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# Annual Report 2023

## Danish Center for ICDP

### Introduction

Welcome to this annual report from the Danish Center for ICDP. The year has generally been stable, with us consolidating the new management structure and working to future-proof ICDP's importance in the educational landscape in Denmark. In relation to our development plans for 2023, we have reached the goal: We have certified the first Danish school in ICDP; published a booklet on ICDP and the Children's Convention, as well as published a book on ICDP and Management.

## News from The Danish Center for ICDP



*Elise Linder, new assistant manager*

### A new leader aspirant

Part of securing the future for the center is securing the generational change. Anne Linder is approaching retirement age and part of our strategy is to let new forces join

the management. Elise Linder - Anne's daughter - has joined the management as an assistant manager. Elise is a trained teacher and has a PhD in psychology and pedagogy. Elise has some ICDP training and has joined the management, where she primarily takes care of development tasks.

## The ICDP House. Organization diagram



This ICDP house shows in which arenas we offer ICDP. Under the roof of the house, certification by institutions is presented. Further down the house, the work is presented with managers, professionals, as well as children and their parents. Our primary effort rests on the professionals.

## New certified professionals

### ICDP level 1

We have trained 596 persons to ICDP level 1.

### ICDP level 2

We have trained 101 persons to ICDP level 2.

### ICDP level 3

We have trained no persons a level 3.

### ICDP level 4

We have trained 3 persons at level 4.

- Ida Skytte Jacobsen
- Ugur Kevioglu
- Anne Søgård



### News from a Municipal: Dragoer

As something new in our annual report, we have a description from a municipality that works purposefully to implement ICDP in the educational settings for children. Dragoer Municipality has previously trained 4 ICDP trainees who are responsible for the implementation processes.

This report is written by Mie Schaltz, Head of the department for vulnerable children and young people.

### **Municipality level**

- 2 Level 1 ICPD teams.
- 1 ICDP team level 2 (mentor team).
- A supervisor has completed his training as a supervisor.

### **The day care area**

- Unannounced inspections have been carried out in all day care services in the municipality based on a standardized inspection model, which has been developed based on the ICDP and the 8 themes for good interaction.
- In addition, all Quality Meetings in day care are held based on the supervision concept, which is based on ICDP.
- Throughout the year, all institutions have been visited by inclusion consultants as part of the development and implementation of the ICDP and based on the focal points from the notified inspection.
- Adopted a new 0–6-year policy, which contains elements from the ICDP and emphasizes professional relationship competence.

### **School grounds**

- All schools in the municipality have continuously trained staff at level 1 and 2.
- A presentation has been held by the ICDP trainer for all school leaders.

## **Dansk Center for ICDP**

**Center for Relationsprofessionalisme**

- Presentations and workshops have been held for all teachers in the municipality about ICDP, as part of joint competence development days.
- ICDP trainer in the school area is involved in the development work and tests the material: ICDP from a child's perspective.

### News from trainers' network

#### **Network no. 1 Schools.**

By Anne Søgaard, Annika Jespersen, Christina Jacobsen, Lisbet Flarup, Lise Agri, Lone Nielsen, Oliver Nani, Sanne Fusager, Sacha Sørensen.

An implementation process has been initiated at Høje Taastrup Private School, and the entire staff is in the process of being trained at level 1, and 1 person is on the way to level 2. The school is also part of the "Empathy from a child's perspective" pilot project. A level 1 team and a level 2 team have been held in the Faroese day care area.

A level 1 team has been run in Odense. It has been noticed that it strengthens the implementation in the individual institution, if more than 1 of the staff participate, and that it can really contribute with momentum that the management is involved at a concrete level. In addition, at a school in Odense, there is a preoccupation with including ICDP in the inclusion supervisor's qualification of staff.

Moelleholm School has become the first ICDP-certified organization this year, and the 7th level 1 team is underway. The canteen lady is on the team. She has daily contact with all the children in the entire school, which is why it has been decided that she should also help carry the torch. The fact that she does not have an

educational background means that she asks some basic questions which reveal blind spots, which is a gift to the team. In addition, 5 new guidance counselors (level 2) are being trained, after which 15 will be trained. The school is also part of the "Empathy from a child's perspective" pilot project, and work has been done with the children's convention at SFO level (SFO: After school leisure and activities center). The school has been part of the development of the book Sensitizing of Organizations and has participated in the Nordic ICDP conference. A newly hired manager has participated in level 1.

This year, UCL has a record number of teams, 2 day care teams and 2 school teams, both at level 1. For the first time, they had a pure pedagogue assistant team. This gave a special sense of pride and openness, as a professional hierarchy was not present in a negative way, where assistants can otherwise experience being somewhat professional "underdogs". In addition, there is a focus on the work with redefinition of children, and work is being done on the development of concrete tools to support that work.

