



TERMS AND AGREEMENTS FOR COOPERATION

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

www.icdp.info

Contents

INTRODUCTION	4
ICDP STANDARD AGREEMENT WITH ORGANIZATIONS	5
PARTNER ORGANIZATION (PO) AGREEMENT WITH TRAINERS.....	9
SPECIAL AGREEMENT WITH PARTNER ORGANIZATIONS	11
ICDP AGREEMENT WITH FACILITATORS	12
ICDP AGREEMENT WITH TRAINERS.....	13
ICDP AGREEMENT WITH INTERNATIONAL TRAINERS	15
APPENDIX A: ICDP BASIC TRAINING PROCEDURES.....	16
APPENDIX B: MOU BETWEEN ICDP AND A PARTNER ORGANIZATION.....	30
<u>APPENDIX C: THE PROCESS OF STARTING ICDP IN A NEW COUNTRY.....</u>	<u>32</u>
<u>APPENDIX D: THE ICDP VALUES APPLIED INSIDE AN ICDP ORGANIZATION.....</u>	<u>37</u>

Version revised and approved by the ICDP board, 30th of June, 2023.

ABBREVIATIONS

ICDP – International Child Development Programme

MOU –Memorandum of Understanding

PO – partner organization

NO – national organization (or national body)

PSEA – protection against sexual exploitation and abuse

SEA – sexual exploitation and abuse

INTRODUCTION

International Child Development Programme (ICDP) was founded in Norway on 6 January 1992. It is a Foundation operating under the Norwegian Act on Foundations of 23 May 1980 and it is not for profit. ICDP is both the name of the foundation and its programme. ICDP is a flexible, culturally adaptable caregiver programme. The mission of ICDP is to work for the benefit of children, youth, and families worldwide and protecting children from neglect and abuse towards a more peaceful society. We aim to implement recent knowledge from scientific research in child development for the benefit of children in general and vulnerable and neglected children specifically. The ethos of ICDP is to provide for human care by activating empathy and by building caregivers' competence.

ICDP is designed to make it easy to implement in practice. The main task of ICDP, through the work of its international trainers, is to form a local team of ICDP Facilitators and ICDP Trainers who can use the ICDP and maintain developments in a new country (for training programme, including costs, please see the Appendix- A: ICDP Basic Training Procedures. Our general strategy is to convey competence and expertise to individuals, organizations, educational institutions, and networks of care, so that the impact of our training can be spread wider, reaching more disadvantaged children and families, and can be sustained longer. ICDP aims – wherever possible – to cooperate directly or indirectly in activities run by other organizations in the same field. ICDP should be embedded in community organization and in this way contribute to a holistic approach of human and social development.

Our work is based on the principles that are in line with the UN Convention on the Rights of the Child. ICDP has a zero-tolerance policy on sexual exploitation and abuse (SEA) and is committed to take measures to prevent and respond to sexual exploitation and abuse. The [ICDP Child Protection Policy](#), [ICDP Code of Conduct](#); and [ICDP PSEA policy](#) (for protection from sexual exploitation and abuse), are all part of ICDP policy and procedures. ICDP has also a zero-tolerance policy with respect to fraud, corruption, bribery and other forms of dishonesty. That can undermine the viability of our organization, compromise the delivery of our services, breach the trust we have among our stakeholders, and diminish our impact on children, families and communities.

ICDP is a non-profit organization. Thus, for its organizational income ICDP distinguishes between high-, middle-, and low-income countries. ICDP asks for training fees when that is realistic and provides training for free when that is required. Only partner organizations from industrialized countries are asked for royalties and payments. When working with partners in poorer regions of the world, ICDP relinquishes any royalties for sold materials or other generated ICDP income and funds of that organization. Independently from this ethical approach to financial matters we regard our programme as a “treasure”. We expect any new partner to handle this treasure carefully and with professionalism, to respect its intellectual authorship and to use it in the prescribed methodological way. Contributions to ICDP are used by ICDP to help developments in poor communities around the world; to foster communication by informing others about the work of the partners through the ICDP webpage, newsletter and annual report; to provide monitoring and evaluation tools and expertise; to keep the partners regularly informed of ICDP developments and contacts worldwide, in order to encourage communication and exchanges on national, regional and international levels.

ICDP has developed different agreements in relation to individuals, as well as organizations, which are discussed with each partner, and when necessary, further adapted. ICDP is particularly sensitive to the needs of weaker partners and has provided seed capital to help start up developments in some countries. The purpose of an agreement is to maintain, monitor and support the philosophy and quality of ICDP work and its positive impact for the development of caregivers and children and to ensure qualified use of the ICDP methodology and to ensure intellectual property protection of concept, materials and adaptations. Depending on the different organizational settings or professional status of the respective cooperation partner, these terms include different forms of agreement. First, you will find the ICDP standard agreement with organizations, followed by special agreements for facilitators and trainers who are qualified by a partner organization. Partner organizations under special conditions are also taken into account. Finally, there are separate agreements for ICDP qualified facilitators, trainers and international trainers.

ICDP STANDARD AGREEMENT WITH ORGANIZATIONS

Agreement for cooperation with an organization using ICDP methodology between
International Child Development Programme (ICDP)

And

Partner Organization (PO)

for the duration of 3 years starting from (day, month, year)/...../.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of ICDP work for the development of children and families around the world. Cooperation between ICDP and partner organizations needs a basis of confidence and mutual arrangements. To facilitate this and to deal with possible conflicts, clear rules and terms of cooperation are necessary as well

I SCOPE OF AGREEMENT

1. The partner organization (PO) agrees to work towards the mission objectives of ICDP using ICDP methodology and materials and to implement ICDP only in the country/ region specified - all as set out in the Memorandum of Understanding (MoU) dated/...../..... (Annex 2).
2. The PO will implement the project according to a project plan as in the enclosed MoU.
3. Nothing in this agreement shall prevent any use by ICDP of the ICDP in the international arena. This is in order to avoid possible competition or overlapping of interventions between ICDP and PO. No exclusive rights are given the PO by this Agreement.
4. PO will inform ICDP of any possible work it wishes to undertake outside PO's territory as defined by the MoU using the ICDP materials and may proceed with that only with the written consent of ICDP.

