



ICDP NEWSLETTER

1st of April 2021



Dear colleagues and supporters,

ICDP projects all over the world continue to keep the ICDP flame alive despite of the pandemic, as witnessed by this Newsletter. We bring you updates received from our partners in the period between November 2020 and 1st of April 2021.

We hope you will find it interesting and enjoyable to read!

With warm greetings,

from the ICDP international team, Nicoletta, Karl-Peter, Ane-Marthe, Guillermo, Tatiana, Columbus, Santana and Camilla



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Burkina Faso acquires first ICDP trainers



Photo above: a group of women receiving ICDP in the village of Kossouka

ICDP is an integrated part of the intervention work by Save the Children.

On the 30th of November Alimata Sidibe and Aubin Sanou received their ICDP Trainer level diplomas through an online meeting with their trainer Nicoletta Armstrong. Congratulations on being the first trainers in Burkina Faso!

They started their process to become trainers in January 2020, and as a requirement for certification, they trained two groups of new facilitators. In the face of many difficulties and interruptions due to Covid-19, they soldiered on and managed to organize and carry out workshops for 20 new facilitators. They went on field visits to oversee the way facilitators were applying the ICDP programme with families in different parts of the country. They also offered advice to trainee facilitators by phone and online contact whenever that was practically achievable as not all facilitators had easy access to the internet. After completing the written work at the end of November 2020, Aubin and Alimata were ready to receive their diplomas as trainers. The adapted ICDP materials were tested out in the field and will be published in 2021. Up to date there are over forty facilitators and two trainers in Burkina Faso.



The photo on the left was taken on the 30th of March 2021; Mr Bolly Abdoul Karim (on photo on the far left) and Mrs Ouedraogo (on photo on the far right) are two of the many ICDP facilitators that were trained by Aubin and Alimata. The two facilitators on the photo ran ICDP parent groups in Dedougou and one participant of their ICDP training was Mr Sodre Moustapha (the person sitting between them on the photo). Mr Sodre Moustapha expressed the following:

“I thought it was impossible to educate children without violence, because it is how I was educated, but now thanks to the ICDP programme I understand that education has to be based on love, I now never hit my children and all is well. My children are content, they express themselves freely and are doing well at school. I don’t get angry anymore. I don’t hesitate to talk about the programme to my neighbours. Thank you for the programme.”



The photo on the left was taken at an ICDP meeting with parents in Zissegre, a village in the commune of Dargo in the Province of Namentenga, North Central Region of Burkina Faso.

“The school principal in the village of Zissegre acknowledged that students whose parents follow the ICDP parenting skills programme have very good results in class. They are actively involved in their class activities and have good grades. This is a nice testimony from the school principal – what a comfort to know that the programme is helping to save lives. “

– ICDP trainer at Save the Children Burkina Faso.

ICDP at Ubulele, South Africa

ICDP has an agreement for cooperation with the non-profit organization Ubulele (<https://ubulele.org/about-us/>), with the aim of integrating ICDP as one of their activities to strengthen child and family mental health in the township of Alexandra.

The ICDP developments and training that have taken place in Johannesburg are explained by Silje Holter, volunteer trainer:



At the start of 2020, we carried out the first round of workshops for new facilitators over a period of two weeks. Facilitators were divided into pairs and each pair made plans for their practical work with groups of caregivers (their self-training projects).

Before the lockdown I managed to hold one support meeting during which some of the trainee facilitators presented the way they were implementing the ICDP programme with caregivers. We looked at the ICDP material brought to the meeting by some of the facilitators. Then I was forced to leave South Africa due to corona virus related circumstances.

During the period between April and August, South Africa was for the most part in lockdown, so it was not possible for facilitators to run ICDP caregiver groups. However, the country has been slowly reopening since then, and this meant that more self-training projects could be organized and carried out by facilitators. Some facilitators had a long break before re-starting.

During early December, we got together again, but this time the support meeting which lasted one full day, had to be held online. All trainee facilitators that participated in my workshops during January and February were present for the online meeting too. They talked about their self-assessments, their practical experiences, including some of their frustrations. They also had questions which we all discussed together. Due to problems with transportation, technical difficulties and other problems only some but not all participants managed to share their video material from their meetings with caregivers.

Our last support meeting was in January 2021 – a full day online. Each pair of trainee facilitators provided a logbook from their self-training projects for my approval. The emphasis was on planning the future work, including planning ahead how to adapt the ICDP material to the South African context.

The leadership of the Ububele organisation hopes that Ubulele may one day become a training site for new ICDP facilitators. In view of this, they are trying to provide as many opportunities as possible for the current facilitators to practice applying the ICDP programme – and not only by working in pairs but also each facilitator running a caregiver group alone. This will create solid ground for trainer level work later on.



Carers of older people welcome ICDP, Germany

In the city of Hameln, Germany, eight caregivers of older people attended a workshop to become acquainted with the ICDP approach. Most of the participants were already aware of the fact that the psychological needs of children and older people were not very different. The three dialogues of the ICDP programme (the emotional, meaning creating and regulative dialogue) are entirely relevant in relation to older people, especially when they suffer from dementia.

Right from the beginning of life, a child immediately needs the experience of being felt by another person, and towards the end of life, it is exactly the same. “But we all do it intuitively!” one of the participants said. Exactly! Most of the time, we do it unconsciously, because *caring* is a natural human response.

But in ICDP, we combine intuition with awareness. This is necessary, because older people in nursing homes live in an environment that often functions like a machine. Every caring action is measured in short time sequences and thus, caregiving becomes reduced to being merely a rational service operation – and as a result, the older person feels treated like an object.

In our workshop, the ICDP knowledge was able to strengthen participants’ self-confidence. They explored and understood that dealing with the emotions is definitely an important professional task! Through different examples, participants realized that it could only take 20 seconds of empathic interaction to prevent a person with dementia from becoming agitated,

screaming, crying and trying to run away. We had lively discussions analyzing examples from daily experiences in nursing homes.

In contrast to this, and to provide a balance, the job of caregivers in nursing homes is to respond emotionally to people in their care – something that is often undervalued as “unimportant” and as not being “the real” work.



Photo: Rita Crecelius standing in the middle with some of the participants

And in addition, the participants had a lot of fun during the exercise that involved reading emotions; this exercise fired their imagination and led them to invent complete life stories based only on their observation of images of older persons’ faces. They became aware of the value of compassionate understanding. Time flew by as we playfully explored the power of positive interaction.

At the end of the workshop, all participants gained deep insights and felt empowered. Their final comments concerning the ICDP workshop were that it was knowledge-expanding, exciting, helpful, very close to everyday life and that it makes you think.