In Vallensbæk Municipality team 10 in the day care area is under way, and efforts are being made to work with ICDP certification at municipal level. In this team, the focus is on how the emotional dialogue can be present in actions, but without anchoring in a genuine underlying openness, why it does not really "work", and how interaction themes can thus confuse, as the "surface phenomenon" of the emotional dialogue is present, but the effect of the emotional dialogue is absent.

### **Network no. 2. Day Care**

By Anne Kristensen, Dorte Marcussen, Frank Krogh, Henriette Flændsdal, Janne Rosenborg, Kathrine Jürgensen, Kristine Deleuran, Maj-Britt Liljequist Larsen, Helene Jensen.

. At the network for day care, we have paid attention to the reality that we encounter in the day care institutions on a daily basis, where there are many different concepts in play at the same time. In particular the focus has been on how we can build a bridge between ICDP and other programs, that will leave educational staff with a sense of coherence in their educational work. Day care institutions that in spite of the many measures taken are left with a sense of sensitivity, hope and a belief that their work matters.

We are working with models and ensuring quality in individual teaching sessions at our network meetings, to finetune and validate the quality of our teaching sessions. This focus provides us with a heightened sensitivity and revitalization, especially through the inter-disciplinary and cross-regional nature of our network group.

The network has strengthened our relations to such a significant degree, that it directly affects our psychological security as ICDP trainers positively.

### **Network no. 3 Supervisors and Consultants**

By Signe Petersen, Freja Storm Fredsgaard, Michala Spengler Carlsen, Lene Bendtsen, Elise Linder, Jesper Gregersen.



In the network group of supervisors and consultants in advisory services, we are 6 people. We work either as consultants in municipality settings or as independent consultants. We are all trained as trainers in ICDP and incorporate ICDP and its educational training into our daily work in varying degrees.

We use the network for mutual inspiration regarding the use of different methods and approaches in sensitizing the relationship between adult caregivers (parents/professionals) and children and young people. Additionally, we use the network to discuss barriers and opportunities for the dissemination and quality assurance of ICDP. Furthermore, we use the network to explore how ICDP can be used as a common professional language in interdisciplinary collaboration among various professionals engaged in the development of children and young people.

In the network group, there has been a special theme in 2023 about how ICDP can continue to live and flourish after formal education. This has been a significant part of the group's efforts to spread and quality assure ICDP. In various ways, everyone in the network group, within their own organizations and municipalities and in their own ICDP courses, has worked on initiatives to ensure support for the ongoing implementation and development of ICDP. Some have developed new materials, for example, to promote empathy from a child's perspective or have written a book on the implementation of ICDP, titled "Sensitizing Organizations." Others have conducted revitalization and follow-up workshops following the standard ICDP training. Two members have become ICDP Level 4 trainers (Trainers for ICDP facilitators) or have worked on offering parent education in ICDP. Additionally, there has been a focus on supporting ICDP ambassadors in the municipalities, ICDP facilitators, and leaders who wish to work with ICDP in their organizations.

Overall, the group has worked for and with the dissemination and quality assurance of ICDP at various levels in 9 different municipalities: Odsherred, Odense, Bornholm, Dragoer, Frederikssund, Ringsted, Copenhagen, Egedal, and Vallensbæk municipalities.

In 2024, the network group will continue to work on the implementation of ICDP in their own organizations, in their own ICDP courses and in the talks in the network group. They will also focus on how to best support the ongoing attention to the development of relationship skills among adults/caregivers regarding the development of children and young people. In 2024, network members will, for example, continue to offer parent education, conduct leadership training in ICDP, teach more courses at level 1 and level 2, explore the possibility of supporting and developing interdisciplinary collaboration among professionals around ICDP, including pedagogues and teachers, special educators, foster families, social workers, and leaders and offer courses in ICDP in different educational settings.

#### **Network no. 4 Dementia and senior citizens.**

By Lene-Theresa Hansen, Martin Tage Hansen.

Outreach work in the healthcare sector to establish ICDP groups for nurses and other care professionals. Presentations for elders councils and next of kin of dementia patients. Presentations for 200 educators working in the healthcare sector. ICDP is included in the basic education at the Social and Healthcare School for social and healthcare assistants.

We completed a group of evening shifts at the dementia ward. Beneficial for all participants but challenging due to many with a different ethnic background and Danish as their second language.

ICDP is integrated as best as possible in organizational work in home care services.

### **Network no 5 Nurses**

By Trine Lund.

