

# YOU LEAD

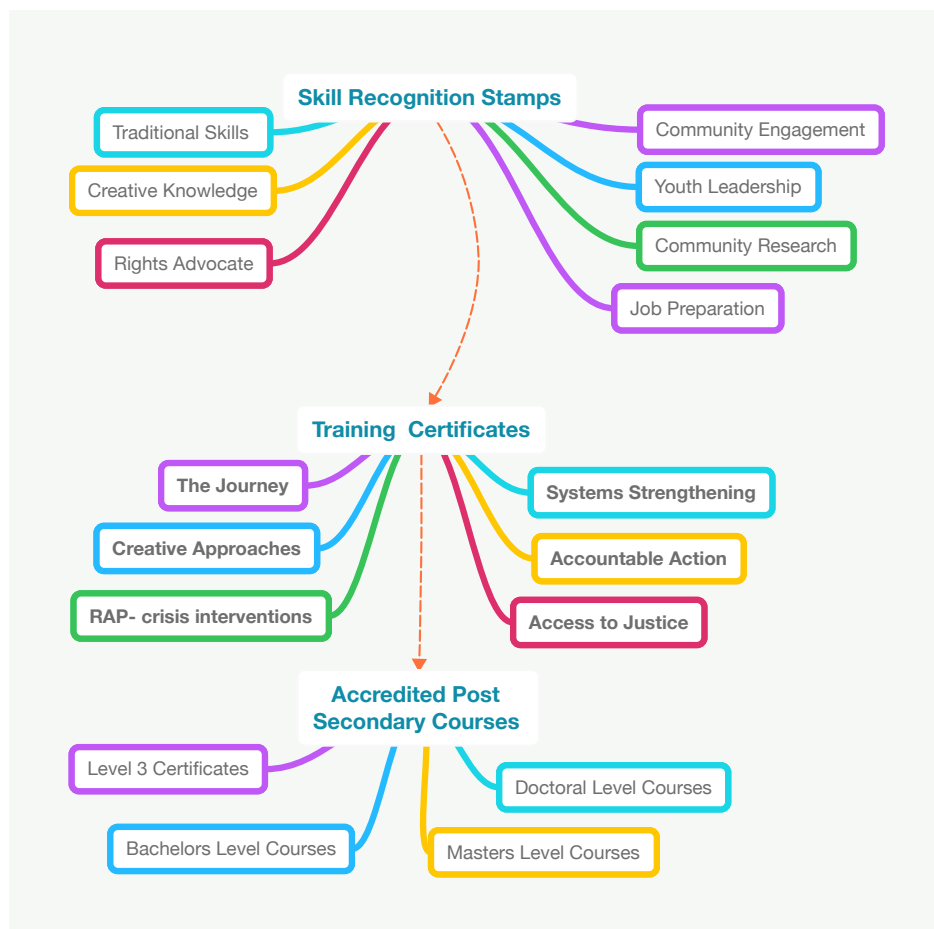


## Innovative Skill Recognition and Leadership Training Program

YouLEAD is an innovative leadership program supporting young people and practitioners working with communities to become transformational leaders working toward sustainable development that protects and supports the well-being of children and youth and our world.

YouLEAD's approach to learning consists of three areas of educational recognition and accreditation. These include pre-university Skills Recognition Stamps, Specialized Training Certificates as well as academic courses at the Bachelor, Masters and the Doctoral Level.

### Educational Architecture



## Skill Recognition Stamps

Skill Recognition stamps are part of a young persons professional passport. They are markers of achievement for specific competencies earned through YouLEAD and community-based learning environments that recognize traditional and contemporary skills, knowledge and leadership that can support youth with high school completion, job readiness or preparation for post secondary education.

The Skill Recognition Stamp process is set up to be co designed and offered in partnership with local organizations, youth centers, friendship centers, academic institutions (high schools or training institutes) and communities. Participants are given a passport in which to earn their selected skill stamps with an aim to master a given area and acknowledge and accredit time spent developing knowledge, skills and self awareness. The earned stamps can also be placed on a participant's online profile, shared through social networking sites and can be displayed on a participant's electronic resumé or CV to demonstrate core competencies to teachers, potential employers and other academic institutions. It is our hope that these stamps can be combined in innovative learning pathways to create a "passport" to new life opportunities.

### Earning your Skill Recognition Stamps

To receive a skill recognition stamp, participants need to be working with one of our partners. Sign up for the program and get your own skills passport – a way for you to track your learning and new skill development.

You or your coordinator can also set up a personal (student) profile on IICRD's learning hub [www.iicrd.org](http://www.iicrd.org)

Once approved, you or your coordinator will need to fill in their personal profile, familiarize themselves with the site and then **fill in and submit** the stamp application form below the learning journey button. The application helps identifies key competency and skills learned through the activities.

1. **The name** of the activity or event
2. **The date** it occurred
3. **The amount of time** you spent on it
4. **Key points you learned** and **what you plan to do** with the things you learned
5. **Key Competencies learned**
6. **2 people you met** that you will **add to your personal network** and why you want them in your network, and
7. The names and positions of **2 people** that could **confirm your participation**, or attached references
8. Additional information such as photos/video/posters/collages

Once submitted the applications are reviewed and stamps are issued (in the passport and / or online) upon approval.



## Criteria

Conferences, volunteering 18 hours or more, workshops, courses, programs, events, ceremonies, work with elders/knowledge keepers and committee work are just some of the activities that participants can receive stamps for.

Participants can earn a number of stamps under each skill set.

Once they have earned a minimum of 4 stamps under 4 of the skill sets, they qualify for a Skills Recognition Certificate.

Some YouLEAD Skill Recognition Stamps include:

### Community Engager

Participants demonstrate community engagement and participation. This can mean volunteering time at community events or with community members who need support, actively sitting on community committees or councils, recruiting other volunteers on initiatives and creating new innovative community opportunities.



### Traditional Skills /Cultural Traditions

Participants demonstrate traditional skills as taught by community knowledge keepers, elders and trainers. This can range from traditional skills such as drum making, beading, rites of passage, traditional story telling, language use etc. to traditional community engagement activities such as community meetings, supporting feasts and ceremonies or learning oral histories from Elders.

### Youth Leader

Participants develop self awareness, personal wellness, healthy self identity and sense of belonging through strengths – group facilitation, speaking, goal setting and achievement, personal planning and demonstrate leadership in their personal lives and in their community. This can be demonstrated through supporting and mentoring other youth, developing and undertaking youth-led initiatives or representing their community – understanding resilience as well as modeling strength based conflict transformation and group processes.

### Creative Knowledge Sharer

Participants demonstrate their ability to share knowledge, learning and traditional practices with other youth and community members, using a variety of creative tools. This includes presentations, social media, creative arts and expression, film/video etc.

### Rights Advocate

Participants demonstrate ability to understand, articulate and support the rights of children, youth and Indigenous peoples and their access to justice, and participate in activities to stand up for



these rights.

### Community Researcher

Participants demonstrate knowledge and use of participatory action research tools, are able to gather and understand information and present these findings to key decision makers or support the development of ethical consultation and knowledge management guidelines, proposals, budgets or management structures.

### Language Learner

Participants demonstrate a desire to learn their Traditional Language, and engage with elders, knowledge keepers to deepen their understanding of their language and their culture.

### Sustainable Development

Participants demonstrate knowledge of the environment and participate in activities to support the wellbeing of communities through mindful use of natural resources and the stewardship and care of the land, the water and the air.

### Job Preparedness

Participants demonstrate job readiness as well as their ability to put their knowledge and skills into action in a work type setting.

## Training Certificates

### Training certificates are offered at 3 levels

*Level 1:* Participation and completion of the training

*Level 2:* Builds on Level one and includes the participation and mentored facilitation of the training course, followed by practice hours implementing the tools in community or co- facilitating sessions, and documenting the lessons learned.

*Level 3:* Is becoming a mentored course facilitator or carrying out an applied project in which participants build on all of the learning from the 4 foundation courses and other courses to complete an academic assignment that involves designing and implementing a community based practice or project. YouLEAD faculty can work with you and your academic institution of choice to identify recognition/accreditation pathways

### Certificate Course Overviews

#### Introduction to YouLEAD & CPID (3 hours)

This introductory course explores the guiding principles and philosophies of the programs including: lead with children, start from strengths, build partnerships, work from the inside out, and use the power of ideas. It also introduces the four key elements required to strengthen child protection systems within the larger discourses of human, community and international development: self awareness and reflection, evidence-based knowledge, relevant skills, and informed action.

#### The Journey (4 days) - Foundations 1

The Journey is an experiential land based course, focused on strengthening one's self-awareness, reflection, and practice in relation to work with children, youth, and families in the context of



community and culture. 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.

### **Creative Approaches to Engaging Children and Youth in Community (4 days) – Foundations 2**

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 applies a participatory and community development process to support social change and applies 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.

### **Strengthening Child Protection in Community: An Evidence-Based Approach to Strengthen Child Protection Systems (4 days) Foundations 3**

This four-day course focuses on understanding key knowledge, approaches, and strategies to strengthen child protection and well being 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 also identifies 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.

### **Accountable Action: Child and Youth Centred Planning, Monitoring, and Evaluation (4 days) Foundations 4**

This four-day course supports scholar-practitioners to understand key structures, processes and outcomes and traditional values 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 practice. Through the course we provide an orientation to Programming Monitoring and Evaluation (PM&E) 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 indicator development and PM&E. This course applies IICRD’s Child-Centred Accountability and Protection Evaluation (CAPE) suite of tools focused on child and youth centred M&E and other creative and innovative approaches to engage young people in PM&E including the Most Significant Change Story, Participatory Ranking, and the innovative use of information communication technologies.



Additional Leadership, community development and child well being courses are also available to compliment these 4 foundation courses.

For Example:

### **Response Ability Pathways (RAP) for Youth (3 days) Child Protection Specialization**

This course offered by Lesley DuToit, MS focuses on supporting youth to learn ‘response’ abilities to support and encourage peers who are hurting, to strengthen and protect themselves from adults and peers who bully, to build and use positive support networks involving caring adults and wise elders and to support their peers to restore relationships of respect and safety to move forward on positive pathways that meet their growth needs.

### **Art of Hosting Meaningful Community Conversations (3 days) Specialization**

This course hosted by Art of Hosting facilitators focuses on engagement and planning tools that bring communities and groups together to have conversation of key issues of importance – learning tools to reconcile difference and create collaborative action plans grounded in the local context and culture.

As well as YouLEAD specializations focused on **Access to Justice** in partnership with JI, the **Aboriginal BEST Business Entrepreneurship and Sustainability Training program** in partnership with MARR and courses on **Environmental Sustainability**.

## **Post Secondary Accreditation**

We are currently offering specialized leadership and child protection in development courses within existing programs at RRU and other academic institutions, primarily as directed studies at the BA, MA and Doctoral level. We are also working with various programs at RRU and other academic institution to recognize level 3 certificate trainings for course credit, either as entrance credits or as directed studies within existing programs.

<http://www.royalroads.ca/prospective-students/interdisciplinary-studies-ba/program-admission>

### **More about IICRD**

To find out about IICRD, please visit [www.iicrd.org](http://www.iicrd.org). Essentially we are rooted in strength-based values that acknowledge the importance of culture, tradition and the insights and engagement of young people in creating thriving children, youth and communities. Our logo was gifted to us by Rita George Green a Coast Salish youth and symbolizes our world in balance.

