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Upskill and certify Indigenous child and youth practitioners

The project

Partners

Right to Play

Participants Indigenous youth workers from rural, remote, and northern communities without post-secondary education

Locations

[Across Canada](#)

Additional Partners

Ryerson's Chang School of Continuing Education, Department of Child & Youth Care

Topics

Future Skills
Inclusive Economy
Skills Training

Related Tags

[coaching](#),
[distance learning](#),
[employment](#),
[indigenous](#),
[indigenous populations](#),
[job readiness](#),
[online learning](#),
[post-secondary education](#),

Indigenous
youth
workers
in
remote
communities
bring
knowledge,
skills
and
passion
to
their
work
with
young
people.
They
have
significant
influence
in
helping
them
build
resilience
and
life
skills
that
support
positive
development
into
adulthood.

rural,
social work/assistance,
training, youth

However,
many
youth
workers
cannot
access
post-
secondary
education
or
effective
upskilling
opportunities
from
their
home
communities.
Given
the
crucial
role
these
workers
play
within
Indigenous
communities,
it
is
vital
that
they
can
access
and
receive
culturally
relevant
certifications
that
enable
them
to
learn
and
upskill
in
ways
that
enhance
their
current
practice
and
future
career
mobility.

This project connects education to direct employment in the Indigenous learners' home community and features in-person, experiential training, along tailored remote and in-person coaching.

It will ensure learners can attain a post-secondary certification, while remaining connected to their community, family, and culture.

Right To Play, the School of Child and Youth Care, and the Chang School of Continuing Education at Toronto Metropolitan University (formerly

Ryerson University) are leading this innovative project.

The Future Skills Centre is investing \$687,599 in this project, following an earlier investment of \$1.1 million.

Evaluation Report:
Upskilling Indigenous Child and Youth Practitioners Evaluation Report

[Download Report ►](#)



Skills training/learning provided

This successful joint certificate builds the capacity of Indigenous youth workers to improve outcomes for young people in their communities through the creation and implementation of high-quality programming. The project has been specifically designed to address the most significant barriers to education facing Indigenous learners by connecting education to direct employment from their home.

Early results

The first cohort of this certificate program are expected to complete the course at the end of December 2022.

**Next
phase**

The program is expanding to a second cohort, learning and evolving from the first experience to an additional 25 community mentors across the country. This aims to deepen the learning impact, monitor and evaluate the certificate program, offering the most valuable and current content. Organizers will work with project partners and supporters to apply critical feedback to ensure participant and program growth, particularly to enhance the array

of
blended
courses
to
Indigenous
individuals
and
those
living
in
remote
communities.
It
also
aims
to
generate
more
rigorous
evidence
using
Right
To
Play
projects
that
align
with
Indigenous
methodologies,
partnering
with
experts
in
the
field.

Evaluation Strategy

This project will be evaluated using tools and approaches aligned with its goals, context, and stage of development. The evaluation will focus on generating the right evidence at the right moment to move the intervention forward. [Read more about our evaluation strategy.](#)



The Future Skills Centre acknowledges that the Anishinaabe, Mississaugas and Haudenosaunee share a special relationship to the 'Dish With One Spoon Territory,' where our office is located, bound to share and protect the land. As a pan-Canadian initiative, FSC operates on the traditional territory of many Indigenous nations across Turtle Island, the name given to the North American continent by some Indigenous peoples. We are grateful for the opportunity to work in this territory and commit ourselves to learning about our shared history and doing our part towards reconciliation.

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