Let’s do more of this next time – and thank you for welcoming ICDP in the work with older people in Germany!

- Rita Crecelius



ICDP at the University of Minin, Russia



Проявляем эмпатию



Photo above on far left: some of the students and on the top right is Oksana Isaeva.

The ICDP Russia team led by Oksana Isaeva, continues to work at the Mininsky University in Nizhny Novgorod, where the ICDP programme was included in the Master level graduate studies in Crisis Psychology. Two groups of students were trained in ICDP in 2020.

Since the beginning of 2021, a new group of 16 Master level students have been receiving training in ICDP.

On the 16th of March 2021, this new group of students from the Crisis Psychology department completed their ICDP training online and received their certificates.

During the time that the students participated in the ICDP course, they translated the English text for the “ICDP eight guidelines for good interaction” into Russian. The text for each guideline includes a sentence from the perspective of the child, originally written by Nicoletta Armstrong. This nice new material is available on demand.

[First page of the new ICDP material prepared by students.](#)

Highlights from ICDP USA



ICDP USA operates under the Changing Children’s Worlds Foundation (CCWF) which is based in Chicago. It is led by Kimberly Svevo-Cianci, who shares an update:

With our partners at University of Chicago, Chapin Hall and Northwestern University, we are pleased to report on 2014-2020 “ICDP: Best Start for Families-A Health Equity Approach” evaluation results on over 500 caregivers. They demonstrate “The Best Start’s” high potential to support parents and caregivers while providing positive, non-violent parenting support through its guideline-based relationship-building curriculum.

The ICDP USA Best Start study shows evidence of increases in parental self-efficacy, positive parent-child interaction, and positive discipline and decreases in psychological and physically aggressive / abusive approaches to discipline.

Our programs support families through schools, mental health or substance abuse agency referrals, jail or incarceration, as well as those suffering past or current stresses, including military families, teen and grandparents, those with children with special needs, divorce, immigration or relocation – seeking supportive community.

During the pandemic, our “Best Start for Families” parenting programs barely skipped a beat with several partners. Parents and schools told us they did not want to stop our supportive Parenting Learning Groups or complementary Children’s Programs – so with the support of our U-46 Illinois Park Early Childhood Center (Elgin) partners, we quickly developed policies, procedures, more robust online educational resources, the technology and the expertise needed to adeptly transition to on-line programming.

Number of professionals including students that were trained in 2020 is 118; number of parents and caregivers served is 175 and the number of children supported is 577.



ICDP advances in Dungarpur, India



ICDP trainers, Neema Pant and Manish Prasad are in charge of ICDP developments in the Palanhar Plus programme run by Save the Children India in Dungarpur, Rajasthan. The update below is based on their report received in March 2021:

During the 2020 lockdown, the team made use of the available time to strengthen the ICDP sessions through conferences and skype calls and this exercise proved to be very useful for the participants. The original plan for ICDP developments in 2020 was to reach 200 caregivers and 100 children aged between 7-13 years. It was envisaged to train frontline workers (SATHIN) as ICDP facilitators, in 10 Panchayats of the Jothri Block in the Dungarpur district and 10 Panchayats of the Kherwara block in the Udaipur district. This was agreed by the local government and a letter of approval was received from the DWCD department in Dungarpur to involve 10 of their SATHINs in the ICDP training and implementation.

However, due to the pandemic the planned activity had to be put on hold and as an interim arrangement, it was decided that the ICDP facilitators from Save the Children will conduct the training of 128 caregivers, whereas the capacity building in ICDP of the SATHIN front line workers would be resumed once the situation caused by COVID-19 was normalized.

Identification and formation of caregiver and children groups in the Palanhar plus programme was accomplished as soon as the government restrictions on moving had stopped. Groups were formed in line with the government guideline on COVID, such as keeping the size of the groups small (4-5 persons in a group) so that proper social distancing could be maintained during the sessions. Proximity of Palanhar family to each other was also kept as an important indicator for group formations, to enable families to attend the ICDP sessions without having to move very far. A total of 32 groups of caregivers and 32 groups of children were formed in 16 panchayats. In every panchayat, there are 2 groups of caregivers and 2 groups of children.

In January 2021, the roll out of the ICDP programme to 128 caregivers (divided into 32 groups) started and it has been continuing since then. The sessions are delivered on weekly basis and there are 3 home visits to each family (one after each of the 3 ICDP dialogues has been discussed with participant families).

Monitoring: Three tools were developed to support facilitators and trainers in monitoring of the ICDP programme and of the quality of facilitation during ICDP sessions: facilitator's diary, ICDP home visit guide and monitoring format for trainers to observe facilitators during their work with parents.

Evaluation: Quantitative pre-assessment with a sample of 128 caregivers and 177 children in the intervention area and with the same sample in control area, was carried out in year 2020 with the help of external consultant from Save the Children USA. The assessment was carried out with the help of a globally validated tool viz, caregiver survey with the caregivers and International social and emotional learning assessment (ISELA) tool with children. Apart from quantitative pre-assessment, qualitative pre-assessment was done with the sample of 20 caregivers and 20 children. The tools used for the qualitative assessment were: 1) Three minutes' speech sample (TMSS) analyzed on 5-point Likert scale and 2) Observation of a parent-child activity analyzed using the PICCOLO scale (Parenting Interaction with Children: Checklist of Observations Linked to Outcomes).

ICDP Ghana update



ICDP Ghana was formed in 2012 by Joyce Larnyoh, when it adopted the ICDP empathy-based approach integrating it into its programming and capacity building initiatives. The mission of ICDP Ghana is to “provide human care that enhances the total development of the child”.

Joyce Larnyoh reports:

Over the years, ICDP Ghana has engaged with various caregivers such as parents, community leaders and teachers, by establishing cooperation with a number of child centered institutions. and aiming to devise the best and sustainable means of protecting and safeguarding children and vulnerable adults, towards achieving. The year 2020 saw ICDP Ghana implementing two projects in the Eastern Region of Ghana: the Strategic Approaches to Girls Education (STAGE) and the Girls Advocacy Alliance Project. These projects were implemented in the Akuapem North and New Juabeng South Municipalities, as well as the Okere District.

The Girls Advocacy Alliance Project was undertaken in cooperation with PLAN International Ghana, with funding from the United Kingdom Foreign, Commonwealth and Development Office (FCDO) and it ended in December 2020. The Strategic Approaches to Girls Education was carried out in partnership with World Education Incorporated, with support from UKAID – and is continuing in 2021.

