



# The International Child Development Programme (ICDP)

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Affairs

Integritet

Deltakelse

Romslighet

Toleranse

Hensyn

Mestring

Trygghet

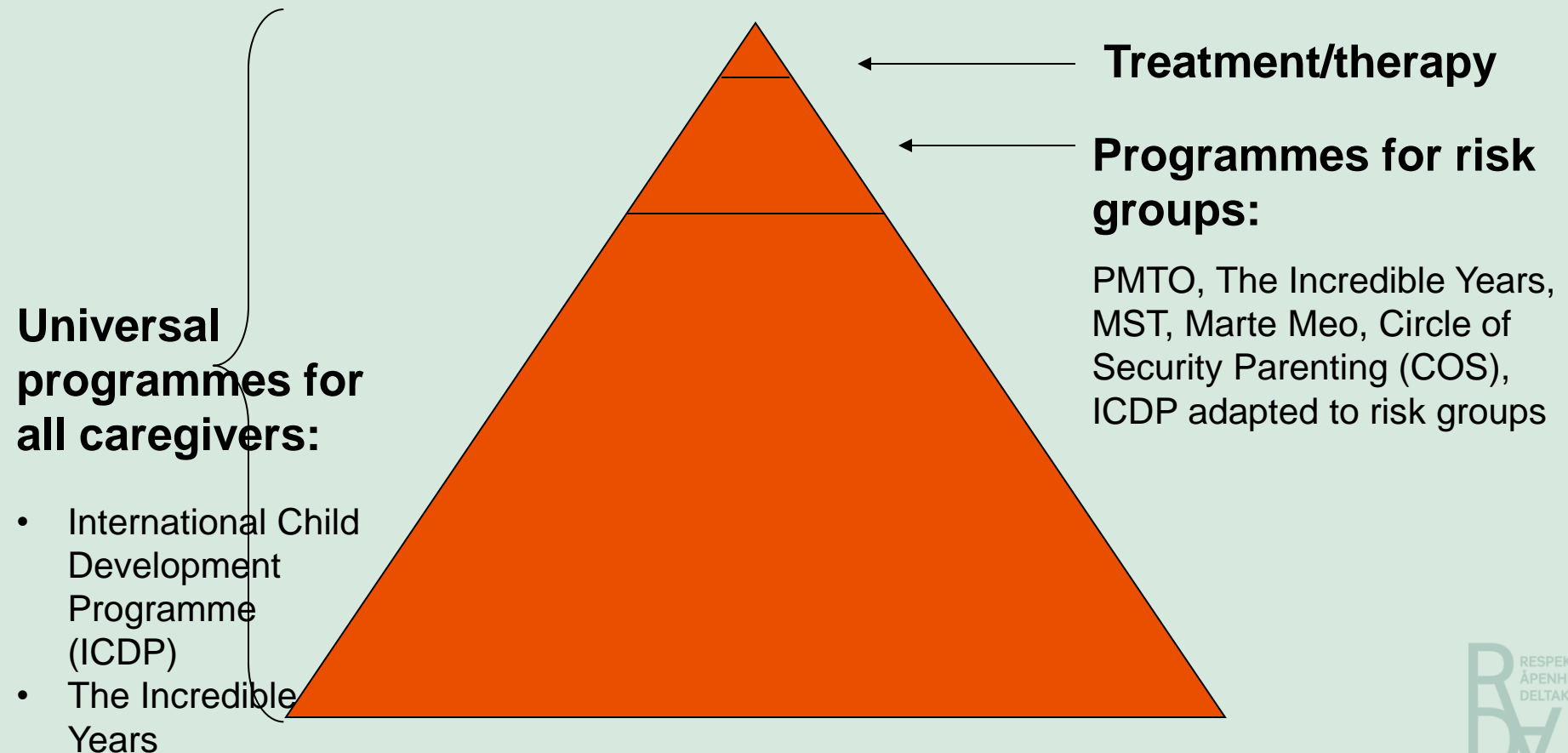
Respekt

Åpenhet

# The objectives of Parental Guidance Programmes in general

- To enhance children's psychological development by supporting and helping their caregivers – create a safe environment for the child's development
- To prevent psychosocial, emotional and behavioural problems among children and adolescents
- To prevent neglect, abuse and violence against children