II METHODOLOGY AND RESOURCES

5. The PO will allocate sufficient staff, time and space for the training process to take place in accordance with ICDP methodology as defined by ICDP basic training procedures, including the ICDP code of conduct, ICDP PSEA policy (protection against sexual exploitation and abuse) and ICDP Child Protection Policy; PO is committed to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA. The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
6. The ICDP will be implemented by qualified ICDP trainers/facilitators inside the PO.

If the PO wants to use self-employed staff or contractors, it must obtain ICDP's prior written consent. Self-employed facilitators will be asked to sign the 'ICDP Agreement with facilitators' (Annex 3) before receiving the ICDP Diploma for Facilitators and trainers will be asked to sign the 'ICDP Agreement with Trainers' (Annex 4) before receiving the ICDP Diploma for Trainers. The PO shall ensure that its Trainers sign such agreement. The same agreement framework and content should be applied if the PO in future qualifies and signs up trainers and facilitators, with approval of ICDP.

7. Participants must attend all required sessions of the training as described in the ICDP training procedures in order to be considered as candidates for certification. New models of implementation require to be piloted and evaluated, to be approved by ICDP.

III INTELLECTUAL PROPERTY RIGHTS, ORIGINALS AND ADAPTATIONS

8. ICDP has ownership of all intellectual property rights on ICDP methodology and ICDP materials and audio-visuals and any adapted versions, including adaptations/ translations done by PO, approved by ICDP. The PO should not modify the ICDP material or programme without prior written approval by ICDP.
9. The PO will respect the ICDP name, logo, ICDP's intellectual rights to materials and methodology, and use the ICDP logo according to instructions provided for its use.
10. When material to be used is based on local adaptations and translations approved by ICDP, the PO will unprompted provide ICDP with a complete set of originals prior to printing or publication. ICDP shall own intellectual property rights in such local adaptations and translations and PO shall enter into any agreements necessary to assign such rights to ICDP.

The ICDP material when adapted should include the following statement placed either on the cover or on the inside of the first page of reports, and in the methods section in research papers (or wherever the journal requests this information):

The original ICDP materials created by (name of author.....) were adapted by (name of person.....) from (name of organization.....) in the context of the ICDP training provided by ICDP trainer (name.....) for the (name of project.....). The following adaptations were done (list adaptation to both the content and implementation of ICDP).

11. The holders of intellectual property rights of this programme do not allow PO to use the programme for commercial purposes; any generated funds are to be used to further the ICDP objectives.

IV REPORTING

12. The PO will send to ICDP yearly reports about ICDP activities by 1st of February, (including numbers and gender of trained caregivers/parents and facilitators).
13. PO will submit information to ICDP for the Newsletter by 31st October every year.
14. PO will keep a record of trained persons, and these will be made available to ICDP. It shall ensure it has obtained permission from such persons and all trainers to pass their personal data to ICDP under all relevant protection laws.
15. The PO shall tell ICDP about all new initiatives/projects, intended to be carried out, using the ICDP name and its programme in advance and ICDP shall have the right to require changes to these or prohibit them if not commensurate with the aims and the quality of ICDP. The planned activities must be consistent with the general developmental plan, policies and strategy of ICDP.

V FEES, ROYALTIES AND PAYMENTS

16. If PO generates income from the use of ICDP methodology and ICDP materials, PO agrees to share with ICDP a part of that income, as stated in sections 18 and 19 below.

17. Whenever ICDP begins to train in a new country, ICDP provides for free a DVD containing the ICDP set of materials, for use by the local partner.
18. However, the ICDP manual by Karsten Hundeide, written for international use, is sold by the ICDP foundation.
19. If the PO wishes to publish the copyright material by Karsten Hundeide, the terms will be agreed in a separate agreement with ICDP.
20. During the period of this agreement the PO and ICDP will agree on possible contribution to ICDP, based on a separate agreement. Contributions are reported annually and not later than 15th of November as basis for calculating the contribution to ICDP. Contributions are due no later than two weeks after reporting.

VI LIMITATION OF LIABILITIES

21. Any generated income is to be used to further the cause of ICDP. The holders of intellectual property rights of the ICDP do not allow PO to use the programme for commercial purposes; PO shall ensure it and its employees do not use the material for commercial purposes.
22. The PO will allow ICDP to visit the project, have access to data, including accounts, and staff in order to evaluate the quality of the work.
23. At PO's request in writing ICDP may appoint an independent chartered accountant to audit PO's adherence to this agreement at PO's expense. Such reviews may take place without prior notice.

V ARBITRATION AND BREACH

24. Disagreements and any alleged breaches of contract should be notified to other party in writing forthwith. The other party shall respond in writing within 7 days. Parties agree to negotiate face-to-face or in digital meetings to resolve disagreement. Should this not resolve, the dispute any party may seek resolution through initiating legal arbitration in Norway. Ruling in arbitration cannot be appealed. Ruling jurisdiction is governed by law in Norway.

VI RENEWAL AND TERMINATION

25. This contract can be reviewed after a 3-year-period and/or revised in writing by the parties at any time. This Agreement and its schedules/annexes, is the entire agreement between the parties as to its subject matter.
26. Cooperation may be terminated if a party is found to act in breach of this contract. Parties proceed as described above in clause 23. In the event of any breach of contract not corrected within the 7 days referred to in clause 23 above, the other party may terminate this Agreement immediately by written notice. Notice of termination must be given in writing without delay and stipulate the date of termination. ICDP shall inform all interested parties of this. PO will immediately cease to use ICDP methodology and material and no longer claim to be part of the ICDP organization.

