



ICDP BASIC TRAINING PROCEDURES

Charity Registration No. 92/04227
Org. No. 971259906N

www.icdp.info

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ICDP STRATEGY AND ETHOS

The ICDP strategy and ethos are explained in the following documents which can also be found on the ICDP webpage www.icdp.info under heading About:

[ICDP Ideology and Strategy](#)

[ICDP Code of Conduct](#)

[ICDP PSEA policy](#)

[ICDP Child Protection Policy](#)

[ICDP and children's rights](#)

OVERVIEW OF ICDP TRAINING

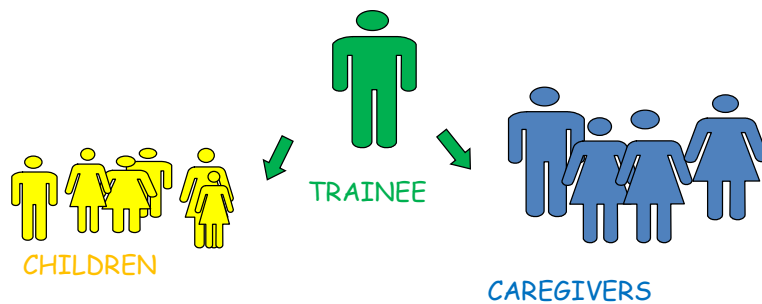
The ICDP foundation offers training at 2 different levels, Facilitator and Trainer level. An ICDP Facilitator has the competence to implement the ICDP programme with caregivers. An ICDP Trainer has the competence to train new facilitators, and to supervise and support the facilitators' work with groups of caregivers. The 2 levels are linked: the first level of training leads to accreditation as ICDP Facilitator and the second level of training builds further on the first level experience for those who wish to continue to become ICDP trainers. An ICDP qualified Facilitator with sufficient length of experience can apply for Trainer level training by filling in an application form. An experienced ICDP trainer may be allowed to start training trainers in his/her country depending on the approval by the ICDP foundation. For practical reasons there are sometimes local, regional and national trainers or there can be a core group of trainers as a mobile group. This may differ from country to country depending on the size of the project and the number of organizations involved. Flexibility of training: ICDP basic training format and materials are adapted to fit in with the educational, social and cultural context. Adaptations need the approval of the ICDP foundation. ICDP international has developed monitoring tools to help maintain the quality of work in the field.

International trainers are experienced facilitators/trainers selected by and directly linked to the ICDP Foundation. Their task is to form new ICDP teams operating through local organizations worldwide. ICDP foundation signs agreements with local partner organizations. In the case when ICDP spreads extensively in a country and there are more than 3 local organizations in that country all wishing to have an agreement for cooperation with the ICDP foundation, it is then advisable for practical purposes to look at possibilities of forming an ICDP national organization. The ICDP national organization signs the ICDP Agreement for Cooperation with a Partner Organization, but it would have an additional task of keeping the ICDP foundation informed of local developments.

FACILITATOR LEVEL TRAINING PROCEDURES:

- 1 Trainees participate in a workshop (3,4 days) about the ICDP programme. Special emphasis on: The ICDP approach and work. Importance of interaction for children's development, promoting caregivers' positive conception of the child, Zone of empathy – inclusion or rejection, the three dialogues/the eight guidelines/themes for good interaction, principles of sensitizing
- 2 Self training project: After the workshop each trainee needs to apply the 3 dialogues / 8 guidelines in practice in interaction with children from different age groups; these interactions need to be filmed if possible. Trainee has to make notes of these experiences and make his or her own interaction profile based on watching him/her self on the previously filmed interaction. This self training takes one month. The filmed interactions, the notes and the profiles drawn by trainees are all presented to ICDP.
- 3 Trainees participate in the second workshop (3days) to prepare them to implement the ICDP programme in practice in weekly meetings with caregivers. Special emphasis on the principles of sensitization and facilitative training of caregivers, the principles of implementation and sustainability
- 4 Trainees implement ICDP in practice – 1st field work First field work means implementing ICDP in practice in weekly meetings with a group of caregivers. It may take 3 months. This is recorded in a log-book.
- 5 During this period there are 2 days of supervision and support meetings by ICDP. Self monitoring checklists and diaries are discussed.
- 6 Trainees attend the evaluation and accreditation workshop by ICDP; they present their first field work which is evaluated; trainees are accredited as ICDP Facilitators. Diplomas are issued and an agreement is signed with ICDP; ICDP Code of Conduct, PSEA policy and Child Protection Policy.