The ICDP principles and guidelines were used to create awareness and promote sensitive caregiving skills in teenage mothers and women who were part of the two above mentioned projects.

The STAGE intervention focuses on highly marginalized out of school girls between 10-19 years. STAGE has the overall goal of reducing the barriers that marginalized or vulnerable girls face in achieving education. This is propelled through three thematic areas: Learning, Transition and Sustainability. Target beneficiary girls, including those with disabilities, are expected to acquire considerable level of skills in Numeracy, Literacy, Life and Vocational Skills in order to integrate back into the formal track school system and ensure retention till completion (Formal Track) or transit into Income Generating Activities/higher vocational skills training institutions (Non-Formal Track); all aimed at achieving improved livelihoods for the targeted girls. ICDP successfully graduated 335 girls from 13 beneficiary communities in 2020. The graduation ceremony was conducted in all 13 communities.

The Girls Advocacy Alliance (GAA) four-year project (2016-2020) focused on combating violence against girls and young women and increasing their economic participation. Violence and economic exclusion are closely linked. Girls massively drop out of secondary and vocational education, especially due to child marriage, sexual violence, trafficking and commercial sexual exploitation. Their chances of obtaining a decent job are minimal; and without income and financial independence, they are more vulnerable to violence. The project tackles economic exclusion and violence against girls and young women through stakeholder and media engagement, mobilization and networking, sensitization and capacity building as well as lobbying and advocacy.

Despite the COVID-19 pandemic ICDP Ghana was able to achieve the expected outcomes of GAA for 2020. The project achieved increased promotion of values and practices against Gender Based Violence (GBV) and Economic Exclusion (EE) by key leaders (paramount chiefs, chiefs, religious leaders, queen mothers) and Child Protection Committee members, in four regions (Upper West, Northern, and Ashanti and Eastern region).

Tracer studies conducted by partners indicated that enrolment and over-all attendance at Vocational Schools have increased. Initial works were accomplished on the development of the various policies, however, there are little or no budgetary allocation for the implementation of the policies.

Multiple developments in the Yunnan province

The information below was taken from the report by Jean Qin, the legal representative of ICDP China:

As a result of lockdown when Covid-19 hit China in the first half of 2020, ICDP China thought of new ways of reaching people. This resulted in creating a podcast to promote ICDP in China: 200 episodes were uploaded and on average there were 200 listeners per episode. By the end of 2020 there were 985 registered followers.

An online promotion and interaction system was established, which will continue after COVID-19. A digital system for collecting and analyzing statistics was established and uploaded to the website of ICDP China.

The scope of training in 2020: 1415 caregivers (35% males, 65% females) received ICDP training, 116 facilitators were formed and 22,199 children benefitted from the project.



All project staff from 5 local partners received ICDP training at caregiver level. Subsequently 90% of them continued their training to facilitator level, thus increasing the capacity to implement ICDP. The total number of local project staff is 50 (37 women, 13 men).

Monitoring and evaluation tools for facilitators were developed, based on the international standard. A total of 116 qualified facilitators completed the pre-post evaluation questionnaires and logbooks. In addition, each local partner developed monitoring tools.

Due to COVID-19, senior trainer training was not able to start in 2020 and consequently no new training for trainers took place.

In August 2020, the Annual Conference focused on providing training on two topics: gender equality and advocacy initiatives. All local partners agreed to set rules on including male participants when recruiting caregivers and facilitators. As a result of this, 47 of the 116 qualified facilitators were men (69 women).

The focus on advocacy initiatives discussed at the annual conference encouraged local partners to afterwards present ICDP to their local authorities and apply for support. ICDP China was

introduced to the local governments by the local partner as a legal entity in China. Two local education departments adopted ICDP for training parents in 70 primary and middle schools in the Yunnan Province.



At the ICDP China Annual Conference a workshop was conducted about ICDP network building and resource sharing. It offered an opportunity to local partners to share their experiences and lessons learned from ICDP implementation. As the outcome of the workshop, each local partner set a detailed plan of building their network in 2020. At the same conference, ICDP China gave a presentation on the PSEA policy established by the ICDP Foundation.

Research: In October of 2020, a study about ICDP influence on child-raising was established. After several meetings with local partners, schools, and the research team, ICDP China agreed that baseline and research studies could be combined. The methods used in the baseline study included questionnaire, interviews, and small focus groups. The collected information included one questionnaire about children's thoughts on how their parents see them and one questionnaire on caregiver's conception of child. A total of 137 children aged 9-12, and their main caregivers were randomly selected from two primary schools in Zhaotong. As part of the research process, during 2021 there will be two follow-ups of the children and caregivers to observe and record impact/changes.

Capacity building: Ten ICDP supervision and capacity building sessions for local partners and project personnel took place on the project sites, strengthening their understanding of the ICDP theoretical foundation, and how to run ICDP courses for caregivers.

A game book named *ICDP participatory teaching guidelines* was developed in 2020, which includes video clips explaining the games. The work on publishing the book will continue in 2021.

Update from a Swedish trainer

Monica Andersson is a Swedish ICDP trainer working at the Social Welfare office that is located in the Tierp village, 130 km north of Stockholm. She has been including the ICDP programme as a component of her normal work for some time now. In 2020 she conducted ICDP training of a group comprised of ten of her colleagues. She explains:

This group is smaller than the previous one, consisting of only ten persons but the training proved to be a nice and meaningful process. We had to postpone the work due to COVID 19 in the spring, but we managed to continue in the autumn.

The photo below shows the small group on the fourth and last day of the training, when we had to use digital contact – which was somewhat of a challenge for me. However, everything went fine.



The participants of this training included some of the colleagues from the social welfare area where I work and in addition, there were two students. The represented areas included the department for investigation and emergency, department of foster care and department for family therapy.

I hope that our efforts will contribute for the ICDP programme to grow in our community, so that the concepts and practices of ICDP become well established in our community.



Focus on fathers by SC Nepal



Save the Children (SC) in Nepal adapted the ICDP programme in order to deliver it to parents and caregivers of their Child Grant package, aiming to improve parenting behaviour for the wellbeing of the targeted children. The ICDP work at SC is coordinated by Bishwa Pun, who is also an ICDP trainer. The text below is based on her report:

SC first implemented ICDP in 2018, in a pilot project which brought encouraging evidence. Since then, the ICDP programme has been expanding through SC collaboration with local governments. SC focuses on evidence generation to influence the government of Nepal.

In 2020, due to difficulties caused by COVID-19, SC adopted different methods to continue with the roll out of the ICDP programme. They conducted ICDP facilitator level training through Zoom meeting, used the radio to broadcast ICDP messages and organized meetings of caregivers in person - but with smaller numbers of participants and with appropriate safety measures in place.