Signed by:

(name, printed)..... (name, printed).....

(signature)..... (signature).....

On behalf of ICDP

On behalf of PO

Date:

Date:

Place:

Place:

PARTNER ORGANIZATION (PO) AGREEMENT WITH FACILITATORS

Agreement for cooperation with PO qualified **facilitators**

Agreement between PO and ICDP Facilitator.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of ICDP work for the development of children and families around the world.

- ❖ Facilitators can use the name and the content of the ICDP to work directly with caregivers / children, but are not entitled to train other facilitators for certification.
- ❖ Facilitator will use the ICDP guidelines and materials in accordance with ICDP training format and ICDP policies, including the ICDP code of conduct, PSEA policy and child protection policy.
- ❖ Facilitator commits to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA.
- ❖ The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
- ❖ The holders of intellectual property rights of this programme do not allow PO facilitators to use the programme for commercial purposes; any generated funds are to be used to further the ICDP objectives.
- ❖ ICDP should be kept informed about the facilitator’s work with the ICDP by sending information about future plans and reports about the use of the ICDP methodology/ programme.
- ❖ Facilitator has the right to incorporate new developments of the ICDP in her/his work, as agreed with ICDP.
- ❖ The holders of intellectual property rights of this programme do not allow facilitators to use the programme for commercial purposes.
- ❖ ICDP trainer will offer supervision, educational and moral support for the work in the field, as agreed.

Signed by:

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of PO

ICDP Facilitator

Date:

Date:

Place:

Place:

PARTNER ORGANIZATION (PO) AGREEMENT WITH TRAINERS

Agreement for cooperation with PO qualified **trainers**

Agreement between PO..... and ICDP Trainer.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of our work for the development of children and families around the world.

- ❖ A trainer is entitled to train new facilitators for certification by PO.
- ❖ Trainers will train new facilitators in accordance with ICDP Training format and ICDP policies & procedures, including ICDP code of conduct, PSEA policy, child protection policy.
- ❖ Trainers commit to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA. The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
- ❖ A trainer is accredited in accordance with ICDP training procedures to train only in (specify country), the country of accreditation.
- ❖ A trainer needs to inform PO of any intentions to carry out training outside his/her institution, to establish terms.
- ❖ The holders of intellectual property rights of this programme do not allow PO qualified trainers to use the programme for commercial purposes; any generated funds are to be used to further the ICDP objectives.
- ❖ A trainer is responsible for the quality of training, making sure that the overall standards of the programme are implemented and sustained.
- ❖ Trainers shall provide an annual narrative report of the ICDP activities by 1st of February (including numbers and gender of trained caregivers/parents and facilitators) and inform ICDP of any planned future training initiatives/projects, using the ICDP name and its programme.
- ❖ In addition to the yearly report, PO will send information once a year, by 31st of October, to ICDP for free use in ICDP Newsletter and ICDP shall be entitled to publish such information at its discretion.
- ❖ Trainers will respect the ICDP copyright and other intellectual property rights in its name, logo, materials, audio-visuals materials and methodology, and any adapted versions or translations. Financial terms and conditions for their use by the trainer in new projects will be agreed with ICDP. The ICDP logo will be used according to provided instructions for its use.
- ❖ A trainer may not modify the ICDP materials or programme without prior written consent by ICDP nor remove any intellectual property rights notices on such materials or programme. Trainers should send copies of authorized changes to the ICDP.
- ❖ A trainer will keep strictly confidential any confidential information of ICDP, information about ICDP business and trade secrets both whilst a trainer and after without limit as to time.
- ❖ Trainers will allow ICDP to visit the project and evaluate the quality of the work.

Signed by:

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of PO

ICDP Trainer

Date:

Date:

Place:

Place:

SPECIAL AGREEMENT WITH PARTNER ORGANIZATIONS

A specially adapted agreement may be signed between ICDP and:

- a) a partner with a difficult financial situation
 - b) government networks
 - c) partner organizations involved in large scale projects
 - d) research groups/projects
-
- a) Since starting in the year 1992, ICDP has provided training to many partner organizations with difficult economic situations and in such cases the PO was made exempt from paying ICDP any contribution for the use of the ICDP methodology. In addition, whenever possible, ICDP offered assistance to the PO through fundraising efforts. This tradition holds in order to support equity in health.
 - b) In many countries ICDP has been cooperating with government networks such as social services, health, education, child protection etc. The ICDP agreement is modified depending on the specific situation in a country and the financial means available for ICDP implementation.
 - c) ICDP is sometimes implemented on a large scale, usually as a result of an established cooperation with several local partners. The role of each partner organization and their financial contribution is then specified by the project steering group and the ICDP agreement adjusted to the specific project requirements.
 - d) ICDP is sometimes implemented as part of a research project. To enable comparisons across studies, ICDP encourage the use of standardized reporting guidelines, including describing any adaptations made to the programme.

ICDP AGREEMENT WITH FACILITATORS

Agreement for cooperation with ICDP qualified **facilitators**

Agreement between ICDP

and

ICDP Facilitator.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of ICDP work for the development of children and families around the world.

- ❖ Facilitators can use the name and the content of the ICDP to work directly with caregivers / children but are not entitled to train other facilitators for certification.
- ❖ Facilitators will use the ICDP guidelines and materials as agreed with the ICDP trainer, respecting ICDP policies and procedures, including the ICDP code of conduct, child protection and PSEA policies. The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
- ❖ Facilitators commit to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA.
- ❖ The holders of intellectual property rights of this programme do not allow facilitators to use the programme for commercial purposes; any generated funds are to be used to further the ICDP objectives.
- ❖ ICDP should be kept informed about the facilitator's work with the ICDP by sending information about future plans and reports about the use of the ICDP methodology.
- ❖ Facilitators have the right to incorporate new developments of the ICDP in their work, as agreed with ICDP.
- ❖ ICDP trainers will offer supervision, educational and moral support for the work in the field, as agreed.

