increase in the perceived quality of the training as the days go by.

- **Day 2, a recurring low point**

Day 2 systematically has the lowest score on almost all themes (duration, pace, teaching support, logistics, availability, teaching method), with a marked dip on logistics and material conditions (3.94), the only score below the 4 mark. This may deserve special attention: a one-off incident (room, equipment, organization) that day may have affected the overall perception of the participants.

- **Strengths and weaknesses**

Teaching support and logistics remain the two lowest-rated themes over the three days (between 3.94 and 4.38), while availability and mastery of the subject stand out as constant strengths, with scores above 4.6 each day.

- **An unstable teaching method**

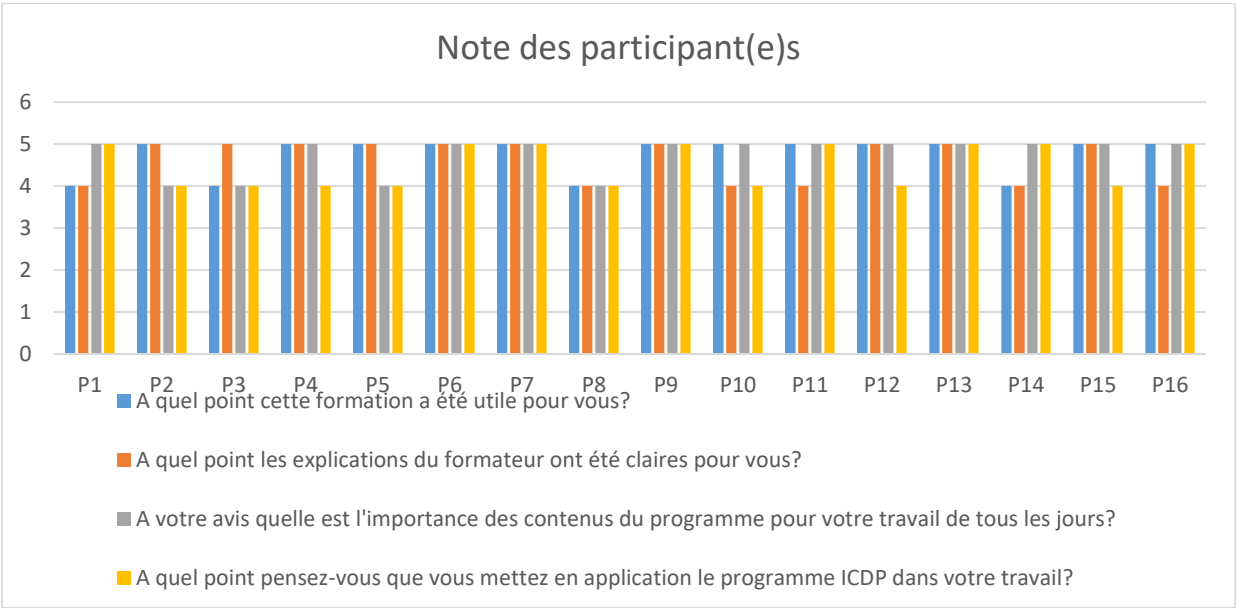
Instructional method is the most volatile theme, with a score rising from 4.70 on Day 1 to 4.29 on Day 2 and then 4.50 on Day 3. This variation suggests a shift in approach or facilitation from day to day rather than a gradual and continuous trend.

II. Overall assessment

1. Table of grades

Theme/Participants	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	Avg
How useful was this training for you?	4	5	4	5	5	5	5	4	5	5	5	5	5	4	5	5	4,75
How clear were the trainer's explanations for you?	4	5	5	5	5	5	5	4	5	4	4	5	5	4	5	4	4,625
In your opinion, how important is the content of the program for your day-to-day work?	5	4	4	5	4	5	5	4	5	5	5	5	5	5	5	5	4,75
How well do you think you apply the ICDP program in your work?	5	4	4	4	4	5	5	4	5	4	5	4	5	5	4	5	4,5

2. Chart



III. Overview of the overall assessment

Criterion evaluated	Average/5	Percentage of satisfaction*	Reading
Usefulness of the training	4,75	95 %	Very high
Clarity of the trainer's explanations	4,63	92,5 %	Very high
Importance of content for everyday work	4,75	95 %	Very high
Implementation of the ICDP program	4,50	90 %	High
Overall average	4,66/5	93,1 %	Very satisfactory

1. Key findings

- The training is considered very useful

The average rating of **4,75/5** shows that social workers consider training to be highly useful.