The network with the Children's healthcare nurses has been affected by the long-term after-effects of Corona, and a job change. So, in reality, there is only 1 trainer in the network – who primarily networks with the Center manager, but is also invited to participate in the network for educators in the kindergarten.

Although the network has been a bit understated, there are clear signs that there is now vitality and energy. We will hold another meeting at the beginning of the new year to exchange new ideas.

### **Network no. 6 NGO-network**

By Anne Therkildsen, Lena Søgaard.

Inspired by the ICDP Code of Conduct and based on the UN Convention on the Rights of the Child, this year we have developed materials to support working with both the Child Convention and understanding democracy in the pedagogical sector. Among other things, an inspirational booklet has been published, which is provided in connection with certification in the ICDP education. This is an initiative to emphasize the ethical commitment and awareness in working with ICDP as a rights-based approach in the daily work around children.



**Dansk Center for ICDP**  
**Center for Relationsprofessionalisme**

In relation to working with ICDP in NGOs and organizations committed to working with children in vulnerable positions, we have this year trained all Red Cross healthcare nurses working in return centers and refugee centers in Denmark. They experience that ICDP can support a more resourceful and empathic approach in the meetings with children and families in refugee centers. There has also been training for family therapists, social workers, and educational staff in the specialized field, who experience that the ICDP approach support their counselling to both families and professionals.

We have worked on building partnerships with children's organizations, and it is an area of focus in the coming year to work on building networks and projects that can help spread ICDP to areas that work with the most vulnerable population in Denmark.

## Conferences and Networks

### ICDP Norden - conference



We participated in the Nordic ICDP conference in Oslo in September. We participated in a network meeting with the other boards in Scandinavia and at the conference itself with workshops and panel debates. Among other things, we participated in a panel debate that discussed how to ensure the implementation of ICDP in an organization after training the professionals.

### Dansk Center for ICDP – conference for trainer network

In November we held our annual physical conference for our ICDP trainers. We are about 35 active trainers who meet once a year all together - physically - and once online. For this year's autumn meeting, we had chosen to invite psychologist Dorthe Birkmose - who unfortunately had to call in sick on the day. But the subject – which psychologist Dorthe Birkmose focuses on – the culture of betrayal. A culture that quickly takes hold of us - if we are stressed and paralyzed. ICDP as a sensitization program - is an important approach to other people - so that we maintain our empathy and sensitization. Although the conference was affected by

illness, it is mentioned on this occasion because the subject is always relevant in working with other people.



### New Research

Just these days, a research report is being published from University College Lillebaelt by researcher Ida Skytte Jacobsen, who, in collaboration with the Danish Center for ICDP, has investigated the professionals' benefit from our ICDP teaching. Quite briefly, the survey shows that the participants are very happy with the teaching, it strengthens their professionalism and relationship skills - but without clear leadership, ICDP is not implemented in an organization.

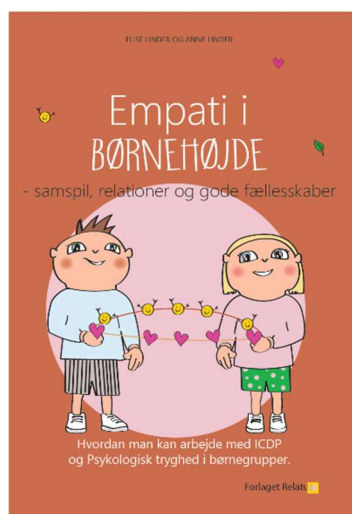
### [Article for a psychological journal.](#)

Together with Ph. D Ida Skytte Jakobsen – (see above) we have written an article.

11,395 children and young people in Denmark aged 0-17 were placed outside the home per 31/12-2022, this corresponds to approx. 1% of all 0-17-year-olds (Denmark's statistics). Of those, 63% lived in a foster family, and 34% were placed in an institution. Often there is a breakdown in the placements and the children have to change places of residence. The main point of this debate article is to state that moves, shifts and breakdowns in placement cases have a price for the placed child in relation to relationships. We recommend the use of ICDP.

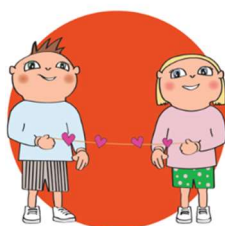
## New Materials and books

### Empathy from a child's perspective



The material we have developed in 2023 has been in demand for many years by the educational staff. We have developed the material "Empathy from a child's perspective" which consists of a teacher's guide, an activity booklet, a star race, a card game, a board game and much, much more. It is centered around teaching the children about the eight themes for good interaction - and has been developed to improve children's well-being, relationships and support good communities. The children

are taught that we cannot manage without each other and that we are all responsible for inclusion and community. The material introduces two characters (Relatuz and Empatine) and the task for the children is to use the 8 themes for good interaction so that the new students in the class feel welcome and included. Throughout the autumn, we have carried out a pilot project in 10 different schools and institutions so that we can adapt the material before the final publication in the spring of 2024.