SC implemented ICDP in 3 municipalities by mobilizing 40 facilitators who reached 893 parents, including 66 fathers.

In addition, the facilitators undertook 72 home visits to support ICDP parenting practices at home. The follow up meetings with parents allowed facilitators to strengthen the ICDP skills and knowledge that parents had acquired and to empower them to raise this agenda with their local governments. A total of 284 parents were visited during the follow up.

Realizing that trained mothers needed support from others such as fathers, in-laws and other neighbours to better apply their ICDP skills and knowledge with their children, SC started to organize separate meetings with fathers, as well as providing ICDP sensitization to different communities.

There were 13 community events during which ICDP sensitization was given to family members, neighbours, local teachers, child protection committee members and children at child club members. This orientation programme played an important role in enhancing the level of understanding of parent-child relationship, of the effect of malnutrition and neglect on a child. A total of 331 people participated in this programme.

ICDP with fathers

A qualitative research study of ICDP conducted in 2018, recommended father's involvement in a especially adapted ICDP package and as a result a new and special focus was set on developing projects for fathers.

The ICDP team at SC has since then been working on developing this area. In 2020, a shortened version of the ICDP agenda for meetings with caregivers was created in order to implement it with fathers. This new tool was tested out in practice and proved to be successful. Many fathers expressed interest and asked to participate. A total of 66 fathers received ICDP training in 2020.

ICDP radio drama

During 2020, SC aired a short radio drama on the ICDP parenting programme named "Yo awasar pani ho" ("*This is an opportunity too*").

The main objective of this radio programme was to raise parents' awareness about using the lockdown period as an opportunity for spending quality time with their children. The content was based on the ICDP guidelines.

The radio programme was broadcast through local FM stations in SC's project area, namely in the Jajarkot, Kalikot, Mahottari, Dolakha and Kavre districts. The radio programme benefitted a population of about 35,600.



Activities by Red ICDP Bolivia



The organization Red ICDP Bolivia (ICDP Bolivia Network) acts as the vehicle for the implementation of the ICDP programme in the country. Year 2020 has been challenging due to the pandemic, however, more than half of the planned activities were achieved as planned. ICDP coordinator Olivia Sullca informs:

In 2020, the ICDP team had set itself three objectives: 1) To train and support new facilitators to extend the application of ICDP in the municipalities of Santa Cruz, Cochabamba and Potosí. 2) To provide monitoring to facilitators previously trained in the programme's methodology. 3) To strengthen

the ICDP network in the country in order to sustain the work in the future.

The execution of this plan was not achieved fully, only by 64 percent which was due to difficulties caused by the corona virus. The adverse factors include the suspension of activities in the Educational Units and Health Centres, where the programme has been implemented with the participation of caregivers.

With regards to organizing and forming groups of facilitators and/or volunteers, this objective was achieved in some of the municipalities such as Santa Cruz, Potosí and Tinguipaya. In Cochabamba it was not possible to form a group and only one person was trained as facilitator. In the municipality of Acacio, the group of facilitators were formed as planned but people from the health sector were unable to attend because health personnel was obliged to deal with the health emergency of COVID-19. Once the quarantine was made more flexible, the facilitators trained the caregivers in person in rural areas and in the city the virtual platforms were used.

The trainers from Red ICDP Bolivia provided online monitoring support to groups of facilitators in the different regions of the country. The evidence from monitoring of the implementation of the ICDP programme showed that the newly trained facilitators succeeded in conducting ICDP courses for 178 caregivers. The original plan was to reach 250.

The training activity for caregivers in complementary topics was not fulfilled due to the suspension of classes in the Educational Units, whose beneficiaries were the parents.

Regarding home visits, which were aimed at reinforcing the contents of the programme, in a year where COVID-19 forced children to stay at home, this was achieved by 62% of planned visits.

The envisaged national network meeting for facilitators did not take place, however, the facilitators were trained in several complementary topics: self-esteem, child development, behaviour regulation and attention in crisis situations. This training was conducted through virtual media with the participation of 20 facilitators nationwide.

Report from Denmark

Anne Linder wrote a report of the activities by the Danish Centre for ICDP, which is an interesting and inspiring read. [Click here to read her report.](#)



Snippets from the report:

ICDP and a year with Corona

In Denmark, as in the rest of the world, we have been greatly influenced by COVID-19. Our teaching classes have been cancelled and had to be moved forward in the calendar.

To comply with the changing national and local Covid-19 guidelines, the ICDP trainers proved to be creative and adaptable. One challenge was that teaching had to shut down, while other challenges include that we had to reduce the number of participants in the classes, but ensuring that corona sufferers or quarantine sufferers could still complete their ICDP training on a later date. We usually complete our ICDP training for teaching staff within 6 months. But in this corona year, we extended our training period, which fortunately did not affect the participants' enjoyment of the ICDP programme.

It was a big and special event in 2020, when I, on behalf of all the ICDP actors in Denmark, signed the "code of conduct" in accordance with the UN. The code defines how we, as employees in an ICDP related community should act on a day-to-day basis. It reflects our organization's daily operations, core values and overall company culture.

Blended learning

Owing to the challenges we faced due to COVID-19 restrictions, we have - as an experiment - converted some of our teaching to online classes. It proved to be an excellent solution - which we intend to make permanent.

We have recently received this email from a quarantined participant:

“I just want to say that it has been the most exciting and educational course I have been on for many years. I love the mindset and the way you work with it. So, thank you so much for a great course.

ICDP and the paradox of the pedagogical work

ICDP trainee Oliver Nani, is a student of psychology, with a philosophical approach to life in general - he writes: “I have certified roughly 100 pedagogues, teachers and school leaders at ICDP level 1 during 2020. Furthermore, I have been engaged in the study of the paradox and complexity in pedagogy. I find that a specific way in which ICDP excels is in its encompassment of the paradoxes of pedagogical work, as exemplified in the collision of the guidelines 2 versus 8: Who is supposed to “change course” – the child or the caregiver? ICDP says both, and thus gives way for working with the paradox in a sensitizing way – which is surprisingly uncommon in caregiving programmes. Another paradox is encompassed in that ICDP is proclaimed as a sensitizing programme, which roughly translates into that the caregiver is supposed to produce new solutions herself – bottom up. Yet ICDP obviously presents a framework and guidelines for these solutions – top down. Once again, the balancing of the paradox becomes possible, because neither of the positions are completely trumping the other, but makes way for an ongoing contextualized balancing act”. Oliver will work with that paradox in his thesis at the University during 2021.