Signed by:

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of ICDP

ICDP Facilitator

Date:

Date:

Place:

Place:

ICDP AGREEMENT WITH TRAINERS

Agreement for cooperation with ICDP qualified **trainers**

Agreement between ICDP

and

ICDP Trainer.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of our work for the development of children and families around the world.

- ❖ A trainer is entitled to train new facilitators for certification by ICDP.
- ❖ Trainers will train new facilitators in accordance with ICDP Training and policies & procedures, including the ICDP code of conduct, child protection and PSEA policies.
- ❖ Trainers commit to a zero-tolerance policy on SEA and take measures to prevent and respond to SEA. The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
- ❖ A trainer is accredited in accordance with ICDP training procedures to train only in (specify country) the country of accreditation.
- ❖ A trainer is accredited to train within, the institution he/she is working in.
- ❖ A trainer needs to inform ICDP of any intentions to carry out training outside his/her institution, to establish terms.
- ❖ A trainer is responsible for the quality of training making sure that the overall standards of the programme are implemented and sustained.
- ❖ Trainers shall provide an annual narrative and financial report of the ICDP activities by 1st of February, (including numbers and gender of trained caregivers/parents and facilitators) and inform ICDP of any planned future training initiatives/projects, using the ICDP name and its programme.
- ❖ In addition to the yearly report, trainers will send information once a year, by 31st of October, to ICDP International for free use in ICDP Newsletter and ICDP shall be entitled to publish such information at its discretion.
- ❖ The holders of intellectual property rights of this programme do not allow trainers to use the programme for commercial purposes.
- ❖ Trainers will respect the ICDP copyright and other intellectual property rights in its name, logo, materials, audio-visuals materials and methodology, and any adapted versions or translations. Financial terms and conditions for their use by the trainer in new projects will be agreed with ICDP. The ICDP logo will be used according to provided instructions for its use.

- ❖ A trainer may not modify the ICDP materials or programme without prior written consent by ICDP nor remove any intellectual property rights notices on such materials or programme. Trainers should send copies of authorized changes to the ICDP.
- ❖ A trainer will keep strictly confidential any confidential information of ICDP, information about ICDP business and trade secrets both whilst a trainer and after without limit as to time.
- ❖ Trainers will allow ICDP to visit the project and evaluate the quality of the work.

Signed by:

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of ICDP

ICDP Trainer

Date:

Date:

Place:

Place:

ICDP AGREEMENT WITH INTERNATIONAL TRAINERS

Agreement for cooperation with ICDP qualified **international trainers**

Agreement between ICDP and ICDP International Trainer.....

The purpose of this agreement is to maintain, monitor and support the philosophy and quality of our work for the development of children and families around the world.

- ❖ 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.
- ❖ If ICDP is already established in the country in question, ICDP may be able to provide contact details of existing ICDP teams. Cooperation with those teams would be encouraged.
- ❖ The holders of intellectual property rights of this programme do not allow facilitators to use the programme for commercial purposes.
- ❖ 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.
- ❖ When possible, ICDP training project should include in the budget a % as a contribution to go to ICDP. The ICDP board has decided upon the contribution policy as a requirement 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 policies and procedures regarding international work which would need to be discussed and agreed upon with the trainer before embarking on international work. These include the ICDP code of conduct, child protection and PSEA policies and procedures.
- ❖ ICDP international trainers have to commit to a zero-tolerance policy on SEA and to take measures to prevent and respond to SEA. The failure to take preventive measures against SEA, to investigate allegations thereof, or to take corrective action when SEA has occurred, shall constitute grounds for termination of this cooperative arrangement.
- ❖ After putting everything into place, an agreement for cooperation is established between the trainer and ICDP, specifying the tasks in accordance with the established project proposal, action plan and budget.

Signed by:

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of ICDP

ICDP International Trainer

Date:

Date:

Place:

Place:

APPENDIX A: ICDP BASIC TRAINING PROCEDURES

CONTENT:

ICDP STRATEGY AND ETHOS
OVERVIEW OF THE ICDP TRAINING
FACILITATOR LEVEL TRAINING PROCEDURES
TRAINER LEVEL TRAINING PROCEDURES
APPLICATION FORM FOR PARTICIPATION IN PHASE TWO (TRAINER LEVEL)
CONTENT OF TRAINING
BUDGET CONSIDERATIONS
ICDP QUALIFIED TRAINERS WORKING ABROAD

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 is usually allowed to start training new 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.

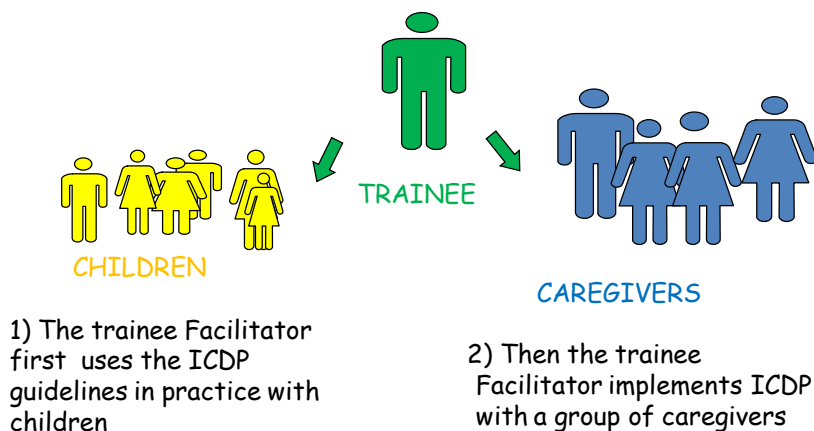
International trainers are experienced facilitators/trainers selected by and directly linked to the ICDP Foundation. Their task is to form new ICDP teams operating through local organizations worldwide.

