

ICDP ROMANIA



ICDP training in Romania 2015

The ICDP programme in Romania is in the initial phase established under the Fundatia Umanitara Pacea (FUP) programme for marginalized and poor people in Romania. The ICDP training took place in the course of 2015, funded by Norwegian Church Aid (NCA) and hosted by FUP. The three training sessions, March, June and November, were arranged in cooperation with Roman Municipality, SOS Bucharest and SOS Bakau. The trainers were two professional ICDP trainers from Norway. Participants were staff at the FUP Social Centre, representatives of one FUP partner, Municipal teachers and social workers and independent psychologists. 18 out of 20 participants fulfilled the training and were certified as ICDP facilitators. 70 caregivers were reached through the training together with 300 children. The report gives input on ICDP methodology and includes the evaluation by participants.

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ICDP ROMANIA

ICDP TRAINING IN ROMANIA 2015

WHY – ICDP IN ROMANIA?

An Assessment

With the increased temporary migration, among other by Roma people, taking place in Europe, Norwegian Church Aid (NCA) in early 2013 decided to look for possibilities to work for Roma in their home country. An assessment was conducted in Romania in April 2013. The assessment report¹ mentions under “The situation of Roma in EU and Romania” that according to a 2012 survey by the European Union Agency for Fundamental Rights², “one in three is unemployed, 20 % are not covered by health insurance, and 90 % live below poverty line. The Roma living in *Romania* are especially vulnerable to poverty and lack of access to basic services, 85% of them living below the national poverty line. Many face prejudice, intolerance, discrimination and social exclusion in their daily lives. The findings raise key questions about both fundamental rights protection and the real impact of social policies concerning Roma in employment, housing, healthcare, social services and education. The nature of the challenges many Roma are facing requires policy responses, which articulate development efforts within a rights-based approach.

Part of the recommendations in the NCA report was as follows:

The overall strategy for working with Roma in Romania should be based on:

Roma inclusion with an integrated approach. The programme elements could comprise

- Focus on children: Kindergarten, after school activities and “2nd chance school”, hygiene for women and children; psychosocial support for caregivers; ICDP
- Focus on women: Reproductive health; psychosocial support;
- Income generation: Skills training / income generating activities
- Housing – including WASH (Water, Sanitation and Hygiene)
- Advocacy in Romania: Local lobbying for housing and work opportunities. Awareness-raising on women's and children's rights.

A Long-term Project

Subsequently, and based on the recommendations of the report, a decision was taken to start cooperation with Fundatia Umanitara Pacea (FUP) – as an initial step for NCA in Romania. FUP is a non-political, non-governmental organization founded in 2000 by the Franciscan order in Romania (OFMConv.) in Roman. The FUP Centre was opened in 2005. The purpose of the foundation is to assist

¹No Quick Fix. Report from an Assessment on Possibilities for a Programme for Roma in Romania. A European challenge http://brage.bibsys.no/diakon/handle/URN:NBN:no-bibsys_brage_40624

² European Union Agency for Fundamental Rights (FRA), Roma pilot survey, 2012.

poor and marginalized people with a special focus on children's and young people's education. The assistance is given regardless of religion, education or ethnicity.

The FUP targets poor families in and around the city of Roman, out of whom more than 80% belong to the Roma ethnic group, and Roma living in a settlement in the periphery of Roman. FUP works in close cooperation with Roman Municipality – the Mayor's office, the Min of Education and the Min for Social Services, and networks with other NGOs and institutions targeting poor and marginalized people.

The main part of the FUP activities comprise kindergarten, primary school (0–4 class) as preparation for entering into public schools, “2nd Chance school” – literacy course for illiterates at the age of 10 to 30 (public school system) – and another 2nd Chance school for children between 7–10 years of age. Various education for work is offered, in addition to medical and psychosocial support – and, not to forget, cultural activities.

The ICDP Programme Component

One of the lessons learned as reflected in the NCA assessment report was the need to focus on women and children, with hygiene, reproductive health, psychosocial support, how to raise children and on domestic violence (the ICDP concept).

End of 2013 and 2014 saw the start-up of cooperation between NCA and FUP and long term planning. The planning included a formalization of cooperation between NCA and ICDP International and with two professional, Norwegian trainers who were well known to NCA. Moreover, FUP linked up with and agreed on cooperation with SOS Bacau (a neighbouring town) that had already implemented ICDP training. Facilitation on the ground was taken care of by FUP. The ICDP training was launched in March 2015.

THE ICDP TRAINING – HOW

The training in Romania took place through three sessions, March 23 – 26, June 8 – 11 and November 23 – 26. The trainers were two professional trainers from Norway, Elsa Døhlie (Associate Professor / international ICDP trainer) and Aud Marie Almås (child psychiatrist).



Being a part of the FUP programme, the cost of the training was covered by NCA. By way of an agreement with SOS Bacau, the ICDP training material translated into Romanian was shared with FUP.

The invitations for participation were targeting

- FUP members of staff, teachers on various levels, social workers, psychologist, leadership
- FUP partner, teachers at After School
- Representatives of Municipal entities through the Ministries of Education and Social Services, teachers and social workers
- SOS Bacau and SOS Bucharest, teachers, social workers
- Private practitioners, psychologist and social worker

21 participants signed up, out of whom one left the training the first day due to the fact that he did not work with children, another decided only to take part in the first training giving priority to other work responsibilities, and a third left after the 2nd training due to change of job. All participants were active in work for and among children and to quite some extent, the children's caregivers. The remaining 18 participants fulfilled the training with requirements and were certified as facilitators.

