

### INSTRUCTIONS

- Please make sure you are using the latest version of this form posted on <https://www.mitacs.ca/en/programs/accelerate/proposal>. This link also provides an Accelerate Guide with detailed information on how to write your proposal.
- Please **do not modify, remove** text or instructions in each section/subsection **or reformat** this form in any way. A modified form will result in a delay in the internship evaluation process.
- Send your draft proposal to your [Mitacs Business Development representative](#) **prior** to obtaining all signatures and submitting.
- The proposal should be written and submitted **at least eight (8) weeks prior to the planned start date of the internship. For international travel, a minimum of 16 weeks lead time is required.**
- The start date of the internship must be **after** research approval and the **receipt** of the partner funds at Mitacs.
- Partner funds can be sent directly to Mitacs in Canadian dollars prior to approval to expedite the process.
- If applicable, proposals with a not-for-profit, hospital, or municipality as a partner organization must seek partner and project eligibility approval before proceeding. Please contact a [Mitacs Business Development representative](#) to discuss eligibility **BEFORE** submitting your application (see section 2.7).
- If applicable, intern conflict of interest declarations must be received by Mitacs before submitting your application (see section 4.3.2).
- If applicable, academic supervisor conflict of interest documentation must be submitted with your application (see section 4.1.1). For more information, see Mitacs's Conflict of Interest policy: <http://www.mitacs.ca/en/conflict-interest-policy>.
- If you cannot see the items listed in the drop down lists, please refer to Appendix C: Options and type the corresponding answer in the space provided.

**Please note:** If required, your **Mitacs Business Development representative** can assist you with:

- Identifying your Office of Research Services (ORS) or equivalent representative.
- Assessing the eligibility and completeness of the proposed research.

### APPLICATION CHECKLIST

**A complete internship application package must include the following:**

- The proposal **completed and signed** by all parties in Word format
  - *The Mitacs Accelerate Memorandum* (Section 7) with signatures must be submitted as a scanned PDF
  - Appendix A - Accelerate Intern Consent Form signed
- Intern(s) CV (Any format is allowed. A [CV template](#) is available on the Mitacs website)
- Lead academic supervisor's CV for each participating academic institution **only** for projects with **6+ IUs** (CCV as per Tri-Council or other CV format)
- Accelerate budget and invoicing schedule (Excel spreadsheet)
- Any supplementary documents (as applicable)

**If your application involves an Accelerate International component, please note:**

- You must complete Appendix B – *Accelerate International* in addition to this entire application
- International Pre-Departure Form and Code of Conduct and Ethics form may be forwarded to Mitacs after submission of your application; however, funds cannot be released, and the internship may not begin until Mitacs receives these forms
- Indemnity Agreement (as applicable) \*Please contact your Business Development representative to find out whether this document is required.
- Visit the [Accelerate International website](#) to determine if there is any additional required documentation for the country you intend to work with

**\* An incomplete application or a modified form will result in a delay in the proposal evaluation process.**

# Mitacs Accelerate Proposal

## 1. Research proposal summary

<b>1.1. Title of project:</b>	Community Education for Economic and Social Justice: With Special Consideration of Covid-19 Impacts, Future of Work Trends, and Leadership Development for Systems Change.		
<b>1.2. Type of project:</b> Please indicate (x) Select all that apply	<input type="checkbox"/> Accelerate		
	<input checked="" type="checkbox"/> Accelerate Fellowship		
	<input type="checkbox"/> Accelerate Entrepreneur		
	<input type="checkbox"/> Accelerate International (Please also complete Appendix B)		
<b>1.3. Number of internship units:</b>	7		
<b>1.4. Keywords to identify reviewers:</b> (5-10 specific keywords; 50% technically related, 50% discipline-related)	Racism, Critical Race Theory, Incarceration, Youth at Risk, NEET Youth, Community Economic Development, Inclusive Economic Development, Curriculum, Adult Education, Holistic Education, Action Research, Participatory Research, Grounded Theory, Education, Social Movement Learning, Community Development, Community Based Research		
<b>1.5. Academic discipline:</b>	Social Sciences, Arts & <b>Education</b> Humanities		
<b>1.6. Project priority sectors:</b>	Education	2nd Priority Sector	3rd Priority Sector

### 1.7. List of participants:

Academic supervisor(s)	Department	Academic institution	City and country location of academic institution
Dr. Michael Corbett	Faculty of Education	Acadia University	Wolfville, Nova Scotia, Canada
Partner organization(s)	Contact name at partner organization	City and country location of organization	Partner legal status
iMOVE (In My Own Voice) Arts Association	Sobaz Benjamin	Halifax, Nova Scotia, Canada	Select Legal Status Nonprofit society
			Select Legal Status

### 1.8. Proposed work plan for internship unit(s) (IU):

Please summarize the work plan for the project by showing which intern will work when. Each IU corresponds to one 4-6-month internship. This table provides a high-level overview of the proposed research project and information about intern(s) to the reviewers. Please refer to the [Accelerate Guide: Writing your proposal](#) for assistance.

Years			Year 1			Year 2			Year 3			Year 4			Year 5		
Months			1-4	5-8	9-12	1-4	5-8	9-12	1-4	5-8	9-12	1-4	5-8	9-12	1-4	5-8	9-12
Intern name	Degree program	IU															
Laurie Cook	PhD	7	X	X	X	X	X	X	X								



## **Current Understanding:**

Traditional labour attachment programs for people who have been incarcerated and even youth at risk tend to be based on a model focused on the individual; helping them identify and apply for some sort of (often minimum wage) job so organizations doing this work can just check a box that says done and attached. There are some provisions for wrap-around support to address addiction and mental health challenges, but few people working in this area have a deep understanding of the full extent of the trauma that marginalized, racialized, and incarcerated people are often dealing with.

In the view of the intern for this project, as an emerging researcher with lived experience with mental illness and years of dealing with these systems personally as well as looking at them systematically, it is not enough to just find someone a job of whatever sort and then consider them taken care of. We need to do more to recognize the harm and trauma caused by racism and marginalization; in our educational, economic, social and 'justice' systems. We need to listen to the stories of trauma, harm, and struggle that people who have been racialized and marginalized are trying to tell us. We need to do more to learn from our past and present and create a better future for all of us.

Just prior to the Covid-19 pandemic, the intern was involved with a Youth Employment Skills Strategy (YESS) program in her home community of Musquodoboit Harbour. During this time, she taught 12 NEET (Not in Education, Employment or Training) youth about entrepreneurship, social enterprise, co-ops and e-commerce. The approach she took at the time was one many doing 'workforce development' would do which was to focus on technical skills related to the topics mentioned; how to write a business plan, how to do market research, how to register a business or co-op with Registry of Joint Stocks, or how to get financing for a business. All of these youth had various barriers to employment (i.e. mental illness, lack of work experience, low education), but she didn't think about those barriers much as she designed workshops for them.

A year later, well into the pandemic, the intern was asked to teach the same topics to a new group of youth in the same program. The approach she took this time was very different. She was very conscious that she was working with them in the context of a very different time, and that within a month or so of the workshops they would be turned loose to cope as best they could with what was now an even more difficult situation for them.