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:



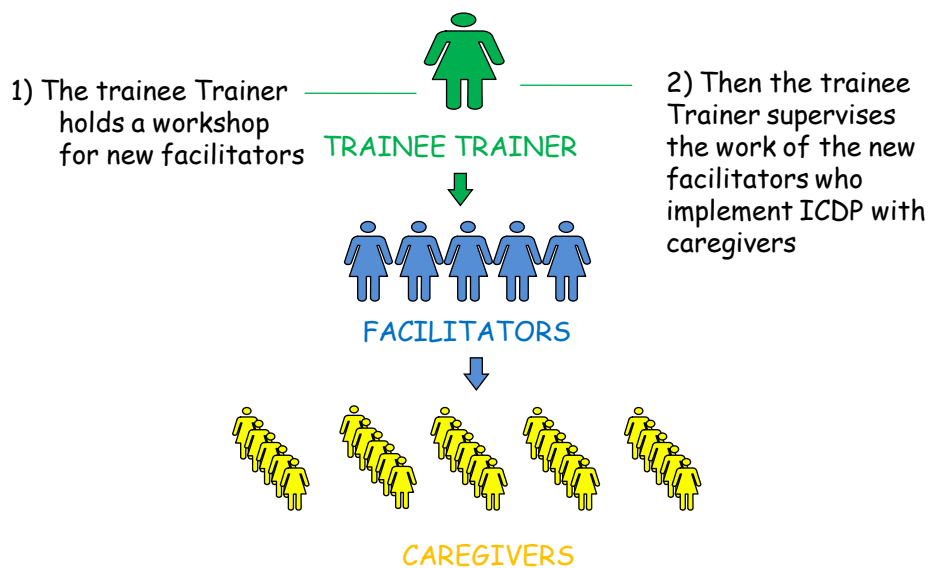
For certification there is also written work to be produced.

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 27. 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.

APPENDIX B: MOU BETWEEN ICDP AND A PARTNER ORGANIZATION

I Purpose

The purpose of this Memorandum of Understanding (“MOU”) between PO and the International Child Development Programme (ICDP) is to provide a framework for developing collaboration. ICDP has conditions for cooperation as outlined in “The ICDP Agreement with Organizations” of which this MOU forms part. If there are conflicts between this MOU and the Agreement, the Agreement will prevail.

II Background

Each party to this MOU is a separate and independent organization. Each party retains its own identity in providing services and each party is responsible for establishing its own policies and financing its own activities, except for those stated in this document and its attachments.

III Mission of Each Organization

ICDP Mission: The mission of the ICDP is to work for the benefit of children, youth and families worldwide, towards a more peaceful and violence free society. We aim to implement recent knowledge from scientific research in child development for the benefit of children in general and vulnerable and neglected children specifically. The ethos of ICDP is to provide for human care by activating empathy and by building caregivers’ competence. ICDP works to restore and/or build up psychosocial caring competence in caregivers and networks of care, enhancing child protection. ICDP is an implementing agency in the field of psychosocial competence-building through its ICDP which is at the core of this work. Our work is based on the principles that are laid down in the UN Convention on the Rights of the Child. ICDP may participate directly or indirectly in activities run by other humanitarian organizations having corresponding objectives.

"ICDP is based on the idea that human beings are by nature social, and that also means that we, as human beings, are particularly vulnerable in our social relationships because that is the domain of our suffering and our happiness. So when we are deprived of normal human contact, there is suffering and loss, as we can see in institutionalized children. This is where ICDP comes in to restore and revive normal human caring interaction. And this does not only apply to care for babies and young children, it applies at all levels of life from babies to youth, adults and elderly - we are all living in relationships with each other, and the quality of these relationships decides how we feel, cope and develop. Therefore, ICDP is in principle applicable at all these levels..." – Professor Karsten Hundeide, founder and former chairperson of ICDP

ICDP GOALS:

1. To implement a sensitization programme (the ICDP) that focuses on building up relevant caring competence and confidence in caregivers and networks of care that serve target groups of children, especially vulnerable children and their families from different cultural background (see www.icdp.info)
2. To apply a community-based strategy using local resource-persons who are trained to transfer this competence to caregivers and networks of care.
3. To try to ensure sustainability and long-term implementation of the ICDP after the initial training is accomplished.

Mission of PO:

IV Principal Areas of Cooperation

Through this MOU the partners agree to participate in the collaborative development in (Specific areas) as outlined in the project proposal – attached.

V. Coordination

Each party will identify a liaison to provide overall coordination and adherence of this MOU.

VI. Periodic Review

Representatives of each of the two signing organizations will evaluate progress in the implementation of the MOU and may decide to revise and develop new plans as appropriate.

In witness whereof, the parties here agree to execute this Memorandum of Understanding

International Child Development Programme (ICDP)

Partner Organization (PO)

(name, printed).....

(name, printed).....

(signature).....

(signature).....

On behalf of ICDP

On behalf of PO

Date:

Date:

Place:

Place:

APPENDIX C: THE PROCESS OF STARTING AND DEVELOPING ICDP IN A NEW COUNTRY

ICDP does not usually run its own projects, instead it forms partnerships with established organizations and networks of care for children. When starting ICDP in a new country a local partner organization is sought, with long term vision for ICDP developments and its sustainability. Before starting, there is a period of planning. During this period the ICDP implementation checklist is considered – see page 27. Having established an agreement with the partner seeking to develop ICDP in that country, the training by international trainers can begin.

INTERNATIONAL TRAINERS

ICDP foundation approves international trainers that will go to train in a new country. International trainers represent the ICDP foundation whenever they start training in a new country. ICDP international trainers keep in close contact with ICDP during the whole process. Their task is to train a new local team in line with the policies and procedures of the ICDP foundation.