Trainer in Ecuador

Due to the lockdowns and the various subsequent restrictions, the ICDP work with university students in Quito was discontinued in 2020. Ilaina Ramirez is the only ICDP trainer in Ecuador and although activities in the country could not resume, her involvement with ICDP was linked to projects outside Ecuador. She continued to advise the ICDP team in Bolivia, as she has been doing since 2017 when she trained them in person – but her support had to be via Zoom meetings in 2020.

Ilaina was also supposed to travel to Chile to conduct a number of workshops for the ICDP core group there, but this was not possible due to travel and meeting restrictions. Nevertheless, she has been keeping in touch and advising the team in Chile through virtual meetings. The focus of the work of the ICDP team in Chile was on understanding the way ICDP was adapted for Latin America and at the same time they have been working on producing a local version of the ICDP booklet for caregivers – this was achieved.



First facilitators get their diplomas in Uzbekistan



Valentina Ten



Magdalena Bronnstrom

On the 9th of March 2021, two professionals became ICDP certified facilitators in Tashkent: congratulations to Magdalena Bronnstrom and Valentina Ten, as the first ICDP facilitators in Uzbekistan. They received training online from Nicoletta Armstrong, who described them as extremely receptive, sensitive and enthusiastic professionals who both developed a deep understanding of the programme’s principles.

As part of their training, they implemented the ICDP programme with seven teachers working at Happy Start, a learning centre for children aged from 2 to 7 years old. They started to work with the teachers on the 14th of October 2020 and the training was completed on the 2nd of March 2021. Here is some information about this training based on the report by Magdalena and Valentina:

All the participant teachers became very involved and interested during the ICDP course. Home-tasks were very effective and reinforced what we taught during the meetings. Role-plays and group discussions made the meetings alive and vivid. Having the ICDP Guide to Facilitators was very useful, because it helped to plan the meetings but at the same time it also gave space for creativity and adaptation; and the research described in it, helped us to explain and confirm the importance of the ICDP guidelines, which was a good theoretical foundation for this target group. For us as facilitators, it was interesting to work with this target group because they were all working as teachers and this meant that they could go back to their classrooms and apply the guidelines – and afterwards give us feedback on that direct experience. We focused the home

tasks on the teachers' classroom life and thought about the possibilities and challenges they face there to make the home tasks as useful for the teachers as possible. We made our own videos of the participant teachers while they were in interaction with children. The ICDP booklet for caregivers was translated into Russian and while translating we changed the word *parent* to *caregiver*; and instead of *your child* we would put *child in your classroom*.



Happy Start is on its way to start a new learning centre that will be ready in September. We will run the ICDP training for the new staff there, but we also plan to run ICDP programmes for other preschools, learning centres and schools. And we want to conduct an ICDP programme for parents as well. In order to spread the word about ICDP we have put some information about the ICDP programme on the Happy Start's Instagram page. Our plan is to make a booklet about ICDP, so that we can give it to people we have contact with. The following comments are from some of the participants of the ICDP training:

“I realized there are no «difficult» children in our centre. It is about how I see the child, my thinking of the child. When something happens I first need to think of something good in the child and make an effort to work on my attitude, because it affects my next steps as a teacher.”

“I have already been using some of these principles, but I did it unconsciously and not the whole time. Now I have developed a new awareness and I try to apply the guidelines consistently.”

“I realize the importance of empathy in communication with children. We are not robots, we get tired, sick, in a bad mood. But I still need to remember to be empathic towards a child, even though I sometimes need empathy myself.”

ICDP courses for couples work well in Zambia

Report by Grace Mwendapole:



Save the Children Zambia has been implementing the International Child Development Programme (ICDP) approach as part of its parenting programme to promote positive parenting.

In 2020 the focus of the programme was to increase the uptake of parenting session among identified households through conducting awareness raising activities. Awareness raising activities resulted in the creation of a critical mass of parents and caregivers who attended the parenting sessions. A total of 648 (424 females and 224 males) attended the awareness raising. A total of 574 households were mapped for training in the child sensitivity package. From the mapped households, 500 households were enrolled to receive the whole Child Sensitive Package and this includes the parenting package.

Implementation of the Child Sensitivity Package started in September 2019 and was finalized in October 2020. The aim was to increase positive parenting through promoting positive interactions between the caregivers and children. The parenting sessions were conducted with parents /caregivers with children between the age of 0 to 12 years using the ICDP approach.

Despite the parenting sessions coming to a halt when Zambia recorded its first case of the Covid 19 in March 2020, and the resultant enforcement of Government's restriction of public gatherings as a way of mitigating COVID-19, parenting sessions resumed on 26th May 2020, by using a modified approach of conducting sessions back-to-back and with adherence to protective and preventive measures put in place to prevent exposure to contracting Covid 19.

The "back-to-back session" is an approach where sessions are conducted 3 or 4 days in a row without skipping a day, as opposed to having a session once per week. With this modified model of delivering parenting sessions, the Project Team managed to complete the parenting session, including three additional modules, Gender Transformative, Importance of Education and the Risk of Child Labour, by 30th November 2020.

A total of 466 households with 481 participants (336 females and 145 males) out of the targeted 500 households completed the parenting session. This represents 93 % completion rate. After completing the parenting sessions, 25 home visits were conducted by facilitators in Kansanta (Chief Shibuchinga) and Kamabaya and Mibenge (Chief Lumpuma). Some of the findings from the home visit revealed positive parenting skills from the caregivers/ parents and families as follows:

Improved interactions between caregivers and their children

For example, one caregiver in Kansanta said that she never had time to chat or join her children when they were playing and her children feared her because she would shout at them a lot. She has now created time to play with them.

Positive discipline without the use of violence

One parent in Kansanta, said she appreciated the session on setting limits for children and during the home visit she revealed that, "I used to shout at the children to manage unwanted behaviour. I personally did not know that it was possible to suggest options to children to elicit for positive behaviour changes in children". The caregiver explained that by attending the sessions, she realized that she needs to calmly explain why the behaviour in a child is not appropriate and suggest to the child some alternatives.

During the award presentation ceremony that was done for all participants that completed the 12 sessions of the parenting module, most of the parents were able to talk about the 8 ICDP parenting guidelines and 3 ICDP dialogues that were learnt during the sessions, how they had put them into practice and the skills that they learnt. The 25 households that were visited also indicated a reduction in violence towards children because parents had improved their interaction with children.