# Different Parental Guidance Programmes used in Norway



# An example of a universal programme: The International Child Development Programme (ICDP)

- Aims to reach parents with children at the age of 0-18 years old
- Is also used in relation to other caregivers, such as caregivers in kindergartens and schools
- Aims to improve the interaction and relationship between the caregiver and the child
- Work in groups – sharing experiences – reflections and discussions on caregiving
- Initiated by The Ministry of Children, Equality and Inclusion in 1995
- Implementation and development of the programme is delegated to the Norwegian Directorate for Children, Youth and Family Affairs in collaboration with the Directorate for Health and the Directorate for Education
- Implemented in primary health care, kindergartens, schools, child protection departments, shelters for refugees, shelters for people suffering from domestic violence etc.
- ICDP is also implemented in many other countries worldwide (see [www.icdp.info](http://www.icdp.info))

# Basic values

- Humanistic psychology – every person is unique, with his or her own potential
- Resource oriented approach vs. problem oriented approach
- Health promotion / prevention vs. therapy / treatment
- Sensitising methodology vs. instructive methodology
- Empowering – enabling – partnership/parent participation

# Theoretical background

- Builds on research in developmental and cultural psychology
- The child develops in interaction with others – in different cultural contexts

# Three main goals

- To influence the caregiver's understanding of how important the interaction between the child and its caregiver is
- To enhance a positive concept of and attitude to the child
- To enhance the caregiver's experience of herself / himself as competent and mastering



## The caregiver's concept of the child – the key to good quality care

- Seeing the child as a person
- Empathic identification - mentalising
- Positive and negative labels

Deltakelse

Hensyn

Mestring

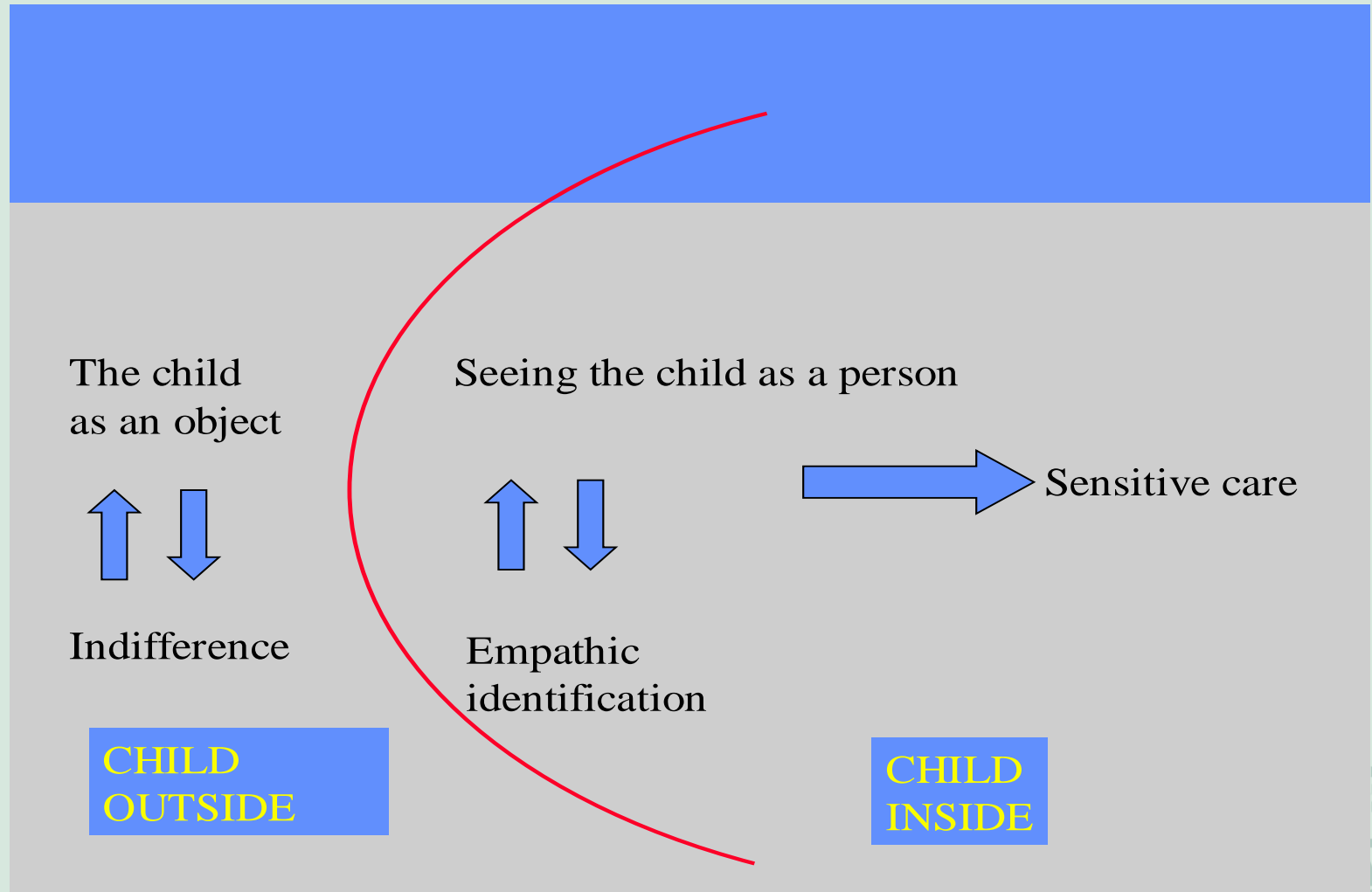
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# Border of empathy



