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Annual Report 2022

In the Danish Center for ICDP, we have found a good rhythm in the work in management. Anne continues to have her primary focus on the development works and provide supervision and support to the 35 active trainees.

Jens has settled in well to work as manager and ensure the day-to-day running of the center's many tasks. In addition, he is mainly responsible for the development of the two new digital platforms. Both the one for the courses and another one for the parents. The IT-platform for parents is expected to be launched in mid-2023.

The development of two new digital platforms has taken up a lot of our resources throughout the year. We are proud to have presented the one platform – our course platform Relatuz – in an updated design. Both trainers and users say the platform is easy to access and supports video analysis and other teaching material.

ICDP level 1

We have trained 725 persons to ICDP level 1.

ICDP level 2

We have trained 68 persons to ICDP level 2.

ICDP level 3

We have trained 3 persons a level 3.

A big congratulations to our 3 new trainees.

- Daycare consult Dorthe Kongshøj Marcussen,
- Teacher and midwife Sacha Jørgensen
- Pedagogue Jeanette Sørensen



Daycare consult Dorthe Kongshøj Marcussen

Annual meeting with the trainees



Meeting with trainers - November 2022, Odense, Denmark, in front Jens and Anne Linder

We have gradually found a good organization of the collaboration and supervision with the trainees who teach ICDP locally. We meet physically once a year, and once digitally. In addition, all the trainers are affiliated in networks, based on their profession.

Visit from ICDP-Norway



Head of school Per Hovmand, ICDP-Norway Heidi Skeel and chairman Lene Søgård, Danish Center for ICDP.

In September, we had a visit from ICDP-Norway by chairman Heidi Steel. The days focused on institution visits and discussions of the common challenges in both countries.

Certification of institutions

Over the past 20 years, the Danish Center for ICDP has educated many thousand professionals in ICDP, and now the center takes responsibility for supporting and strengthening the organizations - which work purposefully to develop and strengthen their relational competence at organizational level.

The vision for the Danish Center for ICDP is to spread and ensure the quality of relational work at organizational level - because we know that the introduction of ICDP strengthens the working environment and thus the organization's relational and social capital. The work can therefore be seen as a counterweight to the stress and burnout that a lack of organizational resources often leads to, and which in the extreme can lead to rotten practice, which we have unfortunately experienced in several examples in recent years.

The Danish Center for ICDP wants to initiate initiatives which in the long term can inspire a national, Nordic, and international certification at the organization level.

ICDP and the practical work with the Children's Convention

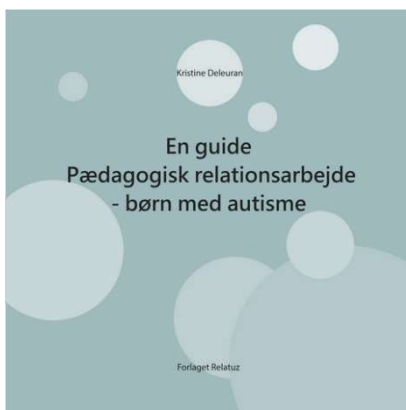
Denmark acceded to the Convention on the Rights of the Child in 1991 and is therefore obliged to comply with the convention. Since, via our code of conduct with the UN, we are obliged to strengthen the work of spreading children's rights, this year we have purposefully started linking all our ICDP work with children's rights. We have planned to link the certification conditions with children's rights and publish a separate booklet.

The purpose of the UN Convention on the Rights of the Child is to guarantee all children their human rights. The convention can be used as an ethically documented judgment summarizing the world community's attitudes towards

children and childhood. The overall view is that all children, both young and old, have equal value. The Convention on the Rights of the Child applies to all children, which means that we must ensure that every child has his or her rights taken care of. ICDP in Denmark works to ensure that Danish society signs the Convention on Children's Rights. Among other things, by publishing materials about the close link between ICDP and children's rights. The first initiative in this process is to link the ICDP Certification of Institutions with children's rights.

New material

All trainees must complete their coaching training with a self-selected exam task. The trainer Kristine Deleuran wrote this special booklet - which focuses on ICDP and children with autism. There has been great interest in the booklet.



New booklet: ICDP and a guide to work with children with autism. By Kristine Deleuran

New digital platform for courses

for professionals, for parents, for tutors and trainers. The development must be our contribution to securing the future of the ICDP.

In 2022, we have used many resources to complete the development of our digital course platform. The platform is a further development of the previous version - just with an updated design and many new functions. Both the trainees and our students are happy with the result.

Annual report from the different inhouse networks

Network no 1 Schools.

There are 11 trainees in the school network. We are a diverse group with vocational college teachers, school psychologists, pedagogues, musicians, teachers, mentor-coordinators, project managers in NGOs.