Best Practice: participation of couples during parenting session

One of the best practices noted during the period under review was the participation of couples during parenting session. For example, six couples attended parenting sessions in Kalembula, Filando/Miseshi and Pa Njose. This practice was encouraged across the other parenting groups in order to promote male participation, as there were more female caregivers attending parenting sessions than males.

ICDP at Jusoor, Lebanon

The Jusoor organization, based in Beirut, has been sponsoring the implementation of the ICDP programme with parents living in refugee camps for several years now. Michelle MacDonald has been working as a counsellor for their 3 schools and in addition, she has been giving ICDP training to teachers and parents, as well as Syrian refugee parents. In 2020, she tried to continue with the training of Syrian parents in refugee camps through online video calls. However, this was abandoned after several attempts, proving to be too difficult. This is because the parents had poor connectivity or no connectivity at all and in addition their health conditions deteriorated due to COVID-19 which became their priority.

After a positive evaluation of the impact of ICDP on teachers and parents, the leadership of Jusoor made the decision to have the ICDP as a permanent programme within their organization. The aim is for teachers not only to apply ICDP in the classroom in relation to their pupils, but to also give courses to pupil's parents. Their vision is to establish a team of teachers who can run ICDP courses for parents. In order to achieve this, a new agreement was made between Michelle MacDonald and Jusoor, according to which Michelle is to train 7 teachers from schools supported by Jusoor, so that they can become ICDP facilitators. She will start this training in April 2021 and it will be conducted via Zoom meetings.

News from Norway

ICDP Norway is a membership organization. Webpage: <http://www.icdp.no/>. Heidi Westborg, ICDP Norway chair, explained that in Norway there was a reduction of ICDP groups especially in the first part of 2020 when the pandemic hit the country. The work picked up later in the autumn but then there was another lockdown. In view of this situation and restrictions caused by COVID-19, ICDP Norway decided to apply for funding to run a digital project. They were successful, so the team started to plan a pilot project. In order to run digital groups, the first thing to do is to master the pedagogy of this way of working and to understand the technical part takes 3 hours of training. The key question for ICDP is how not to lose the essential quality of the programme, how to maintain the ICDP positive effect which has always depended on face-to-face interaction, when working digitally. In order to develop a good pilot project and answer

these questions, the ICDP team has been having discussion with a professional in digitalization. The funding has also been used to produce a video about ICDP in the light of the corona pandemic. The video has been produced in several languages, for several nationalities. The Norwegian version has English subtitles. Follow this link to see the video:

<https://www.icdp.no/video-when-the-world-feels-insecure/>



For many years the ICDP programme roll out in Norway was centralized by the government organization Bufdir. However, there has been a decentralization of the way ICDP is run, as Bufdir passed the responsibility to a specific branch, a directorate called SKM that administers all parenting programmes in Norway on behalf of the municipalities. ICDP Norway has regular meetings with SKM to keep informed and maintain quality control. SKM holds ICDP in high esteem as a universal programme and despite lockdown, they are continuing with training online. There is a new introduction programme for refugees with a compulsory parenting programme module and the recommendation from SKM and the official guidelines for integration of refugees recommend that ICDP

should be used. The particular strength of the ICDP programme was found to be its cultural adaptability and no other programme is considered to be as strong on this.

El Salvador uses a digitalized version of ICDP

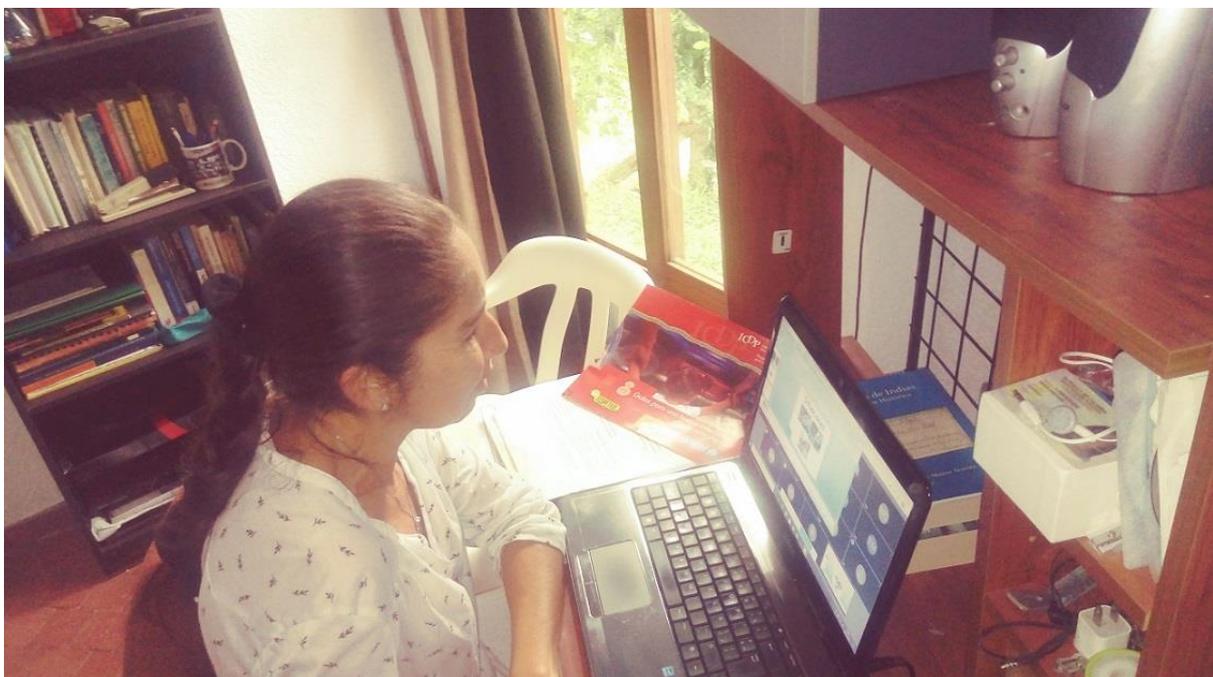
UNICEF with its partners ISNA and EDUCO have been working intensively on creating a digitalized version of the ICDP programme. The task has taken some months to complete but it is now ready to start. ICDP is a widespread activity in El Salvador, where it was institutionalized by the government network ISNA. The implementation of ICDP is also carried out with the practical and technical support from EDUCO, a non-governmental organization that cooperates closely with UNICEF who in turn provide support and guidance for the overall ICDP developments in the country. Due to the corona virus pandemic the customary way of rolling out the ICDP programme became increasingly difficult and in view of this new situation in the country, UNICEF team in charge of ICDP suggested to key personnel from EDUCO and ISNA to work together on creating an online training programme that would cover all levels of training – caregiver, facilitator and trainer level. This meant that the entire ICDP set of materials (known in El Salvador as the “ICDP mochila” which was created by Nicoletta Armstrong) had to be transferred to a digital format and uploaded onto the ISNA website.