International trainers are the link between ICDP and the new country and they keep ICDP informed about training developments and on the other hand they are supported by ICDP as required. This is illustrated by the diagram above with the arrows pointing in both directions.

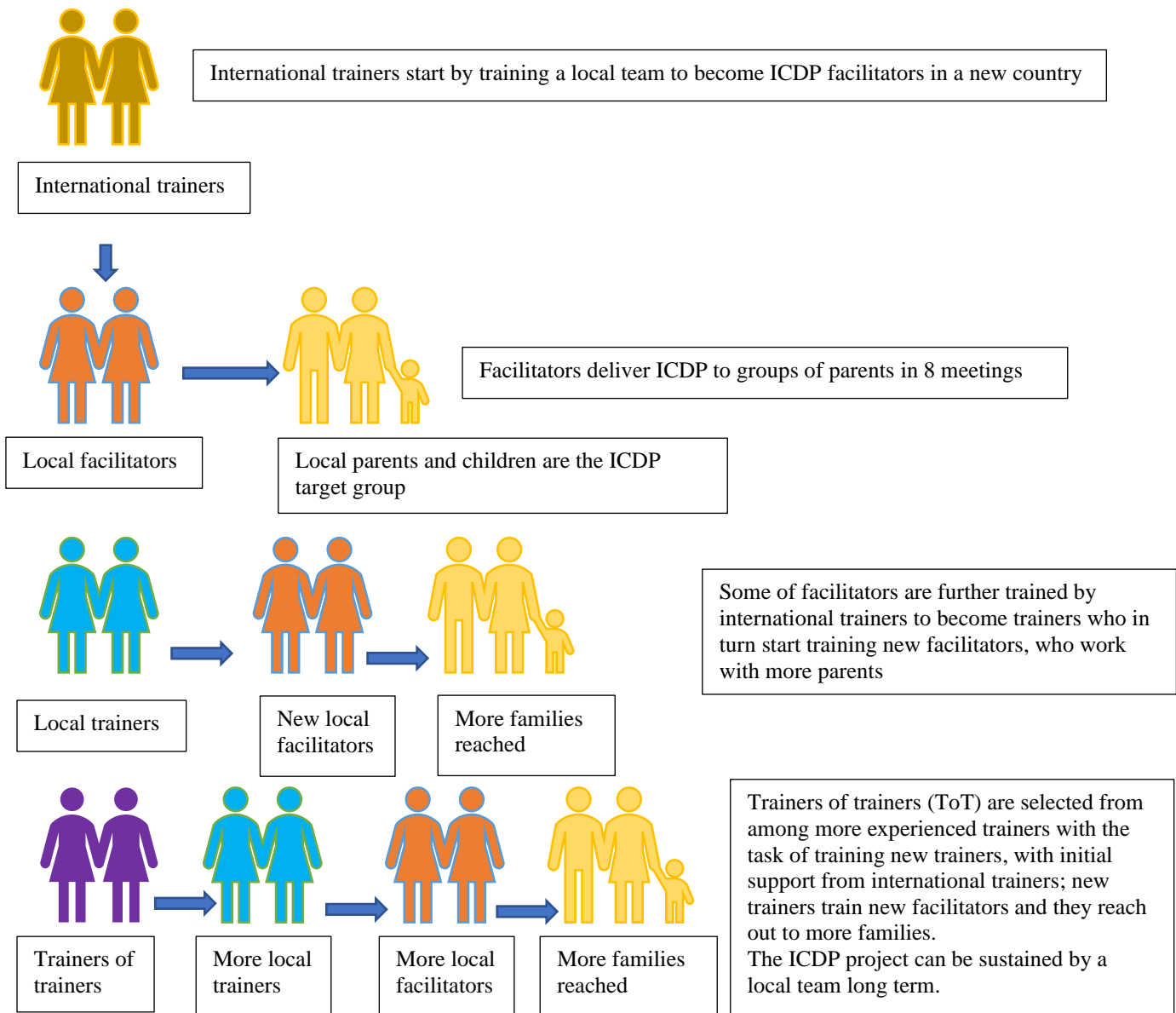
New international trainers are trained in several topics by ICDP before going to a new country.

International trainers are trained by ICDP on topics that include:

- Cultural sensitivity
- Application of ICDP materials that are on the log in page on the ICDP website
- How to assist a local team when they are adapting ICDP materials to local context
- Flexibility of the programme, what can be adapted and what cannot
- The differences in the training model carried out by a local team
- The process of monitoring, focus on observing facilitators in action
- About sustainability and follow up

Bottom-up training process of a local team:

The training process starts from caregiver experience upwards, which means that future facilitators must observe their own application of the 8 ICDP guidelines for good interaction. The next step is to receive training in how to implement the programme with groups of parents, with focus on 7 principles of sensitization. Some facilitators are at a later stage trained to become trainers. In order to sustain the presence of trainers without having to bring in international trainers, several of the most experienced trainers can after sufficient experience become trainers of trainers (ToT). The diagram below shows the process of training in a new country:



As the diagram above illustrates, once the training by international trainers has been completed in a new country, the local team in a new country will consist of:

- Trainers of Trainers, who form new trainers
- Trainers, who form new facilitators
- Facilitators, who deliver the ICDP programme to the target group, i.e. parents and children

Timescale of training

The whole training process of a new local team usually takes about four and up to five years:

International trainers start by training facilitators and this process takes around one year.

Some of the trained facilitators are further trained to become trainers and this takes around one year and a half

Some of the trainers are supported to start forming new trainers, and thus become Trainer of Trainers (ToT) and this process takes about one year and a half.

LOCAL ADAPTATIONS

Adapted training model:

Once there is a local team of trainers in a new country, the process of training starts to differ from the initial way that the international trainer formed facilitators and trainers. The principles of *learning by assisting* are used as much as possible, in addition to support workshops. This means that trainee facilitators assist a certified facilitator and gradually take over; they are observed in action and supported by the facilitator and trainer. The same at trainer level; trainee trainer assists a certified trainer and gradually takes over step by step. There can be other models which are discussed with ICDP.