In this new context, the intern wanted to help the youth she was working with develop a sense of purpose, resiliency, and adaptability, and understand how supporting each other going forward in these very difficult times could help all of them to be more successful. She also wanted to show them that regardless of their education level, they could contribute to their communities, make a living for themselves - and if interested, not just be 'workers' employed by others but also be 'creators' of jobs for themselves and others through 'collective' enterprise and entrepreneurship.

The workshops she designed this time were very different from what she designed before. There was a much stronger emphasis on offering emotional support, and helping the youth develop skills in a holistic way that would serve them well no matter what type of 'work' they might get into. Several of the youth also did come to see how they could create a business - together - that would enable them to be both workers and owners of that business. This got the participants very excited. They seemed to really appreciate the idea of being able to work together as entrepreneurs instead of by themselves and be seen as contributors to the economic life and wellbeing of their communities instead of 'problems.'

This really helped the intern for this project to appreciate the work iMOVE was doing because it was also beyond the typical focus of education, skills training and 'workforce development.' This more holistic approach to working with people who have already faced a lot of challenges in their lives seemed much more effective to her and she could see that impact in the work that iMOVE has done with various people over the years. She also saw a new sense of confidence in the NEET youth she had most recently worked with, and in the various people who had been involved at some point with iMOVE. This work also resonated with her own personal experience as someone who lives with a mental illness and

spent 12 years on disability benefits. The one thing that kept her going in her own difficult situation, in addition to the tremendous support system she was lucky to be able to access to, was a sense of purpose and service. Even when she was unable to 'work,' she did a lot of volunteer 'work' in her local community and learned a lot about how to create change in community. Part of what the intern for this project learned then from her own life, and saw in the work of iMOVE, was those technical skills for work and in community are important but drive and an ability to pick oneself up when things go wrong and try again, are even more important.

### **The Atlantic Region and Covid-19:**

The work proposed in this project is also important because there is an identified gap in informal, experiential learning related to entrepreneurship, social enterprise, and co-op development. Several key organizations involved in research related to co-operatives and social enterprise including: the Co-operative Enterprise Council of New Brunswick (CECNB), CDR Acadie, the Canadian Community Economic Development Network (CCEDNet) and Ulnooweg (who is the economic agency for Mi'kmaq people in Atlantic Canada) in addition to iMOVE agree the lack of effective and culturally-appropriate engagement and learning opportunities for racialized and marginalized people is a critical problem, and a lost opportunity to create more inclusive economic development in Atlantic Canada and across the country. Social enterprise and specifically the co-op model are key tools that can be used to create more inclusive economic development and help deal with the challenges of an aging population.

The intern for this project also has experience doing research as part of an Atlantic Canada Policy Research Initiative (APRI) project for the Atlantic Canada Opportunities Agency (ACOA) looking at how social enterprise and the co-operative model could help with small and medium-sized (SME) business recovery, stabilization, and succession planning in communities across Atlantic Canada, and also support economic growth that is more inclusive. The research proposed for this Mitacs project would complement work being supported by ACOA. It could help address the challenge many communities are facing related to business succession because many business owners are looking to retire and facing Covid-19 fatigue. This is a huge challenge, but also an opportunity. If various racialized and marginalized communities could be organized to take over a lot of these businesses, economic equity in many communities could increase dramatically and enhance economic development in general with new ideas and new energy.

It is not easy to engage people who have been incarcerated or youth at risk in these opportunities though without first addressing the trauma and harm they have endured. Healing needs to happen to enable marginalized and racialized people to be involved more in economic development. The opportunity to do research related to engaging these groups in ways that go beyond the traditional approach to labor force attachment could unlock potential related to economic development that could go way beyond just attaching someone to a minimum wage job.

Co-operatives have long been recognized as key instruments of inclusive, community-based economic development (Gibson, 2005). They "provide a means for addressing many social and economic concerns such as youth retention, community identity/spirit, and preventing leakage of local money." They are a practical tool for people, at a very local level, to strive towards priorities or goals established by themselves. Within the context of Covid-19, there is already a lot of recognition that all levels of community will need to be involved in addressing various emerging economic issues, but more than ever, there is strong recognition that local community action will be especially important.

Gibson (2005) identifies several principles of local, community-based economic development (CED) that are very important in this context including: building capacity for leadership, developing local social and economic goals, and empowering a broad spectrum of community actors including youth. Co-operatives are also especially well designed to help with this engagement because they are based on principles of equity and self-help. Co-ops are also democratic, and they provide education and training for their members in governance, management, and business development. Co-ops also demonstrate a strong concern not just for their members, but also for the communities they are part of.

Co-operatives and social enterprises also naturally look to develop youth as assets to support community development, but for many, engaging today's youth is a significant challenge. Gibson (2005) acknowledges this challenge in his conclusion saying, "Communities and their residents need to have an awareness of the roles co-operatives can play in CED... [but] too often there is a lack of knowledge, or a lack of correct or up-to-date knowledge in communities (p. 9)."

The key to addressing these knowledge gaps may lie in ideas about 'contextualized learning' as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student (Kalchik & Oertle, 2010, p. 1)." Citing Chernus & Fowler (2009), Kalchik and Oertle describe "the primary benefit of this strategy is that students "experience the subject matter as connected and reinforcing, rather than separate and unrelated (2010, p. 2)." Kalchik and Oertle, citing Predmore (2005), also say that thinking about content within a real-world experience is important because "once [students] can see the real-world relevance of what they're learning, they become interested and motivated (p. 2)." This is a vision of education that resonates with Dewey's (1936/1998) pragmatist ideas that education must begin with the concrete experience of the learner. This view also relates to the capabilities approach suggested by Sen (2001) and Nussbaum (2011) as well as the ideas of appreciative inquiry and asset-based community development (ABCD).

Another advantage of contextualized learning is its use of Social Learning Theory that "emphasizes a shift away from solitary studying and passive listening and toward collaboration with peers. Students are encouraged to create and understand their own learning within a social situation... The social context of collaborative learning also often emulates what students can expect in a future work environment (Kalchik & Oertle, 2010, p. 2)."

All of these principles could help address 'gaps' in our educational and 'labour force attachment' systems related to economic development. It is critical at this time for us to look at the future of work, think critically and creatively about the role that 'work' can play in people's lives, how people learn most effectively, and how they can learn together to address problems in community (ie. exclusion, racism, discrimination, and damage that goes on and on, trapping multiple generations in ongoing systems of trauma and poverty).

This project will address this challenge by documenting and building on the work iMOVE has been doing for many years using the arts as a tool for healing and self-discovery, but also by adding new ideas related to community-based economic development.

**2.4. General objective** of the research project broken down into sub-objectives, activities, themes, or subprojects, as applicable:

People of African and Indigenous descent are heavily over-represented in places of incarceration in the Canadian and Nova Scotian justice systems. Part of the reason for this is economic exclusion which is now also being aggravated by Covid-19. Many BIPOC (Black, Indigenous, People of Colour) people are more often working low-wage, public facing jobs, and are unable to take time off to isolate or be sick.

In a report on key indicators for Corrections Nova Scotia (2019), it is noted that: "African Nova Scotians make up about 2 percent of the Nova Scotian population, but represent 11 percent and 10 percent of admissions to remand and sentenced custody, respectively (p. 10)". African Nova Scotians were over-represented both in admissions to remand and in admissions to sentenced custody in 2017-18 as well.