- A new clientele has been opened - the daycare area in Haderslev, which has so far worked within the school area.
- There is a demand for level 2 in this connection, which is why Lone Nielsen, a trainee, is continuing her education for this.
- ICDP is included as much as possible in the primary teacher education in UCL, Jelling. In addition, it is drawn into the merit-teacher education program in UCL, Jelling.
- Researcher, Ph.D. Ida Skytte Jacobsen, from UCL, has, on behalf of Dansk Center for ICDP, followed the implementation of ICDP at Mølleholm School - where the management was ICDP trained. She writes: "ICDP in connection with a huge effort, where the Danish Center for ICDP has trained all the staff at a school, I have also had the opportunity to do a focus group interview with management to hear about their experiences. The management at the

school said that it have had a positive impact at the relationship and at the mindset and the environment at the school have change.".

- Mølleholm School is still working on the development project. There are both individual and team-guidance courses. There are currently 12 supervisors trained in the school. All teams at the school are visited once a month by 2 supervisors. At the pedagogues' weekly staff meeting, there is a fixed point with star moments. In addition, there have been 2 internal level 1 teams in 2022. A concrete story: "A teacher asks all colleagues to look at the relationship circle for next time, because he would like to have sparring on his own relationships with the students."
- In Vallensbæk Municipality, class number 9 is under way, i.e., the entire daycare area is about to have taken the course. There are discussions about "what now", and one report is that it revitalizes the ICDP work at an institution again when an employee attends a course and comes home with "renewed energy".
- 3 pilot-projects in Albertslund Municipality have been completed. Here, the course was changed to 8 training days, of which 6 days were evening classes of 3-4 hours after the end of the working day. This cannot entirely be recommended, as fatigue at the end of the working day significantly reduces the benefit from the training.
- ICDP-based teaching, sparring and guidance courses are provided at schools in Odense Municipality by 2 psychologists. An exploration of how the ICDP work can be brought further into the school area in Odense is under way. There are challenges with only level 1 being in demand.
- On the Faroe Islands, a report has been drawn up with recommendations for politicians on how to create well-being among children and young people,

and here the ICDP is written in as a concrete recommendation. In addition, there is a collaboration between DCFI, Save the Children and CFU Faroe Islands (NOAM) on a comparative research project with ICDP as a focal point.

- In the municipality of Dragør, we have our schools and SFOs at ICDP level 1 together, and they say that the fact that they have a common language creates an eye for a preventive approach to their own relational approach and interaction. We have 5 competence days, where we as supervisors visit and follow up, and where they are continuously held to the fire with ICDP for staff meetings. For meetings with the parents, both the difficult conversation and the one that is not difficult, we use ICDP and speak from that point of view. ICDP is our professional methodology, and parents and staff report that when the meetings are videotaped, they have more appreciative meetings, with friendliness and curiosity. In the transition from daycare to school, it is handed down based on how the employees have had good experiences with the 8 themes and collecting the star moments, what is going well, and especially the resource view means that negative stories and expectations do not follow. In Dragør Municipality, parents would very much like to attend an ICDP parenting course, and express that it is a good preventive measure. A father, together with 4 other families, is in the process of making a film about what the course can do. We are eagerly awaiting it.



Meeting in the “Daycare” network group

Network no 2 Day Care

Trainers in the group: Janne Rosenborg, Maj-Britt Liljequist Larsen, Dorte Kongshøj Marcussen, Henriette Flændsdal, Anne Lysemose Kristensen, Frank Krogh, Helene Jensen, Jeanette Sørensen, Kathrine Jürgensen, Kristine Deleuran

Our network group consists of ICDP trainers from different professions: Psychologists, pedagogues, leaders of daycares and freelance consultants, all of whom deal with children aged 0-6 years.

After Covid-19, we all have experienced a pronounced need to look for new and better ways. New ways, where the best from the past is combined with new and good experiences from the period when Covid-19 was setting the agenda. We all experience professionals in daycares, who need to be revitalized for the better.

As trainers, we have a special focus on quality assurance when we teach our ICDP classes. Our most pronounced wish in the last year has been to contribute to an increased focus on relations, so that they will better for the good of the children in daycares. That need is clear after Covid-19.

Our focus in both our teaching and in our consulting with each other in our network group is to contribute to a resource-oriented reflection on our practice.

In 2022, we in the network group have particularly immersed ourselves in our experiences with the ICDP models. Both the models used internationally and the models developed in the Danish Center for ICDP.

We have among other things discussed: the sensitivity triangle and how it can be used in practice, the VERA model as a reflection and evaluation tool, star moments with a focus on analyzing and using the 3 dialogues, and finally positive redefinition as a perspective tool.

We have benefited from each other's experiences and inspiration with enriching and vitalizing discussions.