Self training (field work) at Facilitator level:



1) The trainee Facilitator first uses the ICDP guidelines in practice with children

2) Then the trainee Facilitator implements ICDP with a group of caregivers

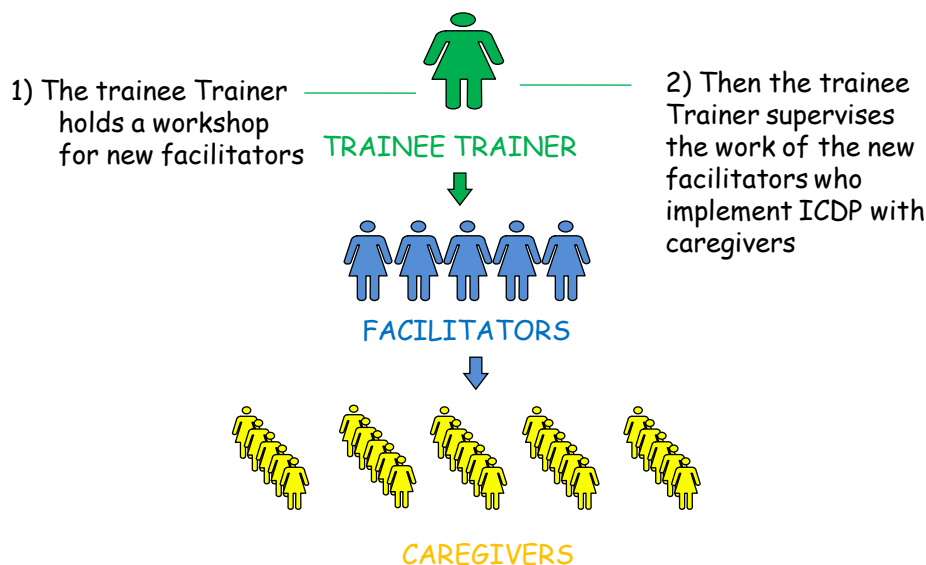
For certification there is also written work to be produced.

TRAINER LEVEL TRAINING PROCEDURES:

- 1 Trainees participate in a workshop (2, 3 days) to learn how to train others in the programme. Special emphasis is placed on: Levels of sensitizing and training; Principles of implementation; Adaptation of programme to local culture and in accordance with the specific needs of target group; Agenda for the workshop for facilitators, Use of video, exercises and photos, Monitoring and evaluation; More in-depth theoretical background of the programme.
- 2 After the workshop trainees have to gain practical experience by training a new group of facilitators. Each trainee runs an ICDP workshop for new facilitators. After the workshop the facilitators implement the ICDP programme in 8 to 12 weekly meetings with groups of caregivers, keeping a log-book.
- 3 Trainees are also supervising the facilitators' work with caregivers: Trainee holds support meetings for facilitators at regular intervals during the 3 months; monitoring checklist are used. Trainees also accompany and observe some of the facilitators' work with caregivers and afterwards give constructive feedback.
- 4 There is an evaluation and accreditation workshop by ICDP: At this workshop the trainees present their work which is evaluated in order to become accredited as ICDP Trainers. Written work needs to be presented: log book of the field work, answers to 15 questions and 5 pages about the theoretical background of the programme. Diplomas are issued and an agreement is signed with ICDP – to protect the quality, name, policies and procedures of ICDP.

NOTE: After the initial training is over, the trainer should organize follow up meetings. The trainer should also try to set up a local network where those who received ICDP training as facilitators and trainers could come together to share experiences on yearly basis.

The self-training (field work) at Trainer level:



APPLICATION FORM FOR PARTICIPATION IN PHASE TWO (TRAINER LEVEL) OF THE ICDP TRAINING PROGRAMME

A) Questionnaire:

1. Formal qualifications

Education (profession, how many years of education)

Experience by working with children and/or parents/caregivers (describe what kind of experience and how many years experience you have with this kind of work)

Commitment to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA.