This training online can be accessed with a password. The ICDP trainee user can be any participant of the ICDP course whether at caregiver, facilitator or trainer level. The online format provides step by step guidance through all sections of the ICDP modules to acquire knowledge of each ICDP topic. Test questions have to be answered before proceeding to another section. It is a highly interactive process made easy to follow, which is complemented with online workshops.

Training of teachers in Quindío, Colombia

This March 2021 update is based on the report by ICDP trainers, Anisah Andrade and Patricia García, who have been working on the ICDP project for teachers since August 2020. Their project represents cooperation between ICDP Colombia and the Tebaida Education Institution, and it is funded by the SDIA organization.

The project's objective is to transfer the ICDP methodology (at caregiver and facilitator levels) to teachers, in order to strengthen their capacity for establishing good quality interactions inside the classroom; to enable teachers to deliver the ICDP course to parents so as to enhance their parenting skills and sensitivity towards children; to promote in the educational community good coexistence and communication, through the application of the ICDP principles.



The ICDP training was initially aimed at primary school teachers, but there was a request to include secondary school teachers as well. The work was supposed to start in March 2020, but due to the COVID-19 pandemic this was not possible and the first activities began in August.

Since the planned workshops could not take place in person due to the government restrictions, trainers conducted weekly ICDP Reflection Forums via Zoom, each lasting one hour and a half. These virtual meetings were attended by two groups of teachers in the period between September and December 2020. One group was comprised of 19 primary school teachers and the other of 23 secondary school teachers.

The ICDP trainers soon realized that the teachers were experiencing high levels of stress.

“Due to the lockdown and the impossibility of face-to-face classes, teachers had to reorganize their work, develop new pedagogies, methodologies and technological tools. They had to prepare entirely new materials designed for children to learn each subject with the support of their parents. We soon realized that the educational system needed to guarantee not only the protection of the teachers’ jobs but that it was crucial it also took care of the teachers’ well-being, to help reduce levels of exhaustion and stress. As trainers we showed our appreciation and recognized the hard work that teachers had assumed during the pandemic, and we adapted our ICDP agenda in order to provide a special space for teachers to express themselves, talk about their situations and to give them emotional support.” – Anisah Andrade.

During the first three months in 2021, the ICDP trainers continued to conduct Zoom meetings with the two groups of teachers. During this period, they focused on the three ICDP dialogues and the eight guidelines for good interaction, which teachers explored, observing their own behaviour and sharing about their experiences in relation to school children and also the way they applied the three dialogues with their own children at home. Due to the pandemic, trainers could not carry out the planned filming of classroom interactions. However, the teachers made short films of interactions with their children at home and these provided material for sharing.

By the end of March 2021, the teachers were ready and keen to embark on their practical self-training projects. Primary school teachers will be delivering an ICDP course to parents and the secondary school teachers will give an ICDP course to adolescents. Each teacher was given the ICDP printed set of materials (“ICDP mochila”) and enough copies of the ICDP booklets to give to all the parents they are working with. The teachers will be facilitating parent groups in person and/or online, depending on how the pandemic evolves.



The photo above shows teachers attending the ICDP training via Zoom.

The importance of defining and seeing a child in a positive way was one of the topics that impacted the teachers – below are some of their examples and comments:

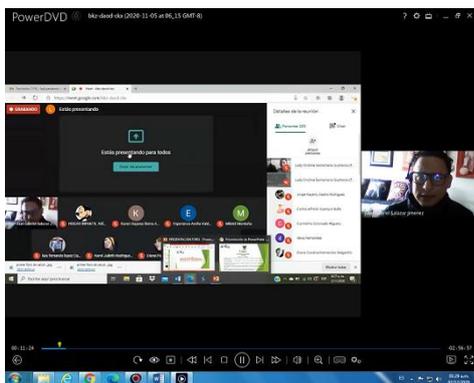
“I was told regarding the behaviour of a child who in the previous grade was with another teacher, that this child was distracted, unwilling to do things. I made a special effort to focus with him, and discovered how to motivate him. He became creative and sociable. I saw that he was quite capable and affectionate. All these qualities were before overshadowed by negative concepts.”

“We tend to take the first impression to quickly and label children, parents and other people. But then trust is lost, so it is important to reconstruct concepts in a positive way and learn to see with different eyes, and to create more positive experiences.”

“Most teachers complained about a boy in grade 7. He was described as lazy, rude and was given many negative evaluations. This boy came to my class. I began to take him into account asking him to help me with other classmates. I soon discovered that he had a very evident ability, his creativity was very good at comic drawing, I saw a lot of talent, his grades improved and he became the best in the class.”

Other updates in Colombia:

- In the department of Casanare, in the central eastern region of Colombia, Diana Vengas trained health professionals in ICDP
- In the department of Antioquia, Abel Salazar’s Campestre Foundation, made a special video on ICDP to enable the implementation of the ICDP programme during lockdown.
- In the department of Caquetá, ICDP workshops are held regularly through Escuela padres (School for parents).
- In Oicata, in the department of Boyacá, a project is starting with adolescents.



ICDP trainer, Luis Fernando Lopez has been participating in the virtual interventions that were undertaken in the department of Boyacá, Colombia, he explains:

“We have been organizing virtual training with professionals from a number of different institutions, such as, the Juan de Castellanos University, the Colombian Institute of Family Welfare, the Zona F Foundation and the CENIX Institute. The purpose of this activity was to enable professionals to apply the programme by working with parents, technical caregivers

of early childhood care and the community in general of the department of Boyacá. The ICDP Colombia leader, Carmen Lucia Andrade, was able to participate in the first meeting with mental health and early childhood professionals. We discussed strategies in times of pandemic and its consequences today and in the future.”



Work with fathers is a new focus in the Philippines



The ICDP parenting programme is part of the Save the Children Philippines Child Sensitive Social Protection (CSSP). The CSSP strategic intervention is in turn a part of the biggest social protection programme of the Philippine government, the Pantawid Pamilyang Pilipino Programme.

The new roll out of the ICDP Parenting programme started in October 2020, after the completion of the baseline studies: the quantitative study using ISELA (International Social and Emotional Learning Assessment) and the qualitative study using TMSS and Activity with the child.