# What do you think this child is feeling?







# The three dialogues of interaction

(ICDP-programme)

- The emotional dialogue (the child's need for attachment, care and a "safe base")
- The meaning-oriented and expanding dialogue (the child's need for learning and intellectual development)
- The regulating dialogue (the child's need for help to control himself or herself)

# The emotional dialogue

(ICDP-programme)

- 1. Show positive feelings, show your child love
- 2. Adjust to the child and follow the child's initiative
- 3. Establish an emotional dialogue with your child – nonverbal or verbal
- 4. Give praise when the child does something well and show recognition



# The meaning-oriented and expanding dialogue

(ICDP-programme)

- 5. Help the child to focus her attention, so that you can enjoy your experience of the surroundings together
- 6. Give meaning to the child's experience by describing what you experience together and by showing feelings and enthusiasm
- 7. Expand the child's knowledge by going into detail and give explanations when you experience something with your child



# The regulating dialogue

(ICDP-programme)

- 8. Help your child to learn self-control by setting limits in a positive way, by showing leadership, positive alternatives and by planning together



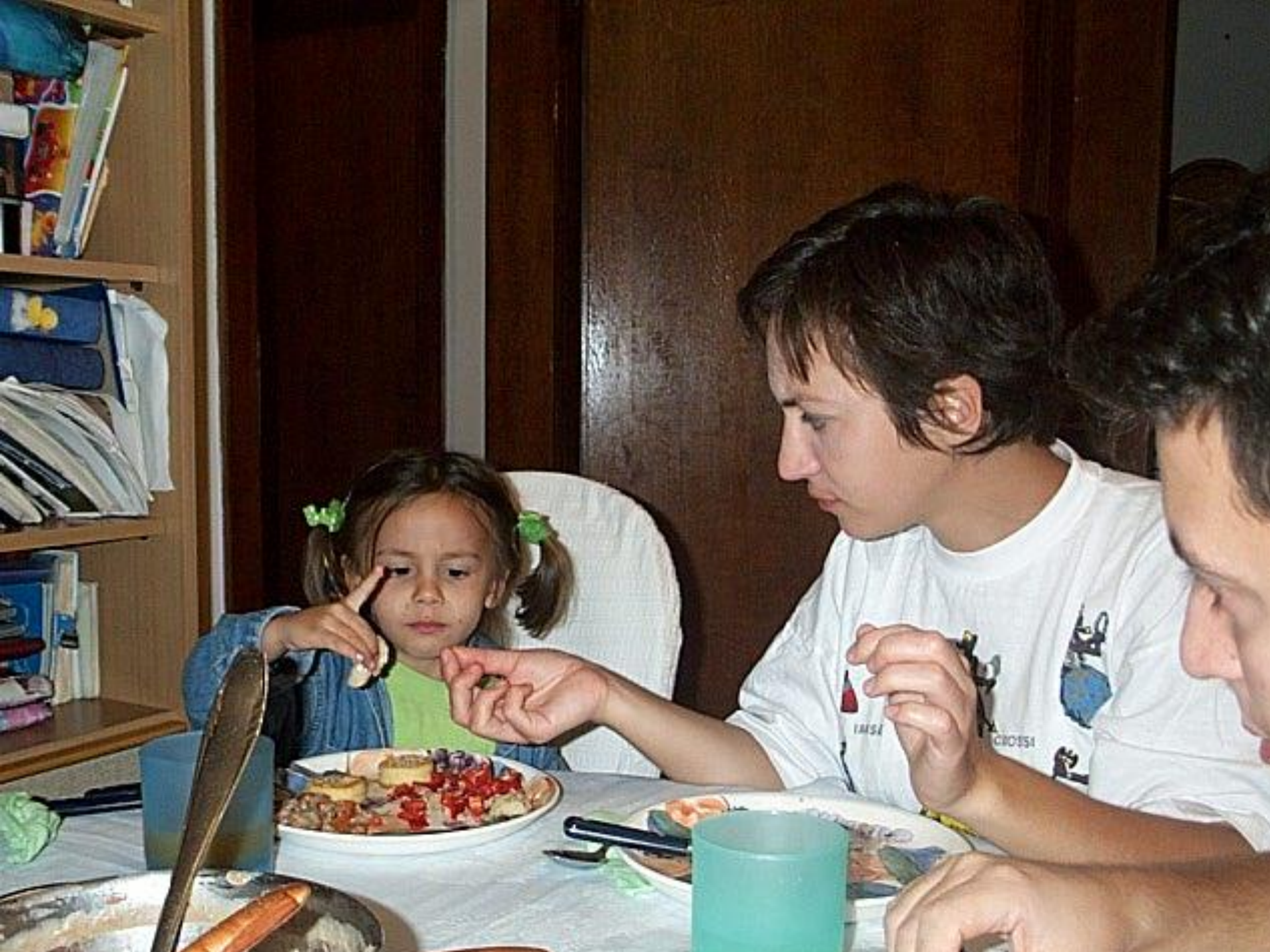


# Sensitisation and awareness-raising, not instruction

- Give the caregivers support and recognition
- Help the caregivers to find their own "hidden" or "silent" knowledge
- Enhance the caregivers' own problem-solving skills
- No ready-made answers

# Awareness-raising and sensitisation through

- Activating caregivers:
  - Work in groups
  - Questions that will raise awareness and sensitivity towards the child
  - Discussion about 8 themes for good interaction
  - Exemplification of 8 themes for good interaction
  - Analysing photos or video clips
  - Different exercises, like exercises related to the caregivers' own childhood experiences
  - Role play
  - Home tasks