Two references, police checks

2. Motivation

What is your motivation for attending the training?

3. Personal qualifications

Can you describe your personal qualifications that you find useful in implementing the ICDP programme?

4. Ideas for use of the ICDP programme

a) How do you plan to use the programme in the future?

b) How do you regard your motivation and capacity to give workshop implementing the programme?

Place/date Name:

Place of work

B) Criteria for becoming an ICDP trainer:

Before the training:

- ✓ Minimum 3 years education within the social, health or education sector.
- ✓ Minimum 2 years work experience with children and/or caregivers.
- ✓ Certificate as ICDP facilitator.
- ✓ Approval from your senior staff to follow the programme further in your institution.
- ✓ High motivation and enthusiasm to work with the programme.
- ✓ Be or have a future possibility to be in the position of supervising others.
- ✓ To have shown very good understanding of the ICDP programme through the second self-training project and the follow up sessions in the supervision group.
- ✓ Through the self-training project and the follow up sessions in the supervision group you have shown good abilities to listen and to be sensitive to individual needs and the needs of a group.
- ✓ Have a general positive attitude and be able to focus on resources rather than problems.

During the training:

- Carry out a self-training project by training a new group of facilitators (hold a workshop and supervise their work with caregivers). Keep a log book. The project should last for 3-4 months.
- Attend to at least three (one-day long) workshops with other ICDP candidate trainers.
- Study theory and give a synopsis of the theoretical background of the ICDP programme of about 5 pages.
- Answer 15 questions of the ICDP programme (written).
- Before receiving the diploma of trainer certification, the trainees will have to sign an agreement on the use of the programme, respecting the name of ICDP, and the ICDP training policies & procedures, including the ICDP code of conduct, the ICDP PSEA policy and the ICDP child protection policy.

15 TEST QUESTIONS FOR CANDIDATE TRAINERS

1. What is the difference between a sensitising programme and an instruction oriented programme?
2. What are the advantages and disadvantages of each of those programmes?
3. What are the objectives of the ICDP programme?
4. Provide examples of an interaction between two adults to illustrate the use of each of the 8 guidelines for good interaction.
5. Provide examples, from your own personal experience or from the ICDP training experiences, to illustrate the use of each of the seven ICDP sensitising principles.
6. Give an example of how parents' negative conceptions of the child can block the interaction and communication with the child.
7. Give two examples illustrating how positive re-definition of the child can support a more positive attitude in a caregiver.
8. Give an example showing how reactivation of the earlier positive relationship between a caregiver and her/his child could promote a more positive attitude and relationship between the two.
9. Assume that you are working with parents who, due to life stresses, have come into a negative communicative cycle in relation to their child. How would you facilitate a change and an opening of communication between them? (Use the guidelines)
10. Assume that you are working with parents who have a child that is very insecure and withdrawn. How would you advise these parents in order for them to start behaving towards their child in a way that would lead her or him to become more secure and trusting?
11. Imagine a meal or a play situation with a 2-3 year old child. Write down a dialogue in 10 turns where the interaction guidelines 4,5,6,7,8 are used.
12. Give examples of a personalised and interpretative style of communication in a situation where you are defining the child as a person to the caregiver/parents.
13. Describe some exercises and group activities that will promote parents' observational skills in relation to their interaction with their child.
14. Describe some exercises that can be used to promote parents' personal interaction with their child.
15. What are the characteristics of a facilitative attitude of the facilitator in his or her interaction with caregivers? Describe how a caregiver applies a scaffolding approach in interaction with her or his child.

CONTENT OF TRAINING

ICDP TOPICAL AGENDA – TO MARK OFF SUBJECTS DEALT WITH

For use by trainers

A. INTRODUCTION

- ◆ **a. The need for psycho-social intervention**
 - ❖ The work of ICDP in different parts of the world.

- ◆ **b. What is the ICDP programme? How does it differ from other programmes?**
 - ❖ Objectives of the programme.
 - ❖ ICDP and children's rights. ICDP Child Protection Policy. ICDP Code of conduct
 - ❖ Community based programmes directed towards caregivers.
 - ❖ Resource orientation versus compensatory programmes.
 - ❖ Instructive versus sensitising programmes.
 - ❖ Difference from other programmes.