During the period between October 2020 and February 2021, a total of 1,511 parents participated in the parenting sessions conducted weekly by the community facilitators. The parents came from 1,511 households comprised in total of 6,665 adults (3217 females; 3,448 males) and 2,876 children (1,423 girls; 1,453 boys). There are already some positive results, which are based on parents' testimonies and on reporting by facilitators after home visits to parents.

Parents manifest improved caregiving practices such as: more affectionate and responsive, giving quality time to children, not yelling and scolding their children anymore.

Children reported that they have experienced more affection from their parents and that parents do not scold or shout at them any longer.

MONITORING: The four ICDP trainers from Save the Children Philippines, monitor the parenting sessions using the locally adapted ICDP monitoring tools. They hold monthly meetings with facilitators to keep track of the progress of parents, facilitators and the overall delivery of the ICDP programme. At the monthly meetings trainers help facilitators to prepare their sessions with parents through role play and mock sessions.

A care for carers session is conducted with facilitators every other month, as a space for debriefing and psychosocial support.

ICDP WITH FATHERS: Attendance of fathers was a challenge and to mitigate this challenge a special course was developed for fathers. It includes a gender session to address gender stereotypes, power relations within the family and especially how fathers relate with their girl and boy children. This proved to be effective. Fathers opted to attend all the ICDP sessions after attending the first two-day sessions on Qualities of my Child and Caregiver, Gender and Empathy. Testimonies of mothers and children revealed that fathers became more loving and supportive towards their children – which in turn served as a model followed by their boy children who also became loving and supportive.

[Photo report linked to 2021 update](#)

New start in Afghanistan



In 2019, ICDP established cooperation with the International Assistance Mission (IAM) and three health professionals started to receive training - and eventually became ICDP facilitators.

In March 2021, ICDP Afghanistan representative Fattah Najm (on photo), talked online with Nicoletta Armstrong, his ICDP trainer, reporting the following:

“During 2020 we were unable to carry out any ICDP training as we had to prioritize work related to the COVID 19 pandemic,

which took great deal of our time.

However, we are starting with ICDP workshops in May 2021, immediately after the Ramadhan month of fasting. The covid situation has abated, we are ready to begin again, we have all the materials and we have a designated training room where we will hold regular workshops on every Tuesday. We will eventually train all our members of staff, 70 people altogether.

ICDP has made a strong impact here and our staff is keen for us to continue with ICDP, because they heard good stories from those we have trained already - and all of our staff are now asking to participate in ICDP.

The way ICDP works is different from other programmes - the practical experiences, the making of videos of us playing with children generated a new informal atmosphere and brought laughter and happiness.

ICDP has opened the door for our expressions of love and close interaction with children which was latent – we all had it in us but after ICDP it is being freely expressed. We look forward to continuing and we will be taking the programme to different communities in the future.”

ICDP impact in Somalia

In Hargeisa, Somaliland, a follow up of ICDP based parenting sessions, education and family budgeting sessions was conducted in 2020. The participants were asked questions about what they understood and learnt from the ICDP based parenting and family budget sessions. The questions were based on the 9 sessions of the ICDP based parenting and 2 sessions on family budgeting.

20% of those who had received the parenting sessions were asked to answer the questions and over 80% of caregivers/ parents mentioned that the training improved their perception on parent child relationship, child education and gender.

Communities showed great willingness to change the cultural belief that “Educating a girl is just a waste of resources “ and now appreciate the concept that children both boys and girls have equal rights to learn.

The Child Sensitive Social Protection (CSSP) project, which includes the ICDP parenting sessions, expanded to an additional location, to Baidoa, in South Central Somalia. The plan is to train 150 additional households in 2021 on ICDP based parenting.

We also plan to run refresher parenting sessions with parents/caregivers in Hargeisa, Somaliland.

Additionally, looking at the impact parenting sessions made at the community and household level, teachers of government schools in the project area started to show keen interest and requested to be included and trained on the ICDP based parenting sessions.

- Mukesh Lath, Senior Social Protection Advisor at Save the Children

ICDP Finland report

ICDP Finland was founded in 2012 and the association completed its ninth year of operation in 2020.

The association, with 53 registered members, has continued working on introducing and spreading ICDP in Finland in both official languages (Finnish and Swedish) as well as continually developing the programme.

ICDP Finland has also participated in the ICDP Nordic board meetings and has established an ongoing collaboration with the other Nordic countries.

We have a registered and active website www.icdp.fi and we are also active on social media, mainly Facebook and Instagram.

The operation in 2020 was influenced by the COVID pandemic and the resulting restrictions. The association has not been able to offer any training. In-house training was completed for professionals in two organisations during the year. A group in Vasa was completed through virtual facilitation. Other than that, no group facilitations have been offered.

There are 16 trainers, 144 facilitators and 500 individuals who have completed the basic training. The annual trainer and facilitator events were virtual, and took place on the 23rd and 24th of November 2020 - they were lovely and inspiring.



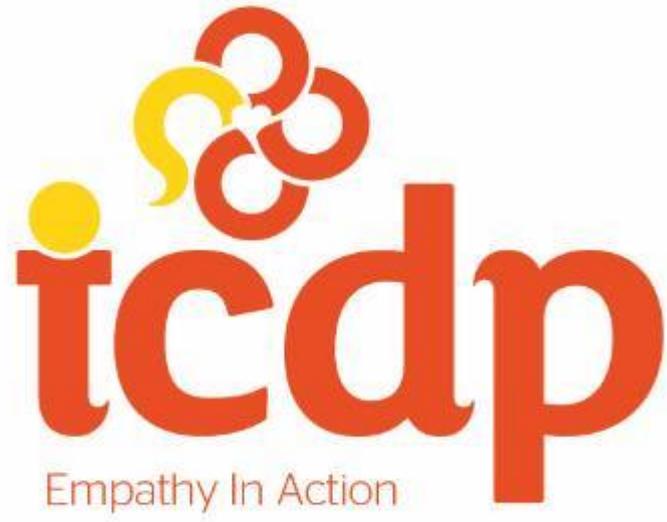
The Swedish booklet for parents of 6 to 12 year olds was translated into Finnish and printed during 2020.

Awareness raising about ICDP has continued throughout the year. The association took part in two “Families in Focus” seminars with a module on ICDP.

The Ankaret (Anchor) family centre in the town of Pargas produced a video for the “Family in Focus” project’s first national conference, which was a virtual event on the 26th of November 2020 due to the COVID pandemic.

The video “ICDP as shared values in the Ankaret family centre” is free to use henceforth. There is also a longer version of the same video for use in training about ICDP implementation, which is available on YouTube.

- Pamela Antila, ICDP Finland chairperson



www.icdp.info