Studies have also shown:

Interaction with the criminal justice system leads to a lifetime of social and economic disadvantage and can reduce employment by 50%; the effect is even more prominent for individuals from marginalized communities... In short, individuals reintegrating back

into society after prison have relatively low employment rates and earn significantly less than other workers...

On the other hand, there is also evidence that demonstrates that education and employment are crucial components of successful reintegration. Studies have found that employment programs, particularly long-term post-release employment [programs] that emphasize vocational training, placements and education are effective at reducing recidivism... length of employment was also a decisive factor in reducing post-release recidivism (John Howard Society of Ontario, 2016, p. 21-22).

Across the globe, Africans and the African diaspora continue to suffer inequality and disadvantage because of the legacy of slavery and colonialism. People of African descent are amongst the poorest and most marginalized communities. They have high rates of mortality and maternal deaths, and limited access to quality education, health services, housing, and social security... and they face alarmingly high rates of police violence and racial profiling (Government of Nova Scotia, 2015, p.7)

To address these challenges, the Government of Nova Scotia in partnership with the African Nova Scotian (ANS) community identified three main objectives in *Count Us In: Nova Scotia's Action Plan in Response to the International Decade of People of African Descent* (2015, p. 7):

1. Ensure the rights of people of African descent, and their full and equal participation in all aspects of society.
2. Promote greater knowledge of and respect for their diverse heritage, culture, and contribution to the development of societies; and
3. Adopt and strengthen legal frameworks to eliminate racial discrimination.

To accomplish these goals, *Count Us In* also identified three key focus areas for work in Nova Scotia including: recognition, justice, and development. Related to this action plan was the creation of the *Road to Economic Prosperity for African Nova Scotians Summary Report and Action Plan* (2020) whose priorities include: increased participation in education, employment, and entrepreneurship. A specific goal in the plan also is to: Explore co-operative models and examine their validity for ANS communities (Recommendation #28). This ties in with a key African principle in the *Count Us In* report that 'If you want to go fast, go alone; if you want to go far, go together' (2015, p.19). This is also a core principle for the work of iMOVE (In My Own Voice) Arts Association. iMOVE believes it is critical to use a holistic approach in working with marginalized and racialized people specially to address not the 'basic' needs of a person, but also their 'spiritual' needs.

In Kesa Munroe-Anderson's doctoral dissertation, *Set Our Spirits Free: Exploring the role of spirituality as an anti-oppressive agent in the formal education of African Nova Scotia learners*, "learners learn best when they can use their experiences as a source of learning (2018, p. 294). She adds it is critical learners can give 'voice' then to their experiences and their stories. To do this, it is important they have 'space' to do this work, and for people of African descent to be able to learn and 'co-author' their stories together. iMOVE's unique programming (currently with a strong focus on participatory media using film and television) is centered very much in this idea of giving people 'space' for them to explore their lives through story.

The goal for iMOVE is to support marginalized and racialized people to have greater wellbeing and agency, increased economic opportunities and create systemic change, by helping them to:

- deal with trauma and harm in a healthy, positive way using programming based on compassionate listening, restorative justice and the arts,
- develop skills to participate in meaningful, decent 'quality' work that pays at least a living wage so they can support themselves and their families, and
- become leaders who can help create change that breaks the cycle of racism, discrimination, trauma, harm and poverty for so many BIPOC people.

What is clear is that a singular approach to doing this work, and doing the same things we have always done, is not going to create real change. How we look at creating more inclusive economic systems as part of addressing other issues is an especially important question that now has more urgency for many communities and governments, especially since the death of George Floyd and the rise of the Black Lives Matter movement. In addition to the rise of the Idle No More and Every Child Matters indigenous movements in Canada as well, there is increased awareness of the need for more action to address: healing, reconciliation, reparations, discrimination in education systems, historic and ongoing injustice, and exclusion socially and economically. The importance of these issues and growing interest in addressing them is in the mandate letters for the new federal government of Canada, and for many provincial governments too. More and more people are recognizing the need to increase inclusion in our communities; economically and socially. The question is how do we do this?

Reducing recidivism is not the only goal of iMOVE's programming though. Another is to help marginalized and racialized 'youth at risk' to avoid coming into conflict with the law. To do this, they need access to support in school but iMOVE is also very concerned with NEET youth (those Not in Education, Employment or Training) who have struggled in formal education, and who are at much higher risk of coming into conflict with the law because of the colour of their skin (Wortley, 2019). These youth are very vulnerable to economic exclusion because they have mental health challenges, addictions, lower education levels and often end up going down paths that lead to conflict with the justice system.

iMOVE has been working to address these issues using the arts as a tool for healing and re-authoring for marginalized, racialized, and incarcerated people and youth at risk for over 15 years. Recently, new funding from the Nova Scotia Department of Justice is enabling iMOVE to go deeper with its programming and expand its offerings to address recidivism and how many BIPOC youth often end up in conflict with the law. It is not a simple solution. Healing and a holistic approach have always been at the core of the work iMOVE does, but new programming is also being developed to try to address the economic reasons many marginalized and racialized people end up in conflict with justice systems in the first place.

iMOVE's is looking to address this challenge by adding a community-based economic development component to its programming and supporting skills development and opportunities that could help bridge the gap for many between a lack of success in formal education and meaningful economic participation.

One example of this is iMOVE's new training program (in development) for participants in film and television skills because this is an industry where people can make a good living, but formal education is generally not required. What is more important is being able to demonstrate a keen interest in the work, having the skills to do the work and ability to be a team player. The focus on this skill set is also designed to enhance participants' ability to give 'voice' to their own stories, other stories in their communities, and for them to be able to learn essential skills that can also translate to other types of 'future work' opportunities.

The goals of this project and internship then are to:

1. Help iMOVE to document and formalize curriculum for various programs it has developed very informally over the years it has been doing this work and capture the curriculum iMOVE is now developing related to community-based economic development,
2. Research what kind of theory related to curriculum development, holistic education, trauma-informed education, arts-based learning, social movement learning, community development, posthumanism and more could help support or inform the programming iMOVE is already doing and developing,
3. Use Action Research, Participatory Research and Grounded Theory to capture how developments in the work iMOVE is doing could also help inform relevant theory and practice in

- social movement learning and community development (two areas the project intern is also keen to learn more about for their own research purposes),
4. Identify opportunities to share learnings with other organizations looking to serve marginalized and racialized populations about iMOVE's approach to this work and to invite them to share learnings of their own, and
  5. Identify policy-based changes that could help inform and support iMOVE's work, but also address economic and social barriers more generally that perpetuate the harm and exclusion of marginalized and racialized people in society.

Social enterprise and the co-operative model are well known business models for bringing marginalized people together and addressing common community challenges.