- ◆ **c. The main components of the ICDP programme:**
 - ❖ The importance of caregiver's conception of their child and of their own role as caregivers
 - ❖ Zone of empathy; empathic identification
 - ❖ The eight guidelines for good interaction
 - ❖ The seven principles of sensitising
 - ❖ 4. Exercises
 - ❖ 5. Areas of implementation
 - ❖ 6. Evaluation procedures

- ◆ **d. The scientific basis for the programme:**
 - ❖ The quality of interaction and the relationship between caregiver and child as a basis for development
 - ❖ The research on mother-infant communication.
 - ❖ Neo-Vygotskian trend
 - ❖ Research on the effects of early intervention
 - ❖ Results from the research studies on ICDP

B. THE CONTENT OF THE PROGRAMME

- ◆ **a. Caregiver's conception of the child**
 - ❖ Interview with caregivers in focused group discussions: The caregivers conceptions about child rearing, how they see their own child and how they understand their own roles as caregivers.
 - ❖ Exploring the local child rearing practices and child culture
 - ❖ Mapping the child's world
 - ❖ Typical negative conceptions and prejudices that block sensitive communication: objectified brutalised relationship.
Positive conceptions:
 - ❖ Seeing the child as a sensitive 'person' with feelings and intentions.
 - ❖ Interpretative attitude and empathic identification with the child as the basis for care.

- ◆ **b. Breaking negative pre-definitions:**
 - ❖ Caregivers image of the child (opening the zone of empathy):
 - Pointing out positive and tender features in the child
 - Exercises in seeing the positive child (observational tasks, i.e. qualities you like the most in your child)
 - Examples from practice

- Exercises relating to the ‘inner child’ (observational tasks, mother interpreting feelings and intentions of her child)

◆ **c. The emotional-expressive dialogue with the infant as a model of sensitive communication:**

- ❖ The communicative competence of the infant
- ❖ Proto-conversation and ‘intuitive parenting’
- ❖ Sensitivity, attunement and contingent responsiveness – the ‘yes’ cycle
- ❖ Developmental approach to interaction – the developmental spiral
- ❖ The four guidelines of emotional expressive communication
- ❖ Expressing positive and loving feeling
- ❖ Seeing and responding to the initiative of the child
- ❖ Establishing a dialogue of turn-taking (also non-verbal)
- ❖ Confirming and praising the child for what he/she does well.
- ❖ The four emotional guidelines as a natural response to empathic identification with the child’s feelings, closure and opening of the barrier of empathy. An interpretative model.

◆ **d. Exercises in emotional-expressive interactive analysis and responsiveness**

- ❖ Discussing the 4 guidelines in small groups; use sample pictures
- ❖ Create dialogue for sample pictures. Enrich the dialogue and the situation.
- ❖ Explain the meaning of each guideline to your partner (or role play : explaining the guideline to a caregiver)
- ❖ Sharing personal examples in group.
- ❖ Analysis of short video strips recognising the guidelines divided in groups
- ❖ Analysis of long video strips divided in groups – making an interactional profile
- ❖ Exercises in empathy and attunement:
 1. interpreting different expressions and body language on provided photos
 2. creating a story/narrative with emotional expressive content interpreting the photos
 3. interpreting feelings and non verbal communication on video samples (what was the caregiver feeling; what was the child feeling)
 4. sharing of personal experiences analysing feelings of both caregiver and child/ren.