The venue of the training was the FUP centre with a meeting room for joint lectures, smaller meeting rooms for group meetings and a dining hall where lunch was served, and where the closing reception took place.



Most of the trainees had little or no knowledge of English and a professional translator was engaged. An FUP volunteer (retired NCA employee) assisted during the training, taking notes and preparing informal write-ups after each training. She also wrote the final report.

The mode of training was lectures by the trainers, various group work with varying group settings, drawings, films and videos, role-plays, group-presentations in plenary and presentations of homework required according to the manual. Each day concluded with a summing up and the next morning started with reflections upon the previous day. Exercises were used both as energizers for teambuilding and to get to know oneself better.



The programme prepared by the trainers represented the frame and content of the teaching, however, not followed in strict detail. The trainees were also encouraged to comment on the programme, which resulted in an add-on during the second training, namely a lecture on developmental trauma (mainly related to the Roma population) presented by Aud Marie Almaas.

A team of the trainers, the Director of FUP and the ICDP assistant gathered after the 1st and the 2nd training for a brief evaluation and for planning for the next training session.

THE ICDP TRAINING – WHAT

*Ref. is made to Attachment 1, Programme for the three training sessions, and the manual, "The Essence of Human Care: an introduction to the ICDP programme, Part one" and The Essence of Human Care: the implementation of ICDP, Part two.*³

First training session – March 2015

The 1st training session addressed the trainees as caregivers. The main components were a settling in and getting to know each other and an introduction to and understanding of the concept of ICDP.

Getting to know each other

The group of trainees consisted of 17 women and 3 men – of varying age, however, most of them between 30–40 years of age. They were teachers, social workers and psychologists, all of them working with children either at FUP under the sections for education and social work, in Roman Municipality Min of Education and Min of Social Services, with SOS Bacau and SOS Bucharest; or they had private practices. The expectations expressed were accordingly to get more knowledge and improve on work with children, how to work with children and their parents *together*, how to communicate with children for the child to feel valued and loved, how to overcome anxiety and improve on own ability to communicate with the child. And, with the fact in mind that several of the trainees had Roma as their specific target group and Roma having a comparably higher rate of illiteracy, there was an interest in knowing how to motivate people for education. To learn from practical examples was a clear wish.

Through an exercise on what the trainees *liked* when being with children, there were lively discussions and listing of experiences

Concluding highlights: All children are equal, love them! Discipline is needed – on a positive note! What do we do when our strategies do not work? How to tackle own aggression and impatience?

A child should

- Have a strong personality; stick to own opinions, be sociable, have good self-esteem, be honest and kind
- Be resilient and emphatic; adapt to the environment, vibrate with others; be creative, strong – not timid, develop sensitivity and curiosity

A caregiver should

- Be an altruist, a positive model model, emphatic,
- love children, emphatic, show authority and firmness;
- have communication skills, be a good observer and look for the positive abilities in a child

³ Karsten Hundeide, 2010

Introduction to the concept of ICDP

The introductory training included presentation of the ICDP programme and structure and covered the following topics:

THE CAREGIVER'S CONCEPTION OF THE CHILD:

Values and qualities in child upbringing

- How to "read" a child's face (use of pictures)
- Identifying with oneself as a child in relationship with a caregiver

In groups the trainees discussed *"What qualities would you like your child to develop? How would you describe a good child?"*

And: *"How would you describe a good caregiver?"*

Then followed the

ZONE OF INTIMACY AND EMPATHIC IDENTIFICATION:

"How to be in the child's shoes". How to tune into the child.

The comments from the *trainees* were that some children are very difficult to read. A child may show other feelings than what is the real situation. And – how to treat a child when the parents treat the child in a negative way?

An important outcome of the deliberations was that the Romanian society has shifted from a "traditional model" (community model) to an individual model in child upbringing and family life.

It should also be noted that sometimes the environment from which the children come, does not allow one to follow new ways of bringing up children. Cultural values and individual values may differ. ICDP seeks to build on the good cultures that are there. Romania is in a transitional situation after years of war and Communism. There may be good values that you would like to keep. This is your decision! There is always something in each and every family that is good. The most important to remember is that we hardly meet any parent who does not love their children.

What I like about being with children? To understand their problems, to reach out to them, to feel them. Discipline in a positive way is necessary! Communication beyond the language! Maybe I am too protective? To see how barriers are overcome through learning. Each of them is a treasure! I would like to be more patient, though! I need to learn more in order to manage the various difficult situations! I teach my family members to say "thank you". One day I offered my daughter chocolate. The daughter answered, I will take it if you say "please"!

*The concept of Ubuntu, South Africa:
I am because you are.
You are because I am!*

HOW TO RE-DEFINE A CHILD – OR EVEN OURSELVES

(Think about a child who is a challenge – and how to think differently about the child)

The trainees were reminded of and presented their own experience of the importance to focus on the positive. Considering our own background this may not be easy, and we should not be naïve. But it is amazing how redefining works!

An important reminder when working with Roma children were the examples of labels put on Roma children, they are smelly, dirty, illiterate, nasty and they always steal.