Awareness of community- and worker-ownership is increasing in response to economic turmoil, including the COVID-19 crisis. During the current COVID-19 crisis, Canada's co-operatives have readily responded to community needs, often sooner and with much more local impact compared with government and corporate responses. This crisis is demonstrating that local economies must be self-sustaining rather than reliant on volatile global value chains. Economist Michael Schuman refers to this as the 'comparative resilience' of localities, which will be vital for Canada's rebuilding process post-pandemic. (Conversions to Co-operatives Project, 2021, p. 9)

Research from the SSHRC-funded Conversions to Co-operatives Project also says nonprofit care homes for the elderly (including co-operatives) have fared much better during the pandemic for instance, with far fewer deaths, than private-sector care homes (2021, p.9). This is just one sector where co-operatives have demonstrated more resiliency, efficacy, innovation, and care for people according to the Conversion to Co-operatives Project (2021).

This internship will also look at how to engage youth at risk, people who've been incarcerated and relevant community members in collaborative learning using action, participatory and grounded theory research methodologies. The research methods will be used in an iterative way where each inform the others, and include literature reviews, documentary analysis, interviews, focus groups, observation, journaling, filming, program development and evaluation.

This project will also, given the ongoing context of Covid-19, look at identifying, testing, and assessing alternatives to in-person methods of learning and research, and explore hybrid and online methods of engagement.

This internship directly contributes and responds to the federal COVID-19 priority focused on economic resilience and recovery.

Objectives	Activity(ies)	Output(s)
1. Help iMOVE to document and formalize curriculum for various programs it has developed very informally over the years it has been doing this work and capture the curriculum iMOVE is now developing related to community-based economic development	Conduct a literature review and analysis of various documents, reports and videos produced by iMOVE over the years. Do 12 interviews of current and past participants (18+), facilitators, and community members to find out what worked well in the past, what is working well now, and suggestions for improvement.	Report highlighting key themes, challenges or opportunities related to curriculum developed in the past and currently in development by iMOVE.
2. Research what kind of theory related to curriculum	Conduct a literature review of regional, national, and	Report of key findings related to best practices and relevant

<p>development, holistic education, trauma-informed education, arts-based learning, social movement learning, community development, posthumanism and more could help support or inform the programming iMOVE is already doing and developing</p>	<p>international examples of best practices related to reducing recidivism amongst marginalized and racialized people and intervening with youth at risk to prevent them coming into conflict with the justice system. Also, what kind of educational and other theory would help support and inform the approach iMOVE has been developing and is now developing.</p>	<p>theory, including identifying any gaps in practice or theory that could help inform the approach of iMOVE and how iMOVE's work could help inform various emerging areas of educational and other theory.</p>
<p>3. Use Action Research, Participatory Research and Grounded Theory to capture how developments in the work iMOVE is doing could also help inform relevant theory and practice in social movement learning and community development</p>	<p>Conduct observation of live events or recordings, keep a researcher's journal, and invite participants to keep journals of some sort of their own (using whatever media makes sense for them, it. cell-philms, vlogs, photography) about their impressions of current programs and those in development, and conduct 3 focus groups per Mitacs unit with program participants 18+, program facilitators, and community and family members of participants:</p> <ol style="list-style-type: none"> <li>a. What are some of the biggest challenges / barriers they see for those who've been incarcerated to be able to re-integrate into community and youth at risk to avoid conflict with the justice system,</li> <li>b. What is their current knowledge of the purpose and nature of programming iMOVE offers or has offered in the past?</li> <li>c. What do they think is working well about iMOVE's programming, and what would they like to see change?</li> <li>d. What do they think the impact of iMOVE's programming has been?</li> <li>e. What do they think needs to happen to create change on a community or systemic level?</li> <li>f. What approaches to learning and engagement do they think are most effective?</li> <li>g. What do they like/dislike about the idea of using online or information technology tools</li> </ol>	<p>Iterative reports (1/unit) analyzing and summarizing focus group themes and highlights. These results will be compared to the literature review, and then results of both shared with staff and participants willing to be part of a program development advisory team made up of former program participants, program facilitators, community, and family members.</p> <p>Develop principles to inform program development and evaluation framework, and processes for collecting feedback and data analysis using a participatory approach.</p>

	<p>(zoom, basecamp, etc) to engage with others in learning and enterprise development?</p> <p>h. What does government need to be doing more to support systems change?</p> <p>i. What else, if anything, would they like to say?</p> <p>Analyze data in an interactive manner each unit to identify key insights, themes, highlights, gaps, questions for further research or literature review, program evaluation, documentation or development of curriculum, and identification of recommendations for policy advocacy.</p>	
<p>4. Identify opportunities to share learnings with other organizations looking to serve marginalized and racialized populations about iMOVE's approach to this work and to invite them to share learnings of their own, and</p> <p>5. Identify policy-based changes that could help inform and support iMOVE's work, but also address economic and social barriers more generally that perpetuate the harm and exclusion of marginalized and racialized people in society.</p>	<p>Develop interactive, online opportunities for other organizations and stakeholders with similar missions and mandates to learn about iMOVE's approach and provide their thoughts and feedback about how innovative it is, other research that might be relevant, or practice or theory iMOVE should be aware of.</p>	<p>6 online overview presentations / webinars and interactive workbooks about iMOVE's learnings (1/unit).</p>
	<p>Create 6 one-page summaries / infographics related to iMOVE's learnings to share with other organizations / stakeholders with similar missions or mandates.</p>	<p>6 one-page summaries in whatever format are most useful for the target audience - i.e. infographics for social media, presentation deck, a short video, etc).</p>
	<p>Develop web pages and related social media resources to promote and share iMOVE's learnings.</p>	<p>3-4 such pieces of work / unit</p>
	<p>Create a final report and support the creation of a film using participatory media methods, about iMOVE's approach to its work.</p>	<p>A written report that summarizes all key activities, findings and recommendations related to this project.</p> <p>A film developed by staff and program participants about iMOVE's approach to its work.</p>

## 2.5. Details of internships or subprojects:

For each intern or subproject, provide the following mandatory information:

a. Name of intern.

Laurie Cook

b. **Specific objectives of the internship or subproject.** Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

The overall goal of this community education project is to help address the problem of over-representation of racialized and marginalized people in justice systems in Nova Scotia and Canada by developing a more inclusive model of community-based economic development. This includes developing curriculum related to a model of collaborative, holistic learning that would enable the following:

- a) Increased compassion for program participants, healing from trauma, wellbeing and sense of agency,
- b) Skill development and creation of mutual support systems to enable program participants to earn a decent living doing meaningful, quality work that will help participants support themselves and their families, and
- c) Leadership skill development that supports service to community and systems change so that other people in marginalized and racialized communities do not have to go through what iMOVE's current program participants have had to (including racism, discrimination, and incarceration).

To help with this, the goals of this internship are to:

1. Help iMOVE to document and formalize curriculum for various programs it has developed very informally over the years it has been doing this work and capture the curriculum iMOVE is now developing related to community-based economic development,
2. Research what kind of theory related to curriculum development, holistic education, trauma-informed education, arts-based learning, social movement learning, community development, posthumanism and more could help support or inform the programming iMOVE is already doing and developing,
3. Use Action Research, Participatory Research and Grounded Theory to capture how developments in the work iMOVE is doing could also help inform relevant theory and practice in social movement learning and community development (two areas the project intern is also keen to learn more about for their own research purposes),
4. Identify opportunities to share learnings with other organizations looking to serve marginalized and racialized populations about iMOVE's approach to this work and to invite them to share learnings of their own, and
5. Identify policy-based changes that could help inform and support iMOVE's work, but also address economic and social barriers more generally that perpetuate the harm and exclusion of marginalized and racialized people in society.

c. **Methodologies.** Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

Using knowledge and experience in curriculum development, adult education, youth engagement (especially with marginalized NEET youth), social movement learning, community development, social enterprise and co-operatives, the intern will help iMOVE document, formalize and develop its curriculum to guide further program development, but also so iMOVE's approach can be shared with other organizations and stakeholders with an interest in this work.