◆ **e. Guiding the child into the world: Mediation and guided participation**

- ❖ The two functions of early care:
 1. Creating a safe emotional basis
 2. Guiding the child into the world.
- The 8 guidelines and 3 dialogues**
- ❖ Change in the infant’s development from 8 months onwards; referencing and the development of co-consciousness. The child is seeking the caregivers guidance.
- ❖ P.Klein and the idea of a mediator or interpreter between the child and the world.
- ❖ Rogoff and ‘guided participation’ in the interaction between caregiver and child
- ❖ Bruner and Wood, on ‘scaffolding’ and gradual withdrawal of guidance as competence increases.
- ❖ The four guidelines of mediation:
 - ❖ Focusing and shared attention
 - ❖ Mediation of meaning and enthusiasm
 - ❖ Expansion beyond the present situation
 - ❖ Regulative role, limit-setting and planning step by step, scaffolding
 - ❖ Use the diagram of ‘guideline opposites’ to explain their significance
 - ❖ Special emphasis on:
 1. Guideline 5. can mean; joining the child’s focus or calling the attention of the child and achieving shared attention.
 2. There is a difference when using the guideline 6.; a. with affect or b. without affect.
 3. The two types of expansion: a. logical-categorical and b. narrative or story-telling
 4. Regulation has different manifestations:

- a. in goal directed tasks
 - b. co-operative situations with other children, or other situations where limit setting is the focus
- 5. The regulation of daily situations
- ❖ The importance of mediation in the child's cognitive-social development.
- ❖ The importance of mediational guidelines as a natural response to the caregiver's empathic identification with the child's intentions and plans. Closure and opening of the barrier of empathy. The interpretative model mentioned under emotional guidelines.
- ◆ **f. Exercises in mediational interactive analysis, creativity and responsiveness**
- ❖ Discussion in small groups of each of the 4 mediational guidelines with the aid of provided photos
- ❖ Practise verbalising the meaning of each guideline – short and clear
- ❖ Create dialogue for the pictures
- ❖ Analyse which guidelines emerged in the dialogue. Enrich the dialogue.
- ❖ Creating a personal repertoire of examples: sharing in group of examples and analysing together
- ❖ Watching and analysing video samples: 1. Short samples and 2. Long samples
- ❖ Practising making interactive profiles to assess quality of care (also of own interactive relationship to parents)
- ❖ Write rich mediational and emotional content for the provided situation (use samples for the 7 situations) in provided picture book . Use all 8 guidelines. Afterwards analyse the dialogues; which guidelines emerged. How can it be even richer in emotional and mediational content.

C. THE PROGRAMME IN ACTION IN RELATION TO CAREGIVERS

- ◆ **a. Explaining the seven principles of sensitising**
- ❖ Establishing a trusting alliance with the caregiver
- ❖ Positive re-definition of the child
- ❖ Using a personalised and interpretative style of communication; using personal examples
- ❖ Verbalising of caregiver's own conception of good and bad caregiving
- ❖ Activating the caregiver in relation to each guideline
- ❖ Pointing out positive examples of good communication in the caregiver's existing interaction with the child
- ❖ Sharing caregivers' experiences in group
- ❖ A facilitative approach, as opposed to the instructive approach
- ❖ Strengthening the caregivers own self image in the role as caregiver
- ◆ **b. Exercises in relation to the seven principles of sensitising**
- ❖ Each of the 7 principles exemplified and discussed in group work.
- ◆ **c. Application of the ICDP programme in different domains.**
- ❖ The 8-12 meetings agenda.
- ❖ Presenting, discussing and role-playing some of the meetings.
- ❖ Making an alternative agenda with progression of topics/guidelines.
- ◆ **d. Exercises relating to the participants' domains of work**
- ❖ Each participant presents a plan of how the ICDP programme is going to be used.
- ❖ Establishing the project's training format.
- ◆ **e. Certification**
- ❖ The levels of training.
- ❖ Self training schedules. Field work.
- ❖ ICDP Code of Conduct ; ICDP Child Protection Policy; ICDP PSEA policy
- ❖ Certification procedures.

◆ **f. Evaluation of the work**

- ❖ Reporting: use of forms.
 - ❖ Monitoring: Self monitoring checklists. Field notes.
 - ❖ Establishing the schemes for evaluation of the project's impact.
 - Case studies.
 - Using video to film progress of facilitator's skills in delivering the programme to caregivers.
 - Interviews.
-

PLEASE MARK THE SUBJECTS DEALT WITH BY PUTTING Y OR N NEXT TO THE BULLET POINT:

- ❖ Y FOR YES
- ❖ N FOR NO

USE OF THE LOG-BOOK

Advice to trainers: As a trainer you should keep a log-book. In it you put details about your workshops for facilitators, your support meetings with facilitators, your own observations from the field visit. We recommend that you also consider the implementation checklist on page 14. The format of the log-book can vary and it is usually designed by those supervising the training project.