[Network no 3 Health nurses.](#)

No activities among the trainees in 2022 due to Covid-19.



Meeting in the network for consultants and family counselors

Network no 4 Consultants and family counselors

We are 5 consultants in this network. We are trained psychologists, graduates in different variations.

- In Odense Municipality we had three simultaneous ICDP-classes this year, one of which was mine. In my team, I had a group of skilled and committed educators and assistants who offered interesting and relevant questions. One of the themes we covered was the difference between robustness and resilience. If you look up robustness and resilience in the dictionary, robustness is stated as a "hard" quality, the ability to accept adversity without noticing it. Whereas resilience is equal to elasticity and flexibility, allowing oneself to be influenced and springing back to one's old form after adversity. In this connection, we discussed, among other things, that it matters which choice of words one uses, as it is defining for the child/other and the expectations placed on their abilities to "deal" with adversity. / Freja

- My name is Signe Petersen. I am employed as a multilingual consultant and ICDP-trainer in Odsherred Municipality. I teach daycare workers, pedagogues, daycare managers and consultants within the area of daycare. I am concerned with spreading ICDP in my interprofessional collaboration. This year, as something new, I have entered a collaboration with some of the municipality's schools. This collaboration has meant that several of the municipality's after-school employees will also be trained in ICDP in 2023. This year I have completed two classes in ICDP level 1. The course participants have had different professional backgrounds, but what they all have in common has been that they work with children and families in the age group 0-6 years. In my teaching, the focus is on strengthening the students' reflexive abilities about their own practice, as well as their relational skills in the interaction with children, parents, families, colleagues, etc. It is exciting to follow the participants on their journey and I experience many participants who, after completing the classes, express greater job satisfaction and attention to their professional skills. The participants generally express that through their teaching with ICDP and the methods used, they have been strengthened in their pedagogical practice. I find that ICDP is very supportive of the methods that are already being worked with in Odsherred Municipality. / Signe.
- I am an independent consultant, a member of the Danish Center for ICDP's advisory board, and certified as an ICDP-master trainer. This year I have been particularly concerned with the collaboration with a large school regarding the implementation of ICDP throughout the school. The task has been to massage ICDP into the school's walls. To achieve this, I have

collaborated intensively with the school's management and the 15 ICDP trained facilitators at the school. As a follow up on this work, I have co-written the book "Sensitizing organizations" together with Center Manager Anne Linder and CEO Jens Linder. The book will be published in March 2023. In addition to this, I have taught 3 classes at ICDP level 1, one with daycare workers, one with teachers at a special school as well as one with leaders of daycare. I have also taught 1 team of ICDP tutors as well as 2 new trainers at level 3 and 2 new Level 4 trainers. Finally, I have provided supervision to ICDP facilitators and contributed to the development of an ICDP-certification for daycare institutions and schools. One of my most precious moments of working with ICDP this year has been the collaboration with the Mølleholm school to get ICDP massaged into the walls, and hear about the difference it makes for the staff's relationships with the students, and for the students who are now met in more sensitive ways. In 2023, I will continue to work on communicating our experiences in implementing ICDP and creating sensitization of entire organizations. / Jesper

- On the island of Bornholm this year I have had two ICDP classes - level 1, one in the spring and one in the autumn. At the beginning of the year, I also completed a team from 2021, which due to Corona was missing the last few lessons. Here on the island of Bornholm, ICDP has gradually become well-known and widespread in the work with children and young people. It is something that both employees and managers request.

By the end of 2021, so far 10 classes have been certified. The schools on the island are now more involved, and there are participants from both public and private companies. The professional groups are mixed: Pedagogical assistants,

pedagogues, managers of daycare, school pedagogues, teachers, consultants, guidance counselors, foster parents, etc. The feedback from many is that it is good to meet in the classes and share experiences with each other about ICDP across different professional groups. A special moment is that one participant referred to her participation in the class as "Mental Wellness". She gathered energy for everyday life and was reminded of why she initially had become a pedagogue.

Next year I will be trained to teach ICDP-facilitators as well. It is something that has been a request on Bornholm, and something that I'm looking very much forward to. / Michala

Network no. 5 Dementia and senior citizens

We are 3 persons in this network. The Danish Center for ICDP has trained staff in elderly care and in this connection, Ph.D. Ida Skytte Jacobsen writes: "I have conducted focus group interviews to investigate the participant's experience with the course. The participants said that they could use knowledge about relationships in their daily work, and that they would like to see many more people trained."