Examples of redefinition presented by the trainees were among other:

- A restless child may have leadership skills, be competent and have a good memory
- A stubborn child may have a strong personality
- A withdrawn child showing little self-confidence may be a sensitive person
- An abused teenager, rejected by formal authorities and developing irresponsible behaviour, showed courage and strong will – and a tremendous need for affection!
- A 7 year old girl, being restless and behaving badly, turned into being a strong personality showing boldness and becoming sociable and friendly.

THE THREE DIALOGUES

The three dialogues were presented through the ICDP House – why, how and when (Attachment 2):

- The emotional dialogue
- The meaning creating dialogue and
- The regulative dialogue

The emotional dialogue

Following a lecture, the trainees were asked, *what are accepted ways of showing that you love your children in your family?* Among the answers were:

- Both verbal and non-verbal expressions
- Appreciation, finger up etc, giving rewards in money
- Gender differences may be: Man to man talk for boys. Girls have to be obedient, take care of the household;
- Loving touch, visual contact etc, paying a lot of attention to the child's activity, spend time together, do things together.

According to culture, the Romanians “do not shout the love out loud”, but show love in attitudes rather than in words. If you spoil the child too much, there will not be a good development.

Maybe this is a shortcoming in our culture?

Somewhat different answers came when asked, *“What do you think are accepted ways of showing love in the Roma culture or more traditional Romanian culture?”*

- Material and financial things are important. The general belief is that to give money is enough to show your love;
- Roma are quite united. They support each other for better and for worse.
- “Education, soap and perfume” – the important factors (referring mainly to a Roma settlement)
- Gender differences are more or less the same as among average Romanian families.
- Among Roma violence occurs on a daily basis. Roma children are “used to be beaten”.
- For an outsider it may be almost impossible to show affection that is accepted by the Roma

- If you are too good to people, you are a fool! They want to squeeze benefits out of you as much as possible.
- They are very loud and vocal!

Reflections underway

What to do with a difficult child? Remember there are important emotional gaps, parents are not enough! Those who spend a considerable work-time with children, matter a lot! You have to have the self-confidence that you make a difference for the child.

The meaning creating dialogue

The lecture focused on the fact that caregivers should not only share emotions. There is also a need to work on learning and knowledge. The trainees work with the topic took place through a role-play describing the situation of a grieving family gathered around a “coffin”. The emotional dialogue clearly came through. The various groups showed creativity and engagement through the differing contexts described. Grief may be handled in very different ways depending on the situation, on religious background and on the cultural context. With and ICDP approach, a child would need explanations and an emphatic identification of how much the child is asking for. When we grow older, there is a need for more abstract thinking – going from the concrete to the abstract.

The re-cap of the role-plays’ various aspects put lights on how we are influenced by our own feelings in child rearing and encounters with people in sensitive and difficult situations. The ICDP talks about mentalizing; the first step is to be aware of our feelings and how they influence our relationships. Remember, these are my feelings and I should avoid projecting them to others

The regulative dialogue

Through the lecture the various stages were described,

- Step by step
- Scaffolding
- Situational regulation
- Positive limit setting

Important to note was that ICDP is not a behaviour regulation, but a cognitive and emotional regulation. It is humanistic.

Personal examples, stories and short films were presented to explain the stages, and participants own examples and experiences were discussed.

Expectations fulfilled?

The participants’ expectations expressed at the beginning of the training were fulfilled to a large extent. Examples of additional feed-back were:

- When learning from practical examples, the examples of practical cases including films were very much appreciated. In order to understand ICDP, the use of examples (many!) is important.
- Role plays are welcome!

- Redefining was said to be the biggest challenge – both within ourselves and in relation to the child
- The importance of going to the root-causes of the challenges
- Need to learn more about interacting with children / motivation methods in the education process. E.g. Step by step, meaning creating dialogue. And there is need for more input on work with violent children and to help children to overcome anxiety.
 - ➔ *This will come in the next training!*
- The venue and the facilitation of the training were very much appreciated!

Home-work

All participants were given the task to prepare a short video showing their personal interaction with children and to start practising the three dialogues.

Second training session – June 2015

Different from the 1st training session, when the participants were addressed as caregivers, the 2nd session also focused on the trainees as facilitators.

Different from other ICDP training, the trainers informed that they had included a lecture on developmental trauma in this training session. This was according to an expressed wish by a couple of the trainees during the 1st training and specifically related to work with Roma children.

ICDP Re–cap

The training started with a re–cap of the 1st session with a description of how ICDP already at this stage had influenced their professional life – followed by a practical go–through of The ICDP House.

PERSONAL EXPERIENCE OF ICDP:

- The ICDP programme has made me a more conscious and stronger person. I am more able to share my views, feelings, and I have a more rational approach to my feelings. In fact, I use the ICDP approach everywhere – not only with children.
- ICDP is a “basic” concept and a challenge – turning a situation from negative to positive. If used on a wide range, the ICDP could become a revolution in our history!
- I have become more tolerant.
- Professionally, ICDP has had an impact when asking, what is it to be in the shoes of the child? Why do the children act as they do? This has led to sharing of their personal life experiences. Earlier on when they were punished, the children did not care. Now they accept. Take the “punishment” (sit on the bench). They even apologize. We now try more that the children should understand themselves when they do something wrong.
- I pay more attention to what the other person feels. I am more patient
- Once, when I got very angry in an argument with a grown–up, I rained myself and explained about the aim of an initiative. The other kindly understood and accepted.
- I have become more emphatic, I choose redefining. I have become more open, try to share. And – I do not so easily feel judged.