*The drawings show the front of the material.*



## Sensitization of organizations



For 3 years, we have worked with Moelleholm school, where ICDP has been implemented at all levels in the school. All educational staff have been taught ICDP level 1, some at level 2 – and all teams receive supervision and collegial feedback. Furthermore, management has received supervision and training in how to work with ICDP at management level. The course has been followed by researcher Ida Skytte Jakobsen and we have published the

course in the book "Sensitization of Organizations. Psychological Safety, Resonance, and Management" by the publisher Dafolo.

## Certification of organizations



We have fully developed a certification of organizations. The certification consists of a free online test - an assessment by our certification committee - a consultant visit and an agreement on an implementation and action plan.

It has been important to us that the certification process was thorough, but also easy to access and was experienced as meaningful in the organization. The feedback we have received is that the test strengthens our own reflection and the visit from the certification consultant ensures that the management sees blind spots in the organization that stand in the way of a successful implementation of ICDP.

Moelleholmskolen by Per Hovmand is the first certificated School in Denmark.





*The picture shows Head of School Per Hovmand at the Nordic ICDP conference in Oslo, September. 2023- where he talks about the school's work with ICDP. By his side you see Anne and Jens Linder, sister and brother, Leaders of the Danish Center for ICDP.*



In connection with the certification of an organization, we provide a booklet that we have published in 2023. The booklet focuses on the UN Convention on the Rights of the Child and demands that the subject be taken up internally in the certified organization. Moelleholmskolen - which has been certified as the first Danish school, experiences the certification as meaningful and

significant for the school's educational work.

Headmaster Per Hovmand says ""The implementation of ICDP at the school - has strengthened the school's handling of complexity, the students' well-being, as well as the teacher's job satisfaction and professional judgment."

Link to the free online test

<https://static.danskcenterfor-relationer.dk/certificering>

### Planned project 2024.

- **Certification by several institutions.** We are making an active and outreaching effort to get more institutions certified in 2024. Our hope is to create a network for ICDP certified institutions and schools.
- Perhaps 2024 will also be the year when we continue to work on the wish from a municipality: **That the entire municipality becomes an ICDP-certified municipality.** Vallensbaek - a municipality which has a strong implementation of ICDP - has wanted this.
- In addition, **a leisure session at a school has expressed a desire to be certified.** As an independent educational unit - linked to a school.
- We continue the development work with **Empathy from a child's perspective** - and aim in 2024 to adapt the material to the kindergarten.
- We are planning an **ICDP conference** with a large municipality - Herning, and a large Danish publisher Dafolo in Herning on March 24. The purpose is to make ICDP more visible in the western part of Denmark.
- **New book project:** Psychologists Ida Skytte Jakobsen and Anne Linder are currently writing a new publication: Relationships, Resilience and Hope. It is expected to be completed for publication in 2024.
- **Inspection.** In the Danish institutions, there are several different inspections every year. Together with Faxe Municipality, we are developing an inspection model that can be used for organizations that work with ICDP.

The wish for the material is for it to be development-oriented - without losing the control element. The development work is now so far that we can see that the Inspection must consist of 3 parts: A part for the management, a part with a special focus on the inspection part and finally a part that gives specific action instructions.

### Challenges in the past year.

As can be read from the report, we have many successful development projects in the Danish Center for ICDP. We try to use our extensive know-how and expertise to develop the ICDP implementation. Although we have used many resources, we have not yet succeeded in creating a successful use of the online parenting platform. We are still working towards finding ways and means to draw attention to our offer to Danish parents. On our platform, we offer guidance, information, and courses for parents with ordinary children, with ordinary parents with ordinary problems. During 2024, we will consider various measures - perhaps a fund application.

### Final remarks

In 2023, we have been successful on many parameters. Overall, it has been a great satisfaction that the generational change is about to take place. With the current construction and the new broad management, we have future-proofed the work with ICDP in the years to come.

The municipalities - which are our biggest partners – are currently squeezed in the financial field, which of course also has a knock-on effect on how many ICDP products they can buy within their limited budgets, but we are hopeful and expect



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2024 to be another year where ICDP creates new good development and learning environments for Denmark's children.

Happy New Year from ICDP in Denmark

Elise Linder, Jens Linder og Anne Linder