The methodological approaches to be used for this work will include:

1. Action Research: In Merriam and Simpson (2000), Bogden and Biklen (1997) are cited as describing action research as “a systematic collection of information that is designed to bring about social change (p. 122).” Merriam and Simpson also highlight the following characteristics of action research as a methodology:
  - a) The researcher serves as a facilitator for problem solving and, in some cases, as a catalyst between the research findings and those individuals most likely to benefit or take action from the findings.
  - b) Results of research are intended for immediate application by those engaged in the research or by those for whom the research was initiated.
  - c) The design of action research is formulated while the research is in progress, rather than being totally predetermined at the onset of the study. (2000, p. 122)

Part of the goals of action research, as referenced by Bogden and Biklen, is to also help people “become more aware of problems, to understand themselves, and to develop more commitment to addressing problems (p. 123).” Merriam and Simpson (2000) also describe action research as “a collaborative activity (p. 124)” and cite Kemmis (1995) as describing it as “a form of collective self-inquiry undertaken by participants in social situations (p. 124).” Some models also link it with organizational development according to Merriam and Simpson (2000). They also note, however, that there are some limitations with action research as a methodology “because it lacks external and internal controls [so the] generalizability of results are limited to the specific circumstances and conditions in which the research was done (Merriam and Simpson, 2000, p. 125).”

2. Participatory Research: This methodology, according to Merriam and Simpson (2000), is designed to address ‘human inequality’ and “focuses on the political empowerment of people through group participation in the search for and acquisition of knowledge (p. 125).” It is often described as “a reaction against the highly empirical, deductive methods (Merriam and Simpson, 2000, p. 126)” that was historically common in the social sciences, as inspired by study of the natural sciences. Participatory research is also considered to be “a tool for individuals working in groups to address problems of social inequality and to curb exploitation of those persons with less economic and political power (Merriam and Simpson, 2000, p. 126).” Couto (1987, p. 84), as cited by Merriam and Simpson (2000, p. 126-127), notes there are several key differences that make this methodology different from others, including:
  - a) The problem under study and the decision to study it have origins in the community affected by the problem.
  - b) The goal of the research is political or social change derived from the information gathered.
  - c) Local people control the process of problem definition, information gathering and decisions about action following from the information; and
  - d) Local people and professional researchers are equals in the research process. They are both researchers and learners.

Three interrelated processes are carried out including: collective investigation of problems and issues, collective analysis, and collective action (Couto, 1987). Paulo Freire is broadly recognized for his contributions to this approach to research also by introducing the term ‘conscientization.’ The concept is explained by Merriam and Simpson citing Freire (1974, p. 3) as “learning to perceive social, political and economic contradictions and to take action against the oppressive elements of reality.” Merriam and Simpson say participatory research received major support as a methodology from the International Council of Adult Education in the mid-1970’s and grew under the direction of social movement learning scholar Budd Hall and the Participatory Research Project. The objective of the project, as cited by Merriam and Simpson was to “investigate methods of research in adult education and related social transformation programs which focus on the involvement of the poorest groups or classes in the analysis of their own needs (Status Report on the Participatory Research Project International Meeting, 1977, p.1).” Merriam and Simpson (2000, p. 130) also cite Couto (1987) though cautioning

people engaging in this methodology that “there are risks, if care in planning and conducting a study of this type is not exercised.” There are also warnings, like those related to action research as a methodology, that results are not easy to generalize to other contexts or situations.

3. **Grounded Theory:** Merriam and Simpson (2000) describe grounded theory as “the building of theory... from [ideas] that are ‘grounded’ in the data (p. 112)” collected in the field. The work is inductive more than deductive, and grounded theory is considered an ‘exploratory’ methodology. It is particularly suited to “investigating problems for which little theory has been developed (p. 112).” It is considered a key method for developing ‘substantive theory’ that deals with real world situations and is often used in applied professional fields such as adult education (Merriam and Simpson, 2000). The major purpose of doing grounded theory research in an applied field is to “improve professional practice through gaining a better understanding of it (Darkenwald, 1980, p. 69 as cited by Merriam and Simpson, 2000, p. 113).” Data collection, according to Glaser & Strauss, (1967, p. 45) and cited by Merriam and Simpson (2000), is “guided by *theoretical sampling* in which ‘the analyst jointly collects, codes and analyzes data and decides what data to collect next and where to find [it] in order to develop theory as it emerges.’”

This method will be used to capture learning and best practice related to duplication of iMOVE’s approach and to inform the development of similar programs. Results will be shared with other organizations and stakeholders interested in the work iMOVE is doing. Some consider the approach “undisciplined and impressionistic... [but] the constant comparative method, if used properly... allows for a very systemic and even rigorous handling of data (Merriam and Simpson, 2000, p.117).” Admittedly, say Merriam and Simpson (2000), the skills of the investigator are also “central to this type of research (p. 117).” The “validity of the theory is judged by its overall explanatory power, by how well assertions are supported, by how well integrated the elements are, and by whether there is an internal, logical consistency to all dimensions of the theory (Merriam and Simpson, 2000, p.117).”

Methods to be used will include documentary analysis, literature reviews, interviews, focus groups, observation, journaling, filming, program development and evaluation, webinars, contributions to iMOVE’s website and social media to share learnings and invite feedback from other organizations and stakeholders with interest in this work. For more detail, please see complete breakdown of methods according project objectives in Section 2.4.

- d. **Timeline.** We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Unit	Timeline	Activities
1	Months 1-5	<p>Develop organizational knowledge by conducting documentary analysis and a literature review of existing iMOVE reports, proposals, intake procedures, evaluations, goals for various programs and organizationally.</p> <p>Get ethics permission as required for other research activities; including interviews to inform program and curriculum development and evaluation framework, method for monitoring developments in the field, how data will be analyzed with participants, staff and partners, recommending adjustments if needed, and providing summaries of findings.</p>
2	Months 6-10	<p>Capture curriculum developed to date and in development, formally and informally, by doing interviews of founder, board members, other instructors / facilitators, and former and current program participants (18+).</p>