- Komplement is an independent consultancy. ICDP was included in connection with a nationally organized theme day for social pedagogues with a work connection to care centers in DK. In addition, ICDP has been part of the topics at theme afternoons for relatives of people with dementia. The forms of communication and the themes of interaction have been

shown to resonate with the relatives and thus contribute to an increased understanding of what happens in the interaction between the relatives and their loved ones affected by dementia. / Lene-Theresa

- In 2022 I continued the ICDP education of nursing home care professionals. 3 classes in total. Afterwards The Danish Center of ICDP conducted a survey of the benefits experienced by the participants on the first course. They all found ICDP valuable in their work, a new scene for teams interacting, filming themselves heightened their awareness about resident initiatives, models were relevant and helpful, they are happier at work and recognize residents and teammates more. / Martin Tage Hansen

Network no. 6 NGO and children's international rights

The network consists of two persons, Master trainer Anne Therkildsen and Chairman of the Board Lena Søgård.

- This year I had the pleasure of training about 100 pedagogical professionals working in kindergartens and nurseries in Denmark – and counsellors and psychiatrist working around families in vulnerable situations. These 100 professionals meet hundreds of children and parents every day, and it fills me with hope and comfort, that I know that these children and parents will meet professionals who are sensitive and aware of the meaning and impact of positive interactions and also stand more grounded in the Children's Rights Foundation as they have all been through the ICDP Training Programme. / Anne Therkildsen

In the fall we participated in the development of The Danish Center for ICDP's response to the horrible situation in Ukraine and have brought focus to among

others political decision makers and the Red Cross community centers about using the ICDP-programme as an initiative in the Danish municipalities when welcoming Ukrainians after the refuge.

Furthermore, this year we are trying to put a spotlight on research and scientific ICDP-studies and have collected an overview on studies in a Danish context. At the same time, we are still trying to raise money for studies, which can look into the effects of ICDP projects and training and thereby help us developing new projects. Scientific studies can also help validating ICDP-based projects in Denmark and hopefully also beyond the borders of Denmark.

Network no. 7 ICDP and resilience

There are two persons in this network – both psychologists. Ida Skytte Jacobsen, and Anne Linder.



Cover from article in the electronic journal "Socialt indblik". Ida Skytte Jacobsen and Anne Linder, from ICDP are co-authors

The research shows that more than one in five of placed children experience a breakdown during their placement in a place of residence or residential institution. The point of this article that we have written together is that breakdowns in foster care leads to relationship breakdowns. And seen in this perspective, the breakdown has a high price as the relational breaks are manifold; The child who is moved experiences a relational break with his pedagogue and his class teacher, as well as a break in a wide range of friendships - both in school/education, not to mention the football coach and all the relationships with the peers on the football team. When the placement breaks down, the placed child falls behind on points in a number of important areas of life, as development, well-being and learning are largely dependent on the quality of the relational primordial soup that creates the good life. There are many children and young people who have been placed at several foster families. And this means that we, as a society, inflict even more relational failures on the children, as the relationship breakdown weakens the child's resilience and reduces the child's basic trust in others and themselves. Every breakdown means that the child must find the necessary resources to start over by re-establishing friendships and leisure activities. Therefore, the children are put under great stress if they are not placed in the right place the first time and then have to be placed in several places.

Projects finished in 2022

- Digital platform for our ICDP- education
- Training of the first parent advisors
- Certification of institutions. First part: Description is finished

- Effect study of the ICDP training for ICDP in the field of dementia and the elderly
- Effect study of ICDP at school head level
- Wrote and published 2 different articles that were published with significant collaborators.
 - 1. ICDP in school
 - 2. ICDP in foster family
- Participation in 2 national networks - here to give ICDP a voice
- Phase 1 in building a digital platform, targeted at parents and volunteers.

Planned projects 2023

With the new capacity in the management of ICDP, we can now purposefully focus on new development projects. The goal of all projects is to spread and quality-assure the mindset in ICDP. At the beginning of the year 2023 we will continue to work with the ICDP parents on a digital new platform: Danish Center for Relations. On this platform, parents are offered knowledge about interaction - shown through video sequences, animated films and offers of guidance or teaching in groups. Furthermore, we are rounding off the work with Certification of institutions - where we also expect that there will be a financial return to ICDP International. To round off the description of the new year's many development projects, we are working on publishing a material case for teachers. So, via ICDP, they can strengthen the community and well-being in the class. We are also publishing a new book and a new booklet in the spring of 2023. ICDP and Leadership, ICDP and the Children's Convention.



Dansk Center for ICDP
Center for Relationsprofessionalisme

Final remarks

The year 2022 was a big ICDP year - but we do not expect to have the same high level of activity in the coming year.

Due to the unstable crisis in Europe and the high energy prices, it seems that the public sector is a little careful with their spending and is holding back a little on their spending on courses for their employees.

But despite the slightly gloomy outlook, we are still looking forward to the work with ICDP - which strengthens everyday life for young and old,

Happy New Year from Denmark

Anne Linder og Jens Linder