Of the 16 participants, 12 gave 5/5 and 4 gave 4/5.

This indicates a **very strong adherence to the training** and a good perception of its relevance.

- The content is considered relevant for everyday work

Also with **4.75/5**, the participants believe that the knowledge acquired is directly related to their professional activities.

This is an important result from the MEAL point of view: the training seems to meet a **real professional need**, and not just a theoretical one.

- The explanations of the trainer are very much appreciated

The average of **4.625/5**, or **92.5%**, remains very high.

The participants therefore generally found the content **accessible, understandable and well explained**.

However, there are some grades of **4/5**, which means that there is still a small margin for improvement in pedagogy.

- ICDP application is the lowest score

The average is **4.50/5**, or **90%**.

90% is still an excellent result. But, compared to the other criteria, it is the one that gets the lowest score.

This may suggest that the main challenge is not satisfaction with training, but rather the **transition from training to professional practice.**

2. Analysis of results by rating level

We can also look at the distribution of responses.

Usefulness of the training

- **12/16 = 75% gave 5/5**
- **4/16 = 25% gave 4/5**
- **0% gave 1, 2 or 3.**

100% of participants gave a score $\geq 4/5$.

Trainer clarity

- **10/16 = 62.5% gave 5/5**
- **6/16 = 37.5% gave 4/5**
- **No participant gave less than 4.**

Again, 100% of participants are satisfied or very satisfied.

Importance of content

- **12/16 = 75% gave 5/5**
- **4/16 = 25% gave 4/5**
- **No score below 4.**

100% satisfaction.

Implementation of the ICDP

- **8/16 = 50% gave 5/5**
- **8/16 = 50% gave 4/5**
- **No score below 4.**

100% of participants report applying the program at a high level, but only half report maximum application.

3. Reading

The most interesting result is this:

Satisfaction → Relevance → Application

The three levels get:

4.75 → 4.75 → 4.50

This shows a very positive situation overall:

Social workers appreciate the training, find it relevant to their work and report putting the knowledge they have learned into practice.

However, there is a slight gap between the perception of relevance (4.75) and implementation (4.50).

This **0.25-point** gap can be seen as a small MEAL signal to follow.

It would be interesting to try to understand **why some social workers do not give 5/5 to the application.**

4. Analysis of the evaluation of social worker training

The evaluation carried out among 16 social workers shows a very high level of satisfaction at the end of the training. The overall average of the four criteria evaluated is **4.66/5**, i.e. an overall level of satisfaction of **93.1%**.

The perception of the usefulness of the training obtained an average of 4.75/5 (95%). Similarly, the participants rated the importance of the programme's content for their daily work at 4.75/5 (95%). These results show that the training is perceived as particularly relevant and in line with the professional needs of social workers. The clarity of the trainer's explanations obtained an average of 4.63/5 (92.5%), confirming a very positive assessment of the quality of the facilitation and the transmission of knowledge.

Regarding the implementation of the ICDP program in the workplace, the average obtained is 4.50/5 (90%). Although this result remains very satisfactory, it is the lowest score among the four criteria evaluated. This slight gap between the perceived relevance

of the training and its level of application could indicate the need to strengthen post-training support, in particular through coaching, supervision, exchanges of practices or the provision of practical tools.

It should also be noted that no participant gave a score lower than 4/5 on all four criteria. The results thus reflect a unanimously positive perception of the training.

Overall, the results indicate that the training was very well received, considered relevant and useful by the participants, with a good level of transfer of the acquired knowledge into professional practice. However, a post-training follow-up would make it possible to better measure the sustainability of these achievements and to identify any obstacles to a full application of the ICDP programme.

Done in Ouagadougou on 03 September 2026



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Some pictures of the workshop