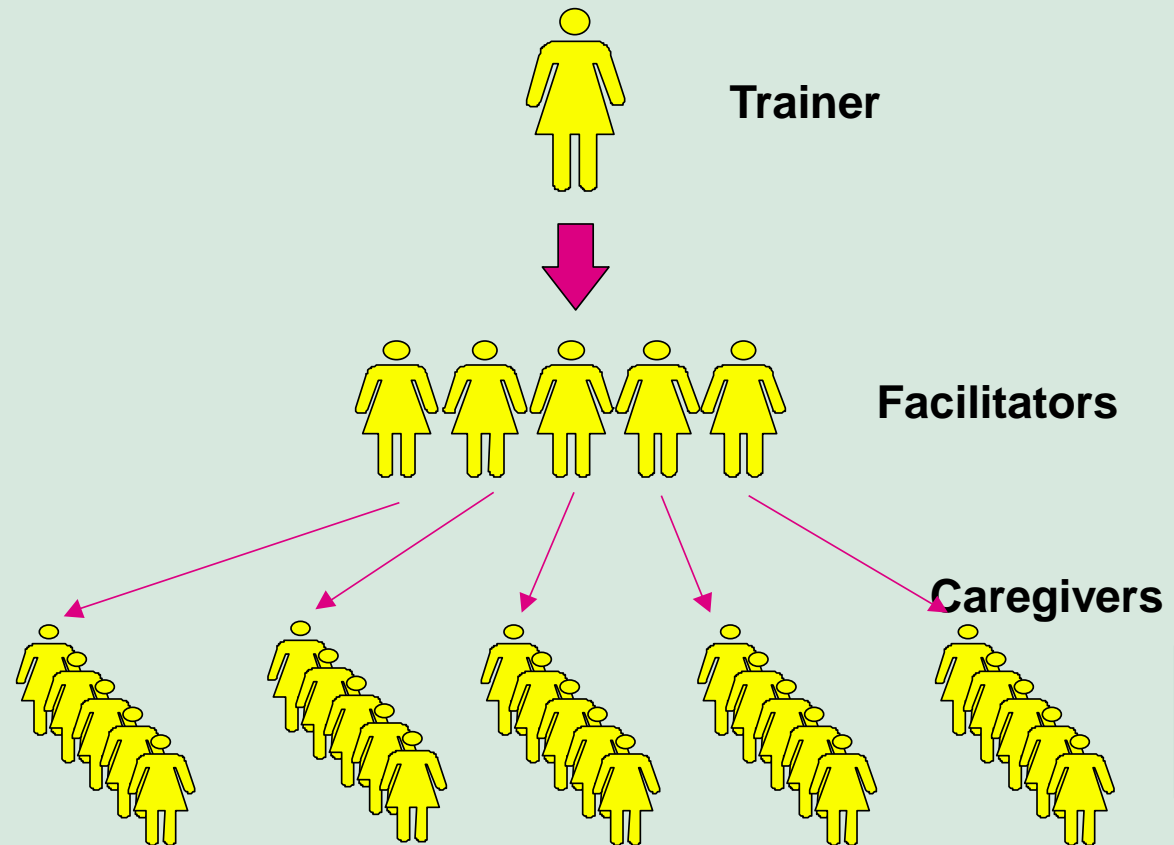
# Why sensitisation and awareness-raising?

- A way to empower caregivers – strengthening their self-confidence and belief in their own skills
- Avoid dependency upon experts and manuals for how to raise the child – every child is unique
- Avoid alienation from the caregivers' traditions, values and local customs of care

# Adaptation to different target groups in Norway -

- Immigrants – the programme functions like a bridge between