		Conduct a literature review to assess contemporary educational theory and best practice to see what could help support or inform iMOVE's approach, or contradict, and gaps.
3	Months 11-15	<p>Use Action and Participatory Research, and Grounded Theory, in an iterative way to continue to look at how iMOVE's approach could help address the problem of over-representation of marginalized and racialized people in incarceration or in conflict with justice systems.</p> <p>Identify opportunities to share learnings with other organizations doing similar work and with other stakeholders about the iMOVE approach and get feedback to support further program evaluation and curriculum development.</p> <p>Create interim reports, update website/pages and develop other infographic or social media learning material to promote iMOVE's learnings.</p>
4	Months 16-20	<p>Use Action and Participatory Research, and Grounded Theory, in an iterative way to continue to look at how iMOVE's approach could help address the problem of over-representation of marginalized and racialized people in incarceration or in conflict with justice systems.</p> <p>Identify opportunities to share learnings with other organizations doing similar work and with other stakeholders about the iMOVE approach and get feedback to support further program evaluation and curriculum development.</p> <p>Create interim reports, update website/pages and develop other infographic or social media learning material to promote iMOVE's learnings.</p>
5	Months 21-25	<p>Use Action and Participatory Research, and Grounded Theory, in an iterative way to continue to look at how iMOVE's approach could help address the problem of over-representation of marginalized and racialized people in incarceration or in conflict with justice systems.</p> <p>Identify opportunities to share learnings with other organizations doing similar work and with other stakeholders about the iMOVE approach and get feedback to support further program evaluation and curriculum development.</p> <p>Create interim reports, update website/pages and develop other infographic or social media learning material to promote iMOVE's learnings.</p>
6	Months 26-30	<p>Use Action and Participatory Research, and Grounded Theory, in an iterative way to continue to look at how iMOVE's approach could help address the problem of over-representation of marginalized and racialized people in incarceration or in conflict with justice systems.</p> <p>Identify opportunities to share learnings with other organizations doing similar work and with other stakeholders about the iMOVE approach and get feedback to support further program evaluation and curriculum development.</p> <p>Create interim reports, update website/pages and develop other infographic or social media learning material to promote iMOVE's learnings.</p>
7	Months 31-35	Review progress against program goals, analyze data collected in interviews, focus groups, journals, and on-going literature reviews in partnership with participants, staff and community partners.

	<p>Provide a summative report at the end of the program consolidating learnings related to curriculum development for iMOVE, but also to articulate iMOVE's approach in a formal manner.</p> <p>Identify learning and recommendations that could help inform and support the work of iMOVE, but also other organizations and stakeholders looking to do work in this area.</p>
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- e. **Expected deliverables.** Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern's thesis, peer-reviewed journal, conference presentation).

Deliverables	Objectives	Expected Timeline
Documentary Analysis, Literature Review, Ethics Approval, 1st Report on findings to date with recommendations for program development and evaluation framework	1, 2	1 <sup>st</sup> Unit
Interviews, documentation of observations in journals, invitations for participants to record their thoughts and impressions related to program development in whatever media works for them, and recruitment of participants for Action and Participatory Research processes, produce another report on findings to date with recommendations for program development	3, 4	2 <sup>nd</sup> Unit
Interviews, focus groups, documentation of observations in journals, invitations for participants to record their thoughts and impressions related to program development in whatever media works for them, and recruitment of participants for Action and Participatory Research processes, produce another report on findings to date with recommendations for program development, and share learnings with other organizations stakeholders interested in this work.	3, 4, 5	3 <sup>rd</sup> Unit
Interviews, focus groups, documentation of observations in journals, invitations for participants to record their thoughts and impressions related to program development in whatever media works for them, and recruitment of participants for Action and Participatory Research processes, produce another report on findings to date with recommendations for program development, and share learnings with other organizations stakeholders interested in this work.	3, 4, 5	4 <sup>th</sup> Unit
Interviews, focus groups, documentation of observations in journals, invitations for participants to record their thoughts and impressions related to program development in whatever media works for them, and recruitment of participants for Action and Participatory Research processes, produce another report on findings to date with recommendations for program development, and share learnings with other organizations stakeholders interested in this work.	3, 4, 5	5 <sup>th</sup> Unit
Interviews, focus groups, documentation of observations in journals, invitations for participants to record their thoughts and impressions related to program development in whatever media works for them, and recruitment of participants for Action and Participatory Research processes, produce another report on findings to date with recommendations for program development,	3, 4, 5	6 <sup>th</sup> Unit

and share learnings with other organizations stakeholders interested in this work.		
Final report of all activities, key findings and recommendations for program development, and share learnings with other organizations stakeholders interested in this work. Mitacs Final Report and surveys will be completed.	5	7 <sup>th</sup> Unit

**f. Benefit to the intern.**

The intern will benefit from this opportunity by being able to practice applying research skills and various research methods in a practical context. It will also enable the intern to broaden their professional network and build out their CV with peer-reviewed research. It will also support the beginning of research work related to Intern’s broader thesis investigation topics related to curriculum development in community-based educational contexts including social movement learning, community development, inclusive community-based economic development, various best practices in online and hybrid learning and engagement in the context of the future or work and Covid-19.

**g. Interaction.** Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner organization location and at the academic institution(s). Research should be carried out equally (50%) in the premises of the partner organization and the academic institution(s).

- (1) % of partner organization interaction: 50 % + % of academic interaction: 50 % = 100%
- (2) If different, please include a **justification**. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

**h. Partner interaction.**

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization. For **Accelerate Entrepreneur** applicants, please provide a detailed description of the activities that will be performed on-site at the pre-approved incubator, including the expected interaction with and supervision with incubator staff.

Supervision for this project on behalf of the partner will be done by Sobaz Benjamin, Executive Director. Activities will be based mainly online because of Covid-19, so video calls and email will be the main methods of conducting research. This will include regular meetings with staff, participants, community, and family members as needed to conduct research described in this proposal. If the changing nature of the pandemic allows for in person interaction that will be conducted as seems desirable for the efficacy of the project work and is permitted by public health recommendations or restrictions.

- (2) Indicate the resources the partner organization will be providing to support the intern’s work at their premises. Include information about (1) space, (2) resources, and (3) expertise that will be provided by the organization to the intern. For **Accelerate Entrepreneur** applicants, please indicate the resources the pre-approved incubator will provide, including information about space, resources, and expertise.

In this context of Covid-19, the partner organization will provide access for the intern to whatever video conferencing platform they are using for the project, and access to experts in social enterprise and co-op development. The intern will also have access to other resources as needed to complete the research described in this proposal.

**2.6. Relevance to the partner organization and to Canada:**

Describe (1) the partner’s proposed role in the project, (2) how the partner will benefit from participating, and (3) how the Canadian community will benefit from this research.

As the partner in this project, iMOVE has a goal of reducing recidivism for racialized formerly and currently incarcerated people and help youth at risk in these populations learn about how working together can help them avoid conflict with justice systems. Given the actual and projected economic impact of Covid-19, research related to how we need to adapt to the changing learning and engagement landscape, and how to make the most of the opportunities emerging from it, is critical to enabling iMOVE to help more people with its programs, enhance its long-term sustainability and enable it to share its learnings with others.

The intern on this research project, because of it, will be able to identify, apply, proto-type, and refine programs and practice developing a formal curriculum based on iMOVE's approach and informed by emerging trends in educational and other types of theory. A diverse range of approaches to curriculum will be explored including meditative inquiry (Kumar, 2013), Afrocentrism, indigenous and others that are different from current dominant, colonial, neo-liberal and Eurocentric paradigms.

Learnings from this project would also be reviewed as to how they could inform educational and social movement learning theory and community development practice. This would include recognizing and learning from the historical and current needs of racialized and marginalized people to address growing interest in how various organizations and stakeholders could create more inclusive community-based economic development.

## **2.7. Project economic orientation (for submissions with an NFP, hospital, or municipality as a partner organization ONLY):**

Describe the economic or productivity orientation of the project. NOTE: if any partner listed in this proposal is a not-for-profit (NFP) organization, hospital, or municipality, please contact a [Mitacs Business Development representative](#) to discuss its eligibility before proceeding with your proposal submission.

The project will directly contribute to economic productivity by:

- a) Showing how more 'holistic' approaches to 'labour force attachment' can help improve economic opportunities for marginalized and racialized program participants,
- b) Developing opportunities for 'decent,' meaningful 'quality' work for participants,
- c) Increasing awareness of trends and challenges related to the 'future of work,'
- d) Demonstrating how by working together, program participants can do more together than they can alone, and
- e) Increasing awareness of how social enterprise and the co-op model can be used to create more inclusive community-based economic development.

## **2.8. Relationship (if any) to past/other Mitacs projects:**

Describe whether or not the current project is related AND provide specifics about the relationship (e.g., not related because it refers to a different research area OR if related: provide information about what has been achieved in past projects and how the current application complements other submissions).

In Fall 2020, the intern for this project was also successful in proposing another Mitacs project in partnership with the Co-operative Enterprise Council of New Brunswick (CECNB) for one unit. CECNB is now under new management in partnership with CDR Acadie and is also keen to support this project in whatever way could be helpful.

## **2.9. References:**

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Predmore, S.R. (2005). *Putting It into Context*. ACTE: Techniques. Retrieved from <http://acteonline.org>

Sen, A. (2001). *Development as Freedom*. OUP Oxford.

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Wortley, S. (2019). *Halifax, Nova Scotia: Street checks report*. Nova Scotia Human Rights Commission. [https://humanrights.novascotia.ca/sites/default/files/editor-uploads/halifax\\_street\\_checks\\_report\\_march\\_2019\\_0.pdf](https://humanrights.novascotia.ca/sites/default/files/editor-uploads/halifax_street_checks_report_march_2019_0.pdf)

### 3. Declarations

#### 3.1 Will the proposed research be taking place outside of the lab or normal business environment?

Yes \_\_\_ No. X

If yes, please complete the following section to indicate what (if any) impact there may be on the environment.

- Main characteristics of the location (i.e., physical description and coordinates)
- Principal activity(ies): for each activity, list the environmental elements affected
- Are authorizations, permits, or licenses required to undertake any activity during the internship?  
Yes \_\_\_ No \_\_\_ If yes, please list

**Please note:** Mitacs may request a copy of the report to ensure compliance.

#### 3.2 a. Does the proposed research involve living human participants whose data, or responses to interventions, stimuli, or questions by the researcher, are relevant to answering the research question? Yes. X. No \_\_\_

**b. Does the proposed research involve human biological materials, human embryos, fetuses, fetal tissue, reproductive materials, or stem cells\*\*?** Yes \_\_\_ No. X

\*\* This applies to materials derived from living and deceased individuals.

If yes to either of the two questions above, the proposal must be approved by the participating academic institution's Research Ethics Board\*, and a valid Ethics approval is required for the duration of the research project. Access to funding may be denied for projects that do not have Ethics approval.

**Please note:** Mitacs may request a copy of the report to ensure compliance.

#### 3.3 Does the proposed research involve animal subjects? Yes \_\_\_ No. X

If yes, the proposal must be approved by the participating institution's Animal Care Committee\*, and a valid approval from the committee is required for the duration of the research project.

**Please note:** Mitacs may request a copy of the report to ensure compliance.

#### 3.4 Does the proposed research involve the use of biohazards? Yes \_\_\_ No. X

If yes, the necessary review/report must be conducted in accordance with your academic institution's policies\*, and a valid biohazards approval is required for the duration of the research project.

**Please note:** Mitacs may request a copy of the report to ensure compliance.

#### 3.5 Have any academic supervisors declared a Conflict of Interest (COI)\* as part of this application?

Yes \_\_\_ No X

If yes, please attach the appropriate documentation outlined in section 4.1.1

**3.6 Have any interns declared a Conflict of Interest (COI)\* as part of this application? Yes \_\_\_ No X**

If yes, please attach the appropriate documentation outlined in section 4.3.2

*\* If you have any questions about the requirement for Research Ethics/Animal Care/Biohazards review or Conflict of Interest Policies at your institution, please contact your corresponding institution's research office.*

## 4. Participants

If you are participating in Accelerate International, and your academic supervisor and/or partner organization is overseas, please complete Appendix B.

### 4.1. Lead academic supervisor in Canada:

Name:	Michael Corbett, PhD
Academic institution:	Acadia University
Department:	School of Education
Address (at academic institution):	320 Emmerson Hall, School of Education, Box 57, Acadia University, Main St.
City, province/territory, postal code:	Wolfville, NS, B4P 2R6
Phone:	902-585-1190
Permanent email:	michael.corbett@acadiu.ca
Alternative email:	Michael.corbett@utas.edu.au
Administrative or departmental Assistant contact information (if applicable):	

#### 4.1.1. Academic supervisor Conflict of Interest declaration:

a.

Do you have any relationships, ownership, influence, positions (whether salaried or not) or circumstances with the partner organization or other program participants that could contribute to a conflict of interest, or to the appearance of a conflict of interest? Please refer to the Mitacs Conflict of Interest Policy [here](#).

- Yes  
 No

Have you disclosed a Conflict of Interest pertaining to this Mitacs application to your academic institution in accordance with your academic institution's Conflict of Interest policies?

- Yes  
 No

If yes to either of the above, please provide a copy of your approved academic institution's Conflict of Interest declaration, or [Mitacs's Academic Institution Acknowledgement form](#), with your application. The documents must contain confirmation that your academic institution is aware of the potential conflict of interest, describe the nature of the conflict, and detail any measures in place to manage the conflict.

Generally, Mitacs accepts the mitigation measures put in place by your academic institution. If your academic institution's mitigation measures include the appointment of an independent administrator, please also complete the Independent

Administrator profile for [Accelerate](#).

In some instances, Mitacs may require additional mitigation measures to what was put in place by your academic institution. If required, Mitacs will communicate this to you alongside the outcome letter for your application or through your Mitacs Business Development representative.

**For any additional academic co-supervisors in Canada, copy and paste Section 4.1. and 4.1.1 below:**

**4.2. Partner organization in Canada:**

Legal name (REQUIRED):	iMOVE (In My Own Voice) Arts Association
Operating name (if different):	iMOVE
Contact name:	Sobaz Benjamin
Position:	Executive Director
Department:	
Address:	5335 Bilby Street
City, province/territory, postal code:	Halifax, NS B3K 1V5
Phone:	902-410-3461
Email:	sobazb@yahoo.com
Website:	<a href="https://www.inmyownvoice.ca/">https://www.inmyownvoice.ca/</a>
Partner size (number of employees):	1-49
Legal status:	Not for Profit Canadian Corporation
If not-for-profit Canadian corporation	Social Welfare Organisations
NAICS code (First three digits)*:	711
* <a href="#">Click here for a list of North American Industry Classification System codes.</a>	
Is this the <b>first time</b> the partner has collaborated with the academic institution? :	Yes

**For any additional partner organization in Canada copy and paste Section 4.2. below:**

Please note that the financial contribution of organizations with permanent establishments in Canada may be subject to any applicable Goods and Services Tax (GST), Harmonized Sales Tax (HST) and/or Quebec Sales Tax (QST) (collectively VAT).