THE ICDP HOUSE – RE–CAP

– was presented through group–work, each having been given their own basement or floor of the house. The focus in plenary was not only on the content presented, but also on the feedback given by the other participants, e.g. how was it to do the presentation? Every–one of the presenters felt and accepted the appreciation given by their co–trainees:

- Underway I realized that I was talking to an audience – and accordingly I made eye–contact!
- During the presentation I felt that I was in your shoes, meaning the trainers’ shoes! I felt relieved and happy afterwards!
- I was grateful that I got the feedback that I could become a trainer!
- One presenter used a game as part of the presentation. This opened up for a reminder that whenever using a game or an exercise, explain what you are doing, “why did we do this?”

- When presenting the basement, another presenter turned the basement into a tree with roots and branches. The house was redefined into something alive, a tree! The idea was appreciated by the audience. The trainer commented that each and every culture may make input into the concept. However, with the idea of a tree, there is a need for additional levels. The question was *then*, could we develop something on how to *cultivate* the tree? Another group presenter added flowers on top of the tree. The idea gave food for thought, but in the end The House had to stay as it was!

There is no theory without practice – and no practice without theory!

Presentation of home-work

All trainees had been given the task to prepare a video showing themselves in interaction with children. This video was a requirement in order to be licenced as a facilitator. 5 of the participants had not prepared their video the first day. However, the next day all videos were in place, first to be presented in groups and then a selection to be presented in plenary – with the questions:

- What is it about?
- Which dialogue and themes can you recognize?
- What happens?
- How does the child react and how did it affect your reactions?
- What did the presenter feel him/herself?

The videos differed in length, thematic and quality. However, all of them were accepted by the trainers.

The seven principles of sensitization

As a preamble to the theme, there was an exercise on

WHAT IS THE BEST WAY FOR ME TO LEARN?

– with self-reflection / priming, and then sharing in pairs: Again, there was an immediate and lively sharing, no hesitance! Examples mentioned in plenary were:

- Practice and repetition. If not practicing, then to write down
- Theoretical ideas followed by practical examples
- With a pen in my hand! In the case of comprehensive learning, make / read extracts – summaries, delta-sheet
- Images and examples
- Underline with coloured pencils, I am visual

CRASH COURSE IN PEDAGOGICS

The preamble was followed by the trainer (Elsa Døhlie) presenting a crash-course in pedagogics, e.g. the two models, transmission of knowledge and participation in the knowledge production. In the participation model, the students participate and are responsible for their own learning – *as in ICDP*. Beware of the importance of modelling, to be the person who supports the learning process. The trainers themselves see it important how they behave, between themselves, towards the trainees – and towards the caregiver and the child. Be observant! And:

- Be aware that participation is important
- Give feed-back – *specific feed-back!*
- Sensitisation as opposed to instruction.

The 7 principles of sensitization

With reference to the Manual, the trainers gave a lecture on the 7 principles (in comparison with the participants' own ideas about learning.)

ROLE-PLAY PRACTISING THE SEVEN PRINCIPLES OF SENSITIZATION

Groups were formed with those who will work together as facilitators. The groups were instructed to work on at least one of the dialogue principles and at least one of the sensitisation principles presented by way of role-plays and discussions.

Lecture on Developmental trauma

The trainer (Aud Marie Almaas) lectured on trauma and trauma-informed care by way of the “Hand model of the brain”⁴ and “the window of tolerance”, as a term for the individual’s optimal zone of activation. A crucial caregiving task during early childhood is to provide other-regulation, i.e. to regulate the infant back into the “Window of tolerance” when activation is too high or low. Developmental trauma can be defined as sustained or repeated exposure to traumatic stress combined with lack of other-regulation from a sensitive caregiver. The presentation gave a pedagogically clear understanding of the development of the brain from infancy, and how the “Window of tolerance model” can make it easier to create a shared understanding of needs and common goals for interventions.

The lecture was followed by reflection in small groups – formed by the participants – on: How may this link up with ICDP? Share experience! Frustration and all! The participants quickly managed to join together in groups, and again there were lively discussions.

Introduction to and organizing the fieldwork

Reference was given to the Manual, some of the instructions were highlighted:

Before the final training session the trainees were to act as facilitators with groups of caregivers.

Some advice and encouragement were given by the trainers:

- Try to find caregivers who are motivated. Do not make it complicated! Work on what is and consider it as a training for yourselves. Step by step!
- Ensure that you have support from your superiors, and make space for the task in your daily work.
- Think about how to invite participants of the group. How many will you invite? Do not make it too small, there may be drop-outs.
- There should be regular attendance in the group, but do not be too strict. Establish rules for participation, e.g. if you do not turn up, what will be the decision?
- The pair of facilitators should conduct a brief evaluation after each meeting.

⁴ Daniel J. Siegel 2010

Each trainee paired up with another trainee and decided on their target group as far as they could come at this point in time. They were teachers on various levels, social workers and parents. The pairs of facilitators were then joined into two larger groups according to practicalities with each their own supervisor; two psychologists were selected as supervisors.

Each pair presented in plenary plans for their work – so far, that is, period for group meetings, how to invite, how to conduct the meetings. Each pair were to conduct 8 gatherings with their target group before the final training, and 2 larger group meetings should be conducted during the period. Two of the trainees who did not live in the Roman area, were to be supervised through e-mail by one of the trainers from Norway. The two trainers also would give feed-back to the two supervisors.