The facilitators that you, as trainer, are training will implement the programme directly with caregivers and to do that well, they need to hold group meetings together to share about their experiences of working with families, the difficulties encountered as well as successes. It is up to you to offer support to facilitators at such meetings. You can assist them to monitor their own progress using self-monitoring checklists. You will encourage facilitators to keep a log book (a sample of the log book for facilitators is provided in the ICDP Guide for Facilitators). At group meetings facilitator's logbook is then consulted to help analyse the content of the meetings they held with caregivers and also to see if anything got left out and should be included when planning the agenda for the next meeting with caregivers.

You will need to accompany each, or at least some of your facilitators, to one or more of his/her meetings with caregivers, so that you can observe the facilitator's implementation of the programme with caregivers and afterwards give constructive feedback. Remember to look for the positive and not make emphasis on that which is not so good; but you will need to clarify and give advice about the weaker points. Your advice should come in an indirect way, using the method of asking relevant questions and also by involving all the other facilitators in seeking answers together. Encourage facilitators to tell you, and for you to record in your log book, which aspects of the ICDP methodology they found worked well, and what was less easy to apply in their work with caregivers.

Find out by talking with facilitators and from your own field visits, if there are some good case stories. During the implementation of the programme there will be many instances when the facilitator will be clarifying the guidelines and caregivers will come up with their own examples too. Some of these examples should be jotted down for future reference. You should encourage facilitators to do it but it is also for you to record in your log-book. In addition, there could be some good case stories about a caregiver and her/his child, and these you should describe in your log-book too. In addition, the caregiver and child in question could be filmed, or they could have their photos taken.

EXAMPLE OF A LOG BOOK FOR TRAINERS:

THE TRAINING WORKSHOP FOR A NEW GROUP OF FACILITATORS

Workshop leader/s:

Date:

Place:

PLANNED AGENDA:

<u>Day one</u>	<u>Day two</u>	<u>Day three</u>	<u>Day four</u>

AGENDA AS IT ACTUALLY TOOK PLACE:

<u>Day one</u>	<u>Day two</u>	<u>Day three</u>	<u>Day four</u>

SUPPORT MEETING

Name: Date:

Place:

Number of facilitators that I am training: at the beginning at the end

Number of support meetings: planned that actually took place

<u>Date</u>	<u>Meeting</u>	<u>Comments about the meeting</u>
	<u>1</u>	
	<u>2</u>	
	<u>3</u>	
	<u>4</u>	
	<u>5</u>	
	<u>6</u>	
	<u>7</u>	
	<u>8</u>	
	<u>9</u>	
	<u>10</u>	
	<u>11</u>	
	<u>12</u>	

NAMES AND ADDRESSES OF THE FACILITATORS I SUPPORT:

IMPLEMENTATION CHECKLIST

The Implementation Checklist has several uses:

- a) It is used at an initial stage during planning of a new ICDP initiative.
- b) It can be applied for the purpose of monitoring during project implementation
- c) And as a tool in the evaluation after the implementation has finished.

Principles of implementation Evaluation 1-5 Comments/specifications

1. Support from relevant authorities inside and outside the organization receiving ICDP training		
2. "Space" for the project:		
a. Time, taking into consideration the present work load of those to be trained		
b. Organizationally, inserting ICDP in a sustainable way inside the organization		
c. Emotional availability of those who will receive training as ICDP promoters and facilitators		
3. Willingness to cooperate and commitment of the receiver (leadership, staff and agents in the field)		
4. Plan of action and plan of implementation is set up in advance and stuck to but also with modifications as required through an ongoing assessment of the training process		
5. Quality and intensity of the implementation (including number of interventions) to allow for ICDP to have a significant impact on caregiver child interactions		
6. Consider whether the everyday-routines facilitate implementation inside the staff working hours or may need modifying		
7. Plan for follow-up after the initial training is over, setting up processes for evaluation and an internal reward-system (form of recognition by the institution offered to its ICDP trained staff)		
8. Resistance factors against implementation of the programme		

REPORTING

The ICDP qualified trainers should send reports to ICDP to inform about their ICDP work. In countries where there are ICDP established national bodies, it is their responsibility to collect information from all projects in their country and send reports to ICDP International.