the parents' traditional values and the Norwegian values in upbringing children – helps the parents to be good parents in a new society
- Parents with disabled children
- Prisoners
- Child protection
- Teachers
- Foster parents
- Asylum seekers
- New pilot autumn 2015 – prevention against radicalization and violent extremism

# Structure for implementation



# Different levels in implementation of the programme

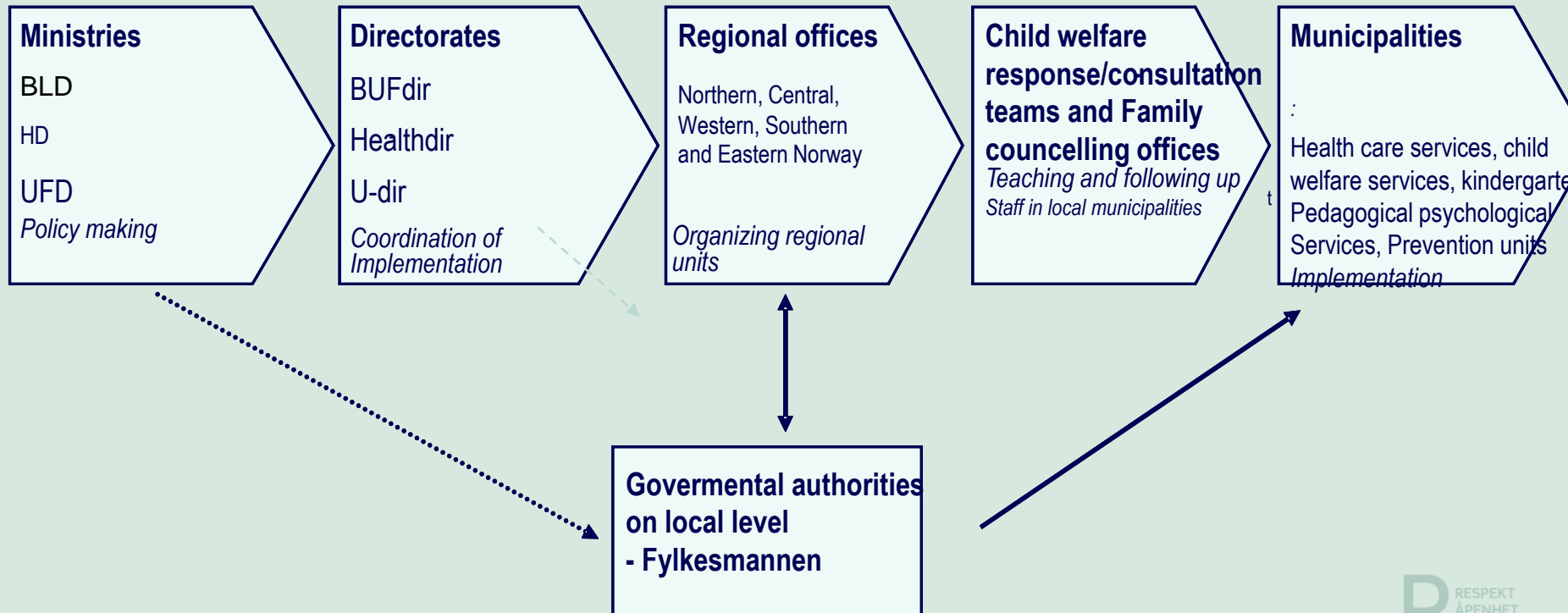
## Facilitators:

- Employees on local level/  
municipalities:
  - Primary health care
  - School health care
  - Child welfare
  - Social welfare
  - Pedagogical psychological services
  - Schools
  - Kindergartens
  - Family centers / prevention units
  - Refugee services
  - Prisons

## Trainers:

- Employees on state level (Bufetat)
  - Family counselling offices
  - Child welfare response/counselling teams
- Employees in some municipalities

# Organizing of the ICDP-programme





# Evaluation

- Evaluation of the programme 2007-2010, report in 2011 (Norway)
  - 82,6 % of the parents reported about changes in themselves (more concious, more calm and patient, felt more secure in their parental role)
  - 55,6 % reported about changes in the family (better atmosphere in the family, less conflicts, handle stress better)
  - 39,6 % reported about changes in the child (improved mood, the child cooperates better)

# Quotes from parents after participating in the programme

- **”This is a programme I wish we were offered long time ago.”**
- **”I am more concious about the positive side of my child – I have got another concept of my child.”**
- **”I am more concious about my own behaviour and how I communicate with the child – I reflect more before I act.”**
- **”I have been shown that I am a good mother – that feels good.”**
- **”The child is more satisfied.”**
- **”Now we have a good atmosphere in our home, we have more fun together. As parents we listen to each other and discuss in a good way how to treat our children.”**
- **”We spend more time with our children.”**
- **Fosterparents: ”This has been very useful. We feel more strength to master the task now – we have got new energy.”**

# ICDP results from other parts of the world

- Narratives from the caregivers:
  - Better and more transparent atmosphere in the family
  - Less violence
  - The children are not afraid of me any more – they come to me, and we can talk
  - The children are more obedient
  - The children are more cooperative
  - I have discovered the power of love

# Rebecca from Tanzania – a typical quote:

*I used to be very harsh to my children. My father was very harsh and cruel to me when I grew up, and I accepted it as part of life. I continued to treat my own children in the same way. Now (after ICDP) I have realized that a child is a human being and that I have to change the way I treat my children. I understand that children have rights. The first step is to show emotions. Give love to the child,- that is the beginning.*

## Quote from Rebecca's daughter

*When Mama used to come home, we were expecting some beating. Now she helps us, and she gives us some work to do. Afterwards we sit together and she helps me with my lessons. She also gives us time to play. Before she didn't like us to play.*

*When she comes from the market, she gives us a fruit and something good, even clothes.*

*You see, she has changed a lot, and we are happy together.*

# What is the key??

- Respect for traditional values and traditions in upbringing children
- Focus on the caregiver's concept of the child as the key to good quality care – see the child as a person and a human being – the positive and vulnerable child instead of the evil child
- The use of sensitization as a methodology – finding the “hidden knowledge” – not imposing new strategies: *“Taking care of children is not an unknown issue for us. As if we had forgotten it – and we have come to be reminded.”*

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- More information: [www.icdp.info](http://www.icdp.info) (ICDP International)

