CHILD PROTECTION IN DEVELOPMENT (CPID)
Community based.
Child Placed.

"CPID is rooted in the lived experience of the practitioner, their community and culture, as well as leading edge research, practice, and experience."

JOIN OUR ONLINE COMMUNITY!

cpid.iicrd.org

Members receive exclusive access to resources, discussion groups, online courses, and other CPID related content

IICRD

Child Protection in Development (CPID) Child Protection in Development (CPID) is an innovative child protection learning program that supports the development of practitioners working with communities to protect and support the well-being of children and youth.

CPID incorporates **four levels of learning**:
1. An online community of practice
2. Skill recognition program
3. Training certificates
4. University degrees (Bachelors, Masters, Doctorate)

Our approach to child protection in development **leads with children** and youth; **Starts from strengths**; builds partnerships to expand **circles of support**; works **from the inside-out**; uses **the power of ideas** to foster empathetic, evidence based, engaged action; and links community supports with formal child and family services.

CPID is a unique program in that it:
- Facilitates a deep understanding and reflexivity of self as a foundation of practice
- Engages young leaders and practitioners, working with children, youth, families, and communities, as powerful agents of social change
- Offers evidence-based knowledge, skills, and practices to protect children, youth in the contexts of human, community, and international development
- Supports culturally relevant and strength-based solutions to address the challenges facing vulnerable children, youth and families in community
- Encourages practitioners to exercise partnership, innovation and creativity
- Addresses both economic and social programming
- Fosters a sense of community through distance learning, mentorship, face to face residencies, and an on-line learning community
- Enhances the capacity of practitioners to understand children and childhood and listening to and hearing the lived realities of children order to inform their actions;

CPID encourages young people and practitioners to question how they think, learn, frame, and do child protection to support the well-being of children and youth and their families and communities. In doing so, the CPID program focuses on the development of: **Self Awareness and Reflection** – such as reflective listening and cultivating mindful practice; **Tangible Skills** – such as conflict mediation, participatory approaches to working with children, and working with elders; **Relevant Knowledge** – such as understanding child protection systems, holistic child development, child-centred accountability; **Strategies and Approaches for Accountable Action** – such as working across systems, effective use social media, and advocacy and networking

CPID Course Descriptions

The Journey (4 days)
The CPID journey is an experiential course focused on strengthening one's self awareness, reflection, and practice in relation to his/her protection work with children, youth, and families in the context of community. Through the use of deep inner reflection and nature based experiential tools the journey course aims to promote a strong personal foundation for safely and mindfully engaging in and sustaining strength-based, community-centred child protection. Key skills include: building a mindful practice, understanding self in relation to others (including personal power, triggers, and culture), working with traditional knowledge keepers, deep and reflective listening, and exercising personal responsibility, authenticity, and accountability.

Strengthening Child Protection in Community: An Evidence-Based Approach to Child Protection Systems (4 days)
This four-day course focuses on understanding key concepts, approaches, and strategies to strengthen child protection systems with an emphasis on community-centred and evidence-based approaches. Specifically through a series of case studies the course will explore how the application of the five key principles: lead with children, start from the strengths of community and culture, build partnerships, work from the inside-out, and use the power of ideas can support the implementation of more holistic child protection systems that respond to the realities of children, youth, and families in community. The course will also identify how such approaches intersect and support the implementation of the UN Convention on the Rights of the Child, facilitate individual and collective healing, and bolster resilience and agency, within a larger socio-ecological systems perspective.

Circle of Rights: Creative Approaches to Engaging Children and Youth in Community (4 days)
This four-day course offers tangible tools and approaches for practitioners to engage with young people and community to understand and reflect upon the complex realities of young people, and to identify and implement changes in communities, programs and policies to enhance young people's well-being and protection. It draws from IICRD's Circle of Rights and child centered and context informed approach to working with practitioners. The course will apply a participatory and community development process to support social change- and will apply various creative engagement tools and processes including Social Mapping, Photovoice, Participatory Theatre, and the creative use of art, story, music and information communication technologies. Local and traditional cultural approaches to engaging young people are also explored. Throughout this course, emphasis is placed on engaging and empowering young people in an ethical, adaptive, inclusive, assets/strengths based, developmentally appropriate, cultural, and contextualized manner.

Accountable Action: Child and Youth Centered Planning, Monitoring, and Evaluation (4 days)
This four-day course supports scholar-practitioners to understand key mandates, mechanisms and indicators to support and protect children and youth, determine if and how programs, policies, and interventions are influencing the lives of young people, and reflect upon how practitioners can improve their planning, monitoring, and evaluation (PME) practice. Through the course we provide an orientation to PME approaches including Results-Based Management, Outcome Mapping, Outcome Theory, Theory of Change, and Developmental Evaluation, and offers creative tools and methods to actively engage children and youth in PME. It draws from IICRD's Child-Centred Accountability and Protection Evaluation (CAPE) suite of tools focused on child and youth centred M&E. This course will also apply these approaches and other creative and innovative tools to engage young people in PME including the Most Significant Change Story, Participatory Ranking, and the innovative use of information communication technologies.

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