Adapted materials:

The materials used initially are ICDP materials displayed on the log in page on the ICDP website. The following materials must be translated before the training starts:

- ICDP booklet for parents, “I am a person”
- ICDP Guide for Facilitators
- The Essence of Human Care, Part 1 and 2.

Other material from the website is used as the training progresses.

However, it is important to adapt materials. The local team operates with the adapted ICDP materials so that they make sense to local teams and target groups, and fit in with local cultural context. The adaptation is part of the training process and it is done with support from international trainers who are aware of what is flexible to adapt and what is not:

- The 8 guidelines of good interaction must be used; they are translated and the phrases adapted so that they make sense in the local language; images of local adult child interactions and local children’s faces must be used
- The 7 Principles of sensitization must be used; they can be also be expressed in phrases that make sense to those trained
- Main activities/exercises cannot be changed
- Local examples for guidelines and sensitization principles are prepared by trainee trainers
- The number of meetings with parents should aim to be no less than 8 but can be more
- The Essence of Human Care, Part 1 and 2 should be translated but not changed
- The Guide for Facilitators and the booklet “I am a person are adapted” are translated and can be adapted with supervision

TRAINERS OF TRAINERS

Trainers of Trainers use the **adapted version** of the ICDP programme in their own countries. They are not trained to start ICDP in a new country, unless they are given a special permission by ICDP. ICDP may consent to send ToT to a country where the cultural context is very similar to the local country where ToT operate.

MAXIMUM NUMBER OF PARTNER ORGANIZATIONS

There can be a maximum of 3 partner organizations in a country that represent the key for spreading the programme to others. One or more partner organization/s (PO) may represent ICDP in a country when that is agreed with ICDP. A PO can become an ICDP national organization, also called ICDP national body, when that is found necessary and agreed with ICDP.

CORE GROUP

A local partner organization keeps its own name and usually has its own network, which starts to receive ICDP training. Gradually it may start enlarging that network by training other local organizations in the ICDP programme. To facilitate the expansion of ICDP, a core group is usually formed as a team that coordinates the work of ICDP. The core group can include members of other local organizations that are receiving ICDP training but it is led by the key partner organization/s that has agreement with the ICDP foundation.

ICDP PARTNER ORGANIZATION AND ICDP NATIONAL ORGANIZATION

The 4-to-5-year period of training a local team, allows sufficient time for international trainers, as well as ICDP to get to know well the members of a new partner organization and to establish good communication and shared understanding.

At the beginning there may be more regular meetings, which in time become reduced to two annual meetings online. The build-up of knowledge is accompanied by practical experiences which are shared and enriched through regular contact. Through in-person and online meetings the ICDP principles can gradually be introduced not only with regards to the different levels of training, but also at the level of partner organization.

ICDP signs an agreement with partner organizations in a country where the ICDP programme is being implemented. Over the years we saw that working with a partner organization is a good way to start spreading the ICDP programme in a country, as partner organizations can carry the training forward.

Gradually, over time, the programme may spread more and more widely and in parallel the ICDP board may establish a rapport, share values, and discuss the modus operandi with that partner organization. If after four to five years, it is perceived that there is a need to establish an ICDP national organization this can be agreed upon. Thus, after a minimum of 4 to 5 years, a PO might be approved in the role of a national organization (NO), also called ICDP national body.

NAME OF A NATIONAL ORGANIZATION

The ICDP national body or national organization, is entitled to be called ICDP + name of the country. For example, ICDP Peru or ICDP Norway, as opposed to the ICDP foundation, which is also known as ICDP international or simply ICDP.

MAIN TASK OF A NATIONAL ORGANIZATION

A national organization keeps an overview of all developments in a country and informs ICDP accordingly. It organizes network meetings of trainers and facilitators and conferences online or in person. It keeps track of developments in the country, checking these follow ICDP policies and procedures, and maintain the desired quality of implementation. Holds consultative meetings with ICDP, with reciprocal sharing of experiences.

DEVELOPMENT OF ICDP VALUES

The policy of the ICDP foundation is not only to provide training in the ICDP programme whose target group are parents and caregivers, but also to support the development of ICDP principles inside the foundation itself, as well as inside a partner organization. This is particularly important if an ICDP national organization/body is formed. An ICDP National organization or national body represents ICDP and carries the ICDP name - it is therefore important that it should apply and practice ICDP values inside its own organization. For this to be achieved, ICDP board provides sensitization workshops in ICDP values, principles, and procedures to members of a partner organization and/or national body. The intention is for ICDP values expressed in the ICDP programme, to be adopted and applied in adult communication between colleagues; through a gradual process of training, support and sharing, ICDP values become internalized by colleagues as a shared value, understanding and common language.

APPOINTMENT OF A NATIONAL BODY

ICDP International trainers who carry out training visits to a country, play a significant role in the establishment of ICDP values, as they have close in person contact with local teams over a lengthy period. The ICDP foundation board is represented by international trainers with whom it closely cooperates. On the other hand, ICDP receives information via international trainers about developments in a new country. ICDP board in addition, engages directly with the partner organization or national body, through online meetings and/or international gatherings.

The ICDP foundation appoints an ICDP partner organization to act as the ICDP national organization (NO) whenever that is found to be necessary, usually after a significant expansion of the ICDP work in a country. However, it is not obligatory to form a NO, unless there is a clear need for this to happen. The decision is made by the ICDP foundation board after consultation with the international trainer and the key partner organizations that have been operating in the country.

The appointment of a NO happens at the earliest, after the international trainer has completed the ICDP training process; depending on local circumstances the timescale can vary between 4 to 5 years. It takes one year to train facilitators, circa one year and a half to form trainers, and another year and a half to train ToT (trainer of trainers).