MONITORING AND EVALUATION

The ICDP programme has an inbuilt evaluative component and the monitoring of the process of implementation is facilitated through the use of log books and checklists.

The quality of the work of ICDP facilitators/trainers inside a project is checked by visits from other trainers/consultants whose role is to supervise from outside. This is particularly relevant for projects in which ICDP assumes the responsibility for project implementation (and not just for the training). There are schemes designed for this purpose – contact ICDP.

ICDP aims to have all its projects evaluated when possible. ICDP evaluation tools are available from ICDP.

ICDP has developed a standard questionnaire for the evaluation of project worldwide. This questionnaire or parts of it can be used by partner organizations. The “ICDP questionnaire” can be found on the download page under Evaluation section on the ICDP webpage.

BUDGET CONSIDERATIONS FOR INTERNATIONAL TRAINING:

(prices subject to agreement and regular review)

ICDP workshops in a new country are held by ICDP foundation approved International trainers.

Facilitator level training

There would be 3 workshops at Facilitator Level and two field visits.

Workshop 1 – 3 days minimum:

- Cost of travel
- Cost of stay
- Training fees

Workshop 2 – 3 days minimum:

- Cost of travel
- Cost of stay
- Training fees

Field visit 1 – 1,2 days:

- Cost of stay
- Cost of local travel
- Training fees

Workshop 3 – 3 days minimum:

- Cost of travel
- Cost of stay
- Training fees

Field visit 2 – 2 days:

- Cost of stay
- Cost of local travel
- Training fees

Trainer level

There would be 2 workshops at Trainer Level and one field visit.

Workshop 4 – 3 days:

- Cost of travel
- Cost of stay
- Training fees

Field visit 3 – 2 days:

- Cost of stay
- Cost of local travel
- Training fees

Workshop 5 – 3 days:

- Cost of travel
- Cost of stay
- Training fees

Cost of Materials:

ICDP programme manuals – cost as agreed by ICDP

The ICDP materials have copy right and an agreement should be made about the fee for ICDP when produced by partner organization.

Cost for Monitoring and Evaluation:

All ICDP projects need to be monitored and evaluated internally and when possible, with external evaluators also. The cost should be included in the project proposal. Trainers and facilitators will be trained by ICDP in the basic procedures and evaluation and monitoring tools.

ICDP QUALIFIED TRAINERS WORKING ABROAD

ICDP trainers who have possibilities of working outside their own countries should contact ICDP. ICDP would then enter into direct dialogue with the trainer to find out in more detail about their intended initiative. Each case is carefully examined for suitability and with the intention of working out together the best possible way forward. ICDP will provide guidance about the requirements and pre-implementation procedure which need to be in place before going into a new country. The particular situation of the country in question will be taken into account. ICDP may already be established in the country in question, in which case ICDP may be able to provide contact details of existing ICDP teams. Cooperation with those teams would be encouraged. ICDP provides guidance concerning writing of international project proposals and action plans with budgets, which would need to be in place before embarking on any initiative.

Whenever possible, the project should include in the budget a % of the total cost of the project for ICDP, as agreed. The ICDP board decided upon the % policy in order to sustain and expand the work of ICDP and thus continue to keep Karsten Hundeide's legacy alive. There are a number of topics, as well as ICDP policies and procedures, code of conduct, child protection and PSEA policy, regarding international work which would need to be discussed in person with the trainer before embarking on international work.

International trainers have to commit to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA. ICDP will invite the candidates for international work to attend an ICDP workshop where the main topic will be cultural sensitivity, training procedures, adaptability and flexibility of the programme; the content of training and materials will also be revised.

After putting everything into place, an agreement for cooperation is signed between the international trainer and ICDP, specifying the tasks in accordance with the established project proposal, action plan and budget.

After putting everything into place, an agreement for cooperation is signed between the international trainer and ICDP, specifying the tasks in accordance with the established project proposal, action plan and budget.