

REPORT ON THE THREE-DAY ICDP PRINCIPLES TOT WORKSHOP

Date: 15TH – 17TH JUNE 2021

Venue: PRESTIGE HOTEL - MAMFE, EASTERN REGION

In Attendance: 14 participants (4 males, 10 females)

1.0 Introduction

At ICDP we strive to create a supportive and warm environment, showing empathy, generating enthusiasm, motivating and building confidence in caregivers to enrich their capacity to care for children. Research clearly illustrates globally that children require affection, love and care from caregivers through effective and efficient interaction which can be achieved through capacity building and training.

In Ghana ICDP organized a three-day residential training of trainers' workshop for project staff, key district stakeholders including the Ghana Education Service (Girl Child Education unit), Social Welfare and Community Development and other development consultants who interact with children on daily basis.

2.0 Goal & Objectives

The Goal of this training was to equip staff, district stakeholders and partners with the requisite ICDP principles and guidelines to conduct effective and efficient stepdown training for parents, caregivers and children.

Other Specific training objectives included

- ❖ To introduce staff, stakeholders and partners to the ICDP program
- ❖ To discuss strategies to integrate the 8 guidelines of good interaction into every day professional lives.
- ❖ Introduce facilitators to the tools and checklists and other inquiry approaches to caregiving
- ❖ To train key stakeholders or facilitators to deliver ICDP principles to groups of caregivers

DAY ONE

The workshop began around 10am with an initial virtual opening address from the Chairperson for ICDP Mrs. Nicoletta Armstrong. She expressed her delight to participate in the workshop as she thanked the Country Director for ICDP-Ghana Mrs. Joyce Lanyoh whose commitment towards the ICDP program had resulted in the training of facilitators to also engage caregivers on the guidelines of good interaction which would promote holistic child development. She shared how ICDP program started in 1985 but took seven years to formulate the entire concept in 1992 before it was presented as model to the W.H.O.

She also introduced the participants to the research on Neuroscience explaining the human brain and the parts ie (Reptilia, Mammalian, Rational/Advance) and how these parts develop through growth stimulated as a result of interaction at different stages of the child. She shared how the “prefrontal cortex” also known as the executive brain constituted one of the parts of the brain which ensures proper reasoning and problem-solving which developed only through good interactions with the child.

Joyce Lanyoh later led the discussions on parenting and other local child rearing practices in Ghana. She explained that ICDP would be 10 years in Ghana in 2022 and the organization had organized this workshop to create the awareness of the model and advocate for its integration into the local child rearing practices. There were photo illustrations for participants to share their thoughts on them. She later introduced the participants to the 8 guidelines of good interactions also known as the three dialogues as the fuel of ensuring efficient interactions between caregivers and children. These included

- ❖ Emotional Dialogue: Showing love and positive feelings to the child, following and responding to the initiatives of the child, establishing an intimate personal verbal/non-verbal communication and offering praise and confirmation to the child
- ❖ Mediation Dialogue: Helping child focus on things in the environment, carry meaning to child’s experiences, enriching child’s experiences, topics through creativity.
- ❖ Regulative Dialogue: Setting limits in a positive manner offering alternatives for what may not be allowed, guiding the child step by step also termed as scaffolding.

The participants later joined Mrs. Ingunn virtually as she also shared an overview of the ICDP program with the facilitators stressing on the importance of good interactions as foundations of brain growth and formation and the overall child development. The participants finally participated in a role play of local child rearing practices and then juxtaposing with the modern ICDP child rearing practices which is based on empathy and the 3 dialogues necessary for child development. An evaluation conducted at the end of the first day revealed high ratings of the content, facilitation, inclusivity.

DAY TWO

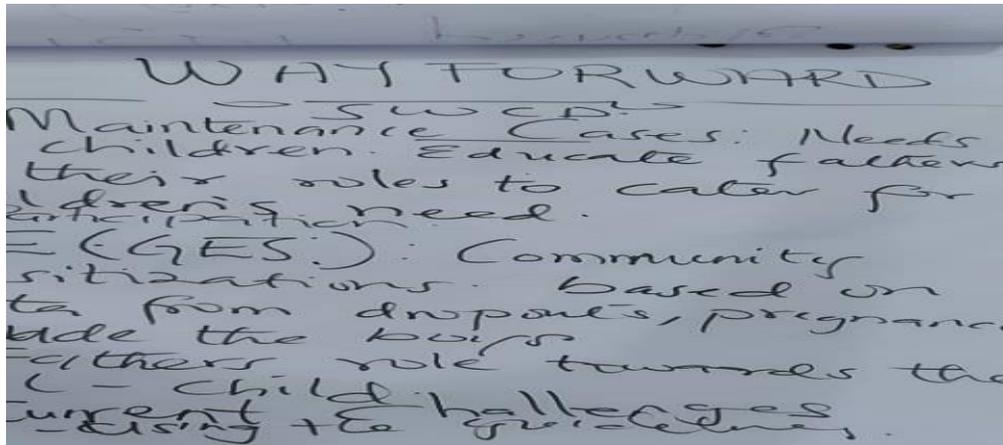
The day also begun with a brief recap of the previous day's activities led by one of the facilitators. Mad. Joyce then took the participants through the seven principles of sensitization during the interacting processes and the need to establish trust between the facilitator and the caregiver. Caregivers need to be encouraged to see children in a positive mindset building on highlighting positive methods of childrearing and promoting the "Inquiry approach" to communicate effectively the concept of empathy in Action. The facilitators were later taken through promoting gender transformational parenting to involve both fathers and mothers to eliminate the barriers to effective parenting from a gender lens.

Later Kimberly, shared virtually with the facilitators some impacts of ICDP guidelines in several high-risk communities in Chicago USA. She shared how essential it was for caregivers to enhance a good interaction with children and the role these 8 rules of ICDP towards the achievement of the goal. Participants were also introduced to some monitoring tools and techniques like the Likert scale which would be used to measure and track interactions among caregivers over a particular time period.

As a way forward the facilitators were tasked to work with identified caregivers or children within selected communities and share findings and reports of interactions with their target groups. Mad. Joyce stressed on the support in terms of resources and logistics given to the facilitators throughout the processes. The selected facilitators also agreed to work in groups to interact with caregivers on the 8 golden rules of interaction and report on findings.

PLAN FOR FOLLOW-UP ACTIVITIES

The role plays were used to prepare participants to address some of the challenges when faced with the same situations at home between care givers and children. Participants were given an opportunity to plan their work through questions asked, making plans on how to incorporate knowledge gained in their work, identifying indicators as well as well action plans. These two activities were aimed to provide participants capacity to implement their work after training.



EVALUATION

An evaluation questionnaire was designed to for participants to assess the knowledge gained on the subject. The results showed that there was a considerable knowledge gain by all facilitators who scored improved results as part of the post-test questions. Additionally, role plays conducted by participants were scored by participants who gave feedback as part of the learning processes.

BARRIERS IN TRAINING

There were very few issues with regards to internet connections, this was not anticipated and was efficiently managed.

RECOMMENDATIONS

Future trainings should include practical field sessions with selected caregivers to create a learning platform for facilitators.

CONCLUSION

The workshop equipped the facilitators with the needed skills to be able to share the concept of the 8 ICDP principles (3 dialogues) applying the 7 guidelines of good sensitization with caregivers

and children in order to help children develop and contribute to the total development of children, their families and the society.

TRAINING IN GALLERY