APPENDIX D: THE ICDP VALUES APPLIED INSIDE AN ICDP ORGANIZATION

The sensitization process when introducing ICDP values inside an organization

Through the ICDP sensitization process it is possible to raise awareness and to facilitate certain qualities of interaction, which promote empathic relationships, not only between caregivers and children, but also between colleagues inside the organization in question.

The 8 guidelines for good interaction and the 7 principles of sensitization, are relevant and applicable in the typical daily interactions between colleagues. All leadership as well as members of staff inside an ICDP national organization are asked to attend an ICDP sensitization workshop, whose aim is to raise their awareness and enable participants to apply the 8 ICDP guidelines for good interaction in relation to their colleagues. These guidelines are formulated as 8 questions for exploration:

1. How do you show positive feelings and regard to your colleague?
2. How do you respond to your colleague's initiatives?
3. How do you establish warm and respectful dialogue, verbally and non-verbally with your colleague?
4. How do you provide appreciation for your colleague's efforts and achievements?
5. How do you establish shared focus and attention?
6. How do you establish meaningful reciprocal conversations?
7. How do you provide space for more in depth sharing and problem solving?
- 8a. How do you decide upon and set limits and responsibilities in a positive way?
- 8b. How do you support and guide a colleague's initiative step by step, but without taking over his or her sense of mastery and control?

The table below summarizes principles used in the ICDP sensitization workshops aimed at promoting empathic relationships and meaningful dialogues among colleagues inside an ICDP organization.

Pedagogic principle (7 Principles of Sensitization)	Operational description of the ICDP process of sensitization (Empathy and 8 guidelines for good interaction as main topics)	Basic principle
1 Establish a confident relationship and contract of trust	a. Being empathic in relation to another colleague b. Being willing to listen with respect c. Expressing warmth, showing caring attitudes with respect d. Establishing clear agreement about functions and responsibilities of each colleague	Positive emotional contact and empathy are decisive for optimum communication

2. Positive definition, seeing a colleague as a person of value	a. Identifying positive qualities in colleagues b. Trying to define positively more difficult aspects; Identifying earlier more positive aspects in the relationship	Seeing possibilities and resources in a colleague rather than negative features and failure, creates conditions for growth
3. Applying the 8 guidelines for good interaction in relation to colleagues	a. Observational tasks; observing one's own interaction with colleagues b. Identifying examples for the 8 guidelines in daily interactions with colleagues	Self-activation and self-discovery lead to improvement in personal interactions
4. Looking out for the positive	a. Identifying that which is well done by another colleague b. Providing positive comment to other colleagues about aspects of their work or efforts	Positive feedback and focus on resources will strengthen in a colleague self-confidence and motivation to develop further in the same direction
5. Using directed awareness-raising with a colleague	a. Evaluating and sharing with another colleague own impressions of how the 8 guidelines for good interaction are applied in the relationship	Expressing oneself will focus the attention and help the process of observation and awareness-raising
6. Sharing experiences inside a group of colleagues	a. Exchanging experiences from daily interactions in the working environment b. Turn taking and ensuring participation of all participants c. Positive confirmation of another's experience	Sharing every day experiences in a group provides social confirmation and increases reciprocal understanding
7. Using a personalized and empathic interpretive approach	a. Providing personal examples to help interpret how the other might be feeling in a situation b. Illustrating a given situations from a more empathic angle	Examples of empathic behaviour put in form of experienced stories provides more clarity and inspires others

Manifestation of ICDP values inside an organization

When the ICDP values and principles become translated as attitudes and actions inside a working environment, the following trends are established, as a result:

Reciprocal dialogue

Colleagues try to listen to each other and provide reciprocal responses in a way that is meaningful and sensitive to the needs of the other person – thus adhering to the principles of reciprocal dialogue instead of dominance and monologue.

There is a common awareness by those who work in the ICDP organization that reciprocity takes place both at a verbal and a non-verbal level as attunement to the emotional state and timing of the other – this we understand as a key part of the empathic approach.

Members of an ICDP organization are encouraged to identify and describe how they experience the work situation concerning the agreed task. Sharing sincere, open, direct, meaningful, and emotionally sensitive conversations are consciously practiced among colleagues, aiming to reach common ground and reciprocity in understanding.

Empathy based conversations

When there is a negative experience there is willingness by ICDP colleagues to identify, share and recount what happened and this helps to dispel associated fears and anxieties. Everyone is made to feel free to share their opinions with everyone else and at the same time all are willing to listen attentively and respectfully to the other party. Rather than power based, the conversation is empathy based and this means that colleagues try to become aware of the needs of others and want to understand the other person's point of view. The goal is to build common ground based on empathic understanding and willingness to construct positive solutions through a shared process. The focus is on assessing the positive rather than dwelling on the negative; i.e. the point is to identify positive resources that can build the organization.

Providing space for initiative through supportive guidance

Colleagues working in the ICDP organization know that it is important to allow each other space for initiative and action, as well as a sense of control over their own tasks. There is a culture of respect for each other's ideas and initiatives, thus making room for self-initiated efforts, creativity, and innovative activities. There is a shared understanding in the leadership that it is through sensitive and non-intrusive guidance, support and expansion of the colleagues' initiatives and activities that the institutional development takes place.

Cultural sensitivity

The ICDP organizations are run by people who come from different areas of the world but are respectful and sensitive to each other's customs and values; there is sharing and learning from each other's multicultural experiences.

The ICDP foundation facilitates the development of projects by our partner organizations by encouraging them to adjust the ICDP programme to their cultural and socio-economic contexts and target groups. Cultural sensitivity and willingness to understand values from another socio-cultural context is a very important part of the ICDP training, at every level.

Providing safe and healthy environment

ICDP code of conduct, child protection and PSEA policies are designed to help maintain safe and healthy environments in all ICDP endeavours. All members of the ICDP foundation and national organization are made aware of and agree to follow these principles.