**4.2.1 Invoicing partner contact**

Partner contributions must be received by Mitacs BEFORE any funds are awarded to the academic institution. **Costs can only be incurred after research approval of the proposal and the receipt of the partner funds at Mitacs.**

**a.** Please describe any applicable **invoicing requirements** (vendor setup, PO, etc.):

Primary customer <b>billing</b> contact name:	Chris Warner, Accountant
Primary customer <b>billing</b> phone number:	902-468-3339
Primary customer <b>billing</b> email address:	chris@cjwaccounting.ca
Customer <b>accounts payable</b> email address:	chris@cjwaccounting.ca
Partner organization wishes to be invoiced by term, annually, or in one payment:	One payment
Is there a PO required?:	No
Other invoicing instructions:	

(additional billing contact names, email addresses, etc.)
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**b. Invoicing partner address:**

- Address same as filled in Section 4.2.
- Address same as filled in Appendix B (Section 4.2)
- If invoicing address different than Section 4.2 or Appendix B (Section 4.2), please fill out the following:

Legal name:	Attn: Chris Warner, Roderick & Company
Address:	100 Ilsley Ave
City, country, postal code:	Dartmouth, NS Canada B3B 1L3

- c.** Have these funds been leveraged against other federal or provincial programs? Yes \_\_\_ No **X**

If yes, please provide details:

**4.2.2 Partner funds at academic institution. IF APPLICABLE**

To be completed only if partner funds were sent as an exception to the academic institution. If no, please proceed to section 4.3.

- a.** Is there a **research agreement** in place with the academic institution that governs the use of these partner funds?  
Yes \_\_\_ No \_\_\_

If yes, please speak with your BD representative, fill out the *addendum to research agreement* document, and submit that document with your completed application.

If no, please complete the following:

- b.** ORS/UILO or equivalent agrees to send these funds to Mitacs: Yes \_\_\_ No \_\_\_

If yes, please provide:

Academic institution account number:
--------------------------------------

- c.** The partner agrees by signing this application that the funds can be forwarded: Yes \_\_\_ No \_\_\_

If yes, please provide:

Name of the consenting partner representative:
--

- d. Invoicing academic institution contact to receive Mitacs invoice:**

Name:
Department:
Email:

- e.** Is the GST or HST, and QST (if applicable) to be included with the invoice to the academic institution? Yes \_\_\_ No \_\_\_

If no, tax(es) will be invoiced directly to the partner organization.

**4.3. Intern(s) identified:**

**4.3.1. Intern #1 information \*MANDATORY\***

Name:	Laurie Cook	
Full-time diploma or degree program during internship: (e.g., college, undergrad, master's, PhD, PDF, recent graduate)	PhD	
Expected month/year of graduation:	June	2025
If PDF, indicate month/year PhD received:	MM	YYYY
If recently graduated, indicate diploma/degree obtained:		
If recently graduated, indicate month/year diploma or degree obtained	MM	YYYY
Academic institution during internship:	Acadia University	
Department:	School of Education	
Address at academic institution:		
City, province/territory, postal code:		
Country:	Canada	
Phone:	902-209-6838	
Permanent phone or cell phone	902-209-6838	
Permanent email:	chutzpah@accesswave.ca	
Alternative email:	chutzpahconsulting@gmail.com	
Citizenship:	Canadian	If foreign, please indicate citizenship:
Gender:	Female	
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>		
Will this intern conduct any internship units at a partner organization outside Canada?	No	
OPTIONAL: If known, please indicate anticipated <b>travel</b> dates	Start date: DD/MM/YYYY	End date: DD/MM/YYYY

**4.3.2. Conflict of interest. Is the intern:**

- a. An owner or a co-owner (including owning shares) of the partner organization: Yes \_\_\_ No. X
- b. A relative of an owner or co-owner (including owning shares) or a relative of a participant in the day-to-day management of the partner organization Yes \_\_\_ No. X
- c. A current or former employee of and/or a participant in the day-to-day management of the partner organization: Yes \_\_\_ No. X
- d. A relative of the academic and/or partner supervisors of the proposed project: Yes \_\_\_ No. X

If **yes** to any of the above, please complete the [Mitacs Intern Eligibility and Conflict of Interest Declaration Form](#) and send it to your Mitacs Business Development representative for review **BEFORE** submitting your application. If you are applying for **Accelerate Entrepreneur**, please complete the [Mitacs Accelerate Entrepreneur COI Declaration Form](#)

**4.3.3. Demographic information.**

The following data is collected by Mitacs to help report on key demographic information.

**Please indicate (x):**

Do you identify as an Indigenous person based upon your cultural and/or ancestral background?		
Yes ( )	No (X)	Prefer not to answer ( )
Do you identify as belonging to a visible minority group (other than an Indigenous one)?		
Yes ( )	No (X)	Prefer not to answer ( )
Do you identify as a person with a disability?		
Yes (X)	No ( )	Prefer not to answer ( )
Do you identify as Francophone?		
Yes ( )	No (X)	Prefer not to answer ( )
Are you the first in your family to attend college or university?		
Yes ( )	No (X)	Prefer not to answer ( )

**For any additional interns copy and paste Section 4.3. below:**

**4.4. Intern(s) to be determined (TBD):**

**TBD#1**

Degree program during internship (college/master's/PhD/PDF):	
Academic institution:	
Department:	
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	Select yes/no
OPTIONAL: If known, please indicate anticipated <b>travel</b> dates	Start date: DD/MM/YYYY End date: DD/MM/YYYY

**For any additional TBD interns, copy and paste Section 4.4. below:**

## 5. Budget and invoicing

All Accelerate projects are required to include a complete Accelerate budget and the invoicing schedule on the Excel budget spreadsheet template must be confirmed. Please refer to the [Accelerate Guide: Writing your proposal](#) for assistance.

## 6. Suggested reviewers

6.1. **Reviewer's comments.** Please select ONE of the following:

- We consent to receive reviewer's comments in either official language (French or English).  
 We request to only receive reviewer's comments in the language in which this proposal is submitted.

6.2. Please provide the names and contact information of at least **SIX (6) arm's length** reviewers.

An arm's length reviewer must:

- Be a recognized expert in the research topics and technical aspects covered by the proposal
- NOT be from the same academic institution as the intern(s) or the academic supervisor(s); and
- NOT have had any collaboration with the intern(s) or the academic supervisor(s) or the partner(s) during the past five (5) years or planned for the near future

Please note that suggested reviewers who qualify as arm's length are required for the review of your application.

**Reviewer 1:**

Name:	Ryan Gibson
Academic institution:	University of Guelph
Department:	School of Environmental Design and Rural Development
Email:	<a href="mailto:gibsonr@uoguelph.ca">gibsonr@uoguelph.ca</a>

**Reviewer 2:**

Name:	Fiona Duguid
Academic institution:	Saint Mary's University
Department:	Sobey Business School
Email:	<a href="mailto:fduguid@gmail.