The log-books to be written after each facilitators' group meeting should be forwarded to the translator for translation before being sent to the two trainers in good time before the final training session.

Third training session – November 2015

We were back for the third and final session of the ICDP training at the FUP Centre, again cold like in March, but the atmosphere was warm and welcoming. The focus was on experiences as facilitators – the trainees’ work as leaders of caregivers’ groups. This was followed by a re-cap of the previous training.

All the participants had conducted their groups and handed in logbooks

The field work

HOW HAS ICDP INFLUENCED YOUR PROFESSIONAL LIFE?

After lively discussions in pairs and then in plenary, the following were some of the experiences shared related to the work with caregivers:

- ICDP was integrated in our work in a natural way. I feel more self-confident in my work
- Helped me rediscover how to put together a group.
- Helpful experience for communication and interaction. I had to practice how to get into their shoes, tune in. If I did not, it would only be theory for the caregivers.
- ICDP helps me in my interaction with children; as for the parents (care-givers) we hope that we managed to raise their understanding on the issue of the need for homework in such a group. We wanted to make them think about our interaction as building mutual trust.
- There have been other trainings (employees at a social centre), ICDP came out as being more structured. Empathy was the central pillar. We could notice changes in the caregiver attitudes. For me the programme has become a useful tool in my practice.
- Communication relies on respect, tolerance and patience. Emotional dialogue became important, and I started to practice it with my own child. ICDP has given me a boost of confidence.
- ICDP has been a genuinely rewarding experience for me and for the parents I was working with. I could see the effect on the children in that the children and the parents got closer together.
- ICDP was helpful for me in order to show more empathy. I did a lot of listening, facilitators and caregivers started to mutually understand each other
- It is very important to realize that working in team is easier, half of the effort compared to doing it alone – which I am used to. I was on the alert to observe what I was doing. This has brought a change in my work.

COMMENTS ON THE LOG-BOOKS IN GENERAL BY THE TRAINERS

- Through the various groups the facilitators have covered 70 caregivers and 300 children
- The log-books show that there has been a variation of participation. Some participants have been attending the group every time, others have been in and out
- There has been a variation in how the groups have been formed
- Different types of caregivers have been addressed, professionals, teachers, parents. Also variation in caregivers situation either with professionals with small children or with teenagers. This gives a richness in difference, for which we are very happy.

- We have observed that there has been a difference in how to deal with the caregivers. Some had to stop the over-eager, some had to “pull out” activity and openness. Some struggled with the themes presented to the caregivers, e.g. appreciation versus physical punishment,
- Variations in internalizing the meaning creating dialogue, what to bring into the group. This may be a cultural issue.
- The group process is in itself a challenge. Some have done it several times, others are new to it.
- We have seen how the group influences us as facilitators.
- As for the cooperation between pairs, you were mainly happy with yourselves. The challenge is how to further develop the cooperation.
- Some of the teams had ample time, others had very little time to manage the homework.
- ALL TOGETHER: We were amazed about how to get so much information from two log-book pages!

REFLECTING TEAMS

For the further go-through of the results of the facilitators' groups, the trainers made use of “reflecting teams”, a method used in family therapy in Norway. Each pair of facilitators were accompanied by a reflecting team for observation and comments on the presentation of the facilitators. The rest of the participants followed the interaction closely. Through this method, everyone in the room were active. The facilitators presented their work according to the following:

- How did you recruit
- How did you prepare
- How did you use the sensitisation principles and why
- Which themes were difficult for the caregivers and why
- Which themes were difficult for you as facilitators and why
- How did you work with the ground (basement) in the ICDP house: The conception of the child and the zone of intimacy
- What would you like to do differently with the next caregivers group you will conduct
- Specific experiences from conducting the ICDP groups that you want to discuss or share
- Other issues

The caregivers groups were very different, from parents with little or no schooling, to caregivers with higher education who googled information about ICDP. The tuning in with the parents represented a challenge in some groups and it had been very difficult to use a language that communicated with the parents. In other groups the participants were well prepared and the facilitators had to establish a balance between theory and practice. In some of the teams, one presented the theory, the other came with practical examples, “the actor on the stage”. In one group there had been difficulties in recruiting in that too many signed up for the training. The selection had taken place through a somewhat painful process, but the facilitators managed in the end. One group consisted of grandparents taking care of grandchildren while their parents were working abroad. The caregivers initially gave the impression that they were well experienced in bringing up children and there was little more for them to learn. In the end, through emotional dialogue, they admitted that they were clearly lacking in showing affection for these children who felt lonely and sad. In another group there were barriers to overcome when the parents did not have in their mind that they could or should change their way of bringing up children.

In a couple of the groups the parents brought their small children. This posed a challenge, however, at one point the communication between the mother and the child was used as part of the group-work. One group presented a challenge of redefinition, a teenager had got pregnant!

Home-work to be done by parents was not always found easy.

In one group the facilitators adjusted to the group members and used drawings instead of writing. This led to questioning whether ICDP demands some level of education. *The answer was that ICDP may be used by all! Reflection does not need to be connected to education! Use concrete examples! ICDP is a cognitive programme, and the only limit is that the process of change may take time!*

Some of the facilitators told that they had been very nervous when starting the group, and another group had very little time – among other due to illness. Working in a team was good support. The planning of the group-work was done in good cooperation with sharing of responsibilities between the two.

The reflecting teams were generous and gave positive feedback through their comments. One team in fact expressed disappointment in that the feedback had been too kind!

The 7 principles of sensitisation – What? How? Why?

The trainer went through the 7 principles asking What? How? and Why? This was an exercise to help the facilitators to remember the sensitisation principles what they are, how to perform them and why we do it.

The ICDP House – What? How? Why?

Instead of lectures by the trainers, the participants were divided into groups of 4–5 selected among those who had been together in the larger facilitators' group. Each group went through the various levels of the house before presenting in plenary – all according to the What, the How and the Why!

The trainers commented underway, for instance on what it means to be in a child's shoes (the basement and the emotional dialogue). Try to see yourself from the outside, how does my behaviour affect the other, the child? A child cries, why? Try to see what is going on inside the little baby. We are "minding" the baby. The opposite would be if the mother says, I do not like this crying! This baby is disturbing me. The mother is only in her own feelings. The same principle goes for older children.

On meaning oriented dialogue: The idea is to learn! It is not only about emotions, but also about your head. There is a need for constructive, critical thinking, to build norms and values.

On regulative dialogue: It is about how to become a person in society – to be socialized!

Feed-back on log-books in pairs

The two trainers gave direct feedback on the log-books to each and every pair of facilitators. The facilitators had another chance to present and reflect on their experiences and the trainers responded giving support and advice – and a lot of praise! And – all the trainees were informed that they were certified as facilitators!

Helping the helpers

On the last day of the training the trainers presented a lecture on how to care for ourselves. The topic was further discussed in small groups. In plenary the individual participants shared about what were their signals of stress or when they were close to the border of "too much"!

The trainer stressed that it is important to be aware of the signals. In addition to the normal and daily tasks, we may get extra burdens, things that happen which we cannot control. The hope is that we have a balance in our life in order that we may handle also these situations. We need to have hands to hold or that hold us. And remember, to praise each other is extremely important for all of us.

Going in for landing

An exercise was introduced with each and every-one choosing one from many cards with pictures. Standing in a circle and presenting the picture on the card they shared what they had learned from the ICDP training. And holding hands they bid each other farewell.

Then followed an evaluation with filling in of a format. On an overall level, the evaluation came out as very positive both when it comes to the content, the mode of operation and the venue.

The evaluation forms were compiled into one sheet as follows:

Third ICDP Facilitator workshop Roman, Romania, November 2015 Evaluation Sheet						
Name: Compilation of evaluation sheets handed in by participants - 17 in all. Two participants had to leave earlier. One handed in the evaluation electronically. One is missing.						
Overall evaluation						
How do you value the different aspects of the training? <i>Please use one of those words: poor (1)/ fair(2) / good(3) / very good(4) /excellent(5)</i>						
Aspect	Value					Because (be specific, concrete examples)
	1	2	3	4	5	
Content of the lessons				1	16	-Information good to apply in everybody's life; well detailed, with practical examples; interesting; creative; complex; very useful; clear; complete; accessible and nice;
Methodology used by the trainers				1	16	-Well adapted to the participants, excellent, logic, easy to assimilate; nice method to teach; interactive; role games, exercises; very interesting the metaphor of the ICDP house; theory combined with practice;
Learning materials/Hand-outs				4	13	- Well structured, complete, comprehensible, - Good translation; well diversified; short but useful information; easy to follow; to the point;

Accommodation/Class environment				4	13	Friendly; warm and relaxing; a bit cold (March / Nov), but fine; intimate and natural environment; positive atmosphere with positive energy;
Catering/Hospitality				2	15	Delicious; number 10 (maximum); wonderful guests and food; good guests; all in superlative; I felt treated like a princess;
Programme of the workshop						
<p>1. How did you benefit from participating in this programme for facilitators?</p> <ul style="list-style-type: none"> - The course was like being over-flooded – an overflow through which I have rediscovered and valued myself in order to be more efficient in doing the daily responsibilities; - I have learned some new methods of presentation and I have gained good information regarding interaction with caregivers and with children; - Interaction with other participants was very useful to find new ways/methods that would help me with the daily challenges; - Through receiving a lot of information, understanding, empathy and positive feed-back; - It was an opportunity to learn that when you show trust in others, your own way is made more easy, and you learn to give; - Understanding the interaction between caregiver and children, and new ways of transmitting this to more and more people; - I am more emphatic and I do not put labels on people anymore. - It has been a grate learning experience. It would have been good if there had been more space in between the various programme components in order to be able to digest a bit more 						
<p>2. What was the most important thing that you have learned from the training and from your own practicing with caregiver groups?</p> <ul style="list-style-type: none"> - I have learned that when you are willing to do something for your neighbour, you can do it through work, study and dedication; - Group activities were very useful to me; - That there are always good ways of caring and education for children, indifferent of what “problems” the children might have; - I have appreciated the structure of the information, the method to transfer it and the focus of the trainers on improving our care for the caregivers and the children; - The lesson of redefinition caught my attention in a particular way; - How to relate to children and how to educate them; - “learning, you can in your turn, teach others”; - redefinition, development of self confidence, discovering of new energies; - a good communication is always based on trust, care, patience, tolerance, and that we need to do not many things to show confidence in our children, but we always need to show them that we love and we care for them and their experiences; - team work, to get involved in activities with focus on education for children, to control my emotions, and to share the information from this course; - I have learned that it is important always to adapt and to work in a team; - To be a team and to teach those around us to be more confident and take care of our personal development; 						

- The best I have learned is “patience”;
- The involvement of caregivers and their attention in educating the children is the most important thing, in addition to using a well-structured plan;
- The concept of redefinition helped me a lot and the way to build a relationship with the child based on the 3 dialogues. From the practical activity I have learned that the plan (the agenda) is not always in concordance with reality;
- That having a positive view of people is essential when building good relationships.
- One of the most important things I have learned was how to be able to structure a parenting programme. I have also learned some new group facilitating techniques.

3. Was there anything that you feel should be improved? Give examples.

- Maybe, for a better understanding and assimilation of the themes, a few more meetings with the caregivers would be good;
- For me it is a challenge how to explain better some terms in order that all the information is well taken on by the caregivers;
- Yes, presentation of effects that this method can bring;
- It was a comprehensive course;
- All was just as good as possible;
- Maybe a few more energizing games!

4. How has facilitator training influenced your professional and personal life?

- Will be the basis for a quality improvement of my socio-humanitarian activity;
- Through making me aware of the 3 dialog methods of interaction and through comprehending the fundamental concepts;
- Gave me a new successful method that I can use in my professional life;
- I was helped to stop judging people, to tolerate them through understanding their actions;
- Positive, the methodology of ICDP builds the equilibrium in a person both internally and socially;
- I have become more patient and tolerant;
- In my future activities with caregivers;
- I have used the sensitisation principals from the very beginning in my personal and professional life;
- I am now a good friend of the “redefinition” term, and I’ve started using it;
- A good content for parenting groups that I have to organise;
- I am more patient with people and I try to chance (cleanse?) my lenses (when communicating with others?);
- I am more confident and I got back my courage to communicate with others especially with children;
- I am more aware of my role in relationship with people around me;
- In my professional life I found more means to overcome my limits and in my personal life I have appreciated the concept of redefinition together with my family;
- Through improving my relationships – both personal and professional.
- It was an enriching experience, both in personal and in professional live. I have learned new concepts, but most of all I learned good structuring of programme

5. How would you like to practice ICDP in the future?

- personally in relating to other people;
- through transmitting the ICDP method to caregivers;

- thinking more often in the way of ICDP and doing all that I can to spread the method to more people;
- I will organise courses with the parents of Roma children;
- I wish to practice the method in my professional and family life, to be aware that not all compromises are bad;
- Teaching it to parents and children;
- I would like to teach the method to my work colleagues, and indeed to many other people that we identify and communicate with in our work;
- I would love to work with a group of young mothers;
- I will do more groups, most probably with Roma parents;
- I wish to organise ICDP courses with my colleagues;
- Organising groups of work with parents;
- With beneficiaries, with colleagues and with friends;
- In groups of parents and educators.
- In the work we will conduct parent groups with the ICDP programme. The manual and the method itself, will be very useful.

6. Any suggestions on how to follow you up as a facilitator? What would you need?

- I need time and willingness;
- I have all that is necessary;
- I need institutional and material support;
- Through promotion, and I would need people who are willing to learn;
- Availability and trust;
- I need more time to study and prepare the meetings;
- I will try to work with a new group involving another person as facilitator;
- Institutional support to organise this kind of courses;
- I am willing to establish an association and teach this course;
- Encouragements, supervision.
- With our profile of parents it is useful to use a lot of visual materials.

7. Any other comment you would like to share?

- It was just wonderful;
- Thank you for all your goodness and for all the respect showed towards the participants;
- Maybe an ICDP library would be good;
- Only appreciation!
- Just thanksgiving;
- Relaxing and instructive courses, congratulation!
- Both the trainers' and the group member's contributed greatly to the success of this course and I feel lucky to have had the opportunity to be part of this program;
- Thank you for sharing with us from your personal experiences and for helping me to overtake my limits.
- Thank you very much for all the know-how and for the pleasant way of passing it on!

Future plans

During the final plenary the trainees were encouraged to share plans for their "ICDP future". All had ideas for continuation of working with ICDP. The trainers on their side informed that they were willing

to come back to give support to those who were interested. Such an extra session would include some more theory in addition to sharing and handling of experiences according to need. Moreover, some of the participants expressed a clear wish that they would like to continue training to become trainers.

At this point in time, no concrete and time-bound plans for further training have been made. A continuation of ICDP in Romania may be explored – depending, however, on NCA overall programming and possibilities for funding.

CLOSING DOWN CEREMONY

The newly trained facilitators, together with the trainers, staff at FUP and honorary guests were invited for the closing ceremony, which also was a graduation ceremony with handing out of diplomas. There were greetings from partners, from representatives of the Franciscan Provincial, even their representative from Rome and from the trainers. After performance of traditional Romanian music, the facilitators received their diplomas. Finally a delicious lunch was served.



Attachment 1**Program for ICDP facilitator training Romania March 2015**

Trainers: Elsa Døhlie
Aud Marie Almås

Day 1: Monday 23rd of March: 09.00 – 12.00**Morning session:**

1. Presentation of international trainers
 - Professional and personal experience
 - What we like about being with children and what we would like to improve in our own dealing with children
2. Presentation of participants: name, occupation, organization, family situation, what you like about being with children and what you would like to improve
3. Expectations to this seminar; individual work
4. Presentation of ICDP program and structure
5. Caregiver's Conception of the child:
 - Values and qualities in child upbringing
 - Group work: how to "read" a child's face (use of pictures)
 - Identifying with oneself as a child in relationship with a caregiver

12.00 – 13.00 Lunch**13.00 – 16.00 Afternoon session**

6. Zone of intimacy and empathic identification
 - "How to be in the child's shoes"
 - Lecture and Group work
7. How to re-define (think about a child who is a challenge – how to think differently about this)
8. Summing up

Day 2: Tuesday 24th of March:**09.00 – 12.00 Morning session**

9. Reflections and comments from day one
10. Presentation: Overview of the 3 dialogues and guidelines
 - The ICDP House
11. Introduction to the Emotional dialogue
 - Guidelines: 1 and 4: Why, how and when
 - Pictures, group work, exercises and role-play,
 - Examples and sharing of experiences

12.00 – 13.00 Lunch

13.00 – 16.00 Afternoon session

12. Introduction to guideline 2 and 3: Why, how and when
 - Pictures, group work, exercises, and role-play,
 - Examples and sharing of experiences
13. Summing up

Day 3: Wednesday 25th of March**09.00 – 12.00 Morning session**

14. Reflection and comments from day two
15. Introduction to the Meaning creating dialogue
 - Guideline 5 and 6 and 7: Why, how and when
 - Pictures, group work, exercises, and role-play
 - Examples and sharing of experiences

12.00 – 13.00 Lunch**13.00 – 16.00 Afternoon session:**

16. Introduction to the Regulative dialogue
 - Step by step
 - Scaffolding
 - Situational regulation
 - Positive limits setting

 - Why, how and when

 - Pictures, group work, exercises, and role-play,
 - Examples and sharing of experiences
17. Summing up

Day 4: Thursday 26th of March**09.00 – 12.00 Morning session**

18. Reflection and comments from day three
19. Homework for next workshop
20. Summing up
21. Evaluation

Workshop on Implementation of the ICDP programme in Romania

Second Training 8th – 11th of June 2015

Tentative programme

Trainers: Elsa Døhlie
Aud Marie Almås

Day one: 8th of June

09.00 – 12.00 Morning session (with teabreak)
Welcome by Elsa and Aud
Summary/ a brief review from the first workshop in March

- The ICDP house plenary and group work
- How has ICDP affected your personal and professional life.
Group work and plenary

12.00 -13.00 Lunch

13.00 – 16.00 Presentation of homework in groups: films/videos
Summary of the day

Day two: 9th of June

09.00 – 10.30 Continuation of presentation of homework: Plenary from the groups

10.45 – 12.00 The seven principles of sensitization

12.00 – 13.00 Lunch

13.00 – 16.00 Training and role-play practising the seven principles of sensitization
Summary of the day

Day three: 10th of June

9.00 – 12.00 Introduction to the fieldwork
Organization of the fieldwork: target group, time, place, invitation and practical issues.
Presentation of a typical agenda of the 8 meetings
Discussion in groups

12.00 – 13.00 Lunch

13.00 - 14.00 How to write a logbook

14.15 – 16.00 Planning of fieldwork and how to organize supervision of fieldwork

Day four: 11th of June

09.00 – 12.00 Discussion and summary of the plans
Evaluation of the workshop

Programme for ICDP Workshop 23rd to 25th November 2015

Trainers Elsa Døhlie and Aud Marie Almås

Monday 23.11.2015

0.9.00 – 12.00 Morning session with tea break:

09.00 – 9.15 Welcome by Elsa and Aud

9.15 – 10.00 Experiences as ICDP facilitator
Individual and group work

- How has ICDP influenced your professional life

10.00 – 12.00 Brief overview of status of the fieldwork by Elsa and Aud
Each ICDP facilitator pair present their experiences in accordance to:

- How did you recruit
- How did you prepare
- How did you use the sensitisation principles and why
- Which themes were difficult for the caregivers and why
- Which themes were difficult for you as facilitators and why
- How did you work with the ground (basement) in the ICDP house: The conception of the child and the zone of intimacy
- What would you like to do differently with the next caregivers group you will conduct
- Specific experiences from conducting the ICDP groups that you want to discuss or share
- Other issues you want to discuss or share

The presentations will be followed up by two pairs of facilitators reflecting on the presentations.

12.00 – 13.00 Lunch

13.00 – 16.00 Afternoon session with tea break:
Continuation of presentations and reflections

Tuesday 24.11.2015

0.9.00 – 12.00 Morning session with tea break:

09.00 – 11.00 The ICDP house: **What, how and why**
Continuation of the presentations and reflecting teams

11.00 – 12.00 Summing up experiences and challenges; Elsa and Aud
How to integrate and develop the ICDP programme in your daily work

12.00 – 13.00 Lunch

- 13.00 – 16.00** **Afternoon session with tea break:**
- 13.00 – 15.00 Fed-back on the log-books in pairs
- 15.00 – 16.00 **Helping the helpers.** How to care for ourselves

Wednesday 25.11.2015

Graduation day!

- 09.00 – 10.30 **“Helping the helpers”** continues
- 10.30– 11.00 Evaluation of the training
- 11.30– 14.00 Graduation ceremony
Lunch and Celebration

Attachment 2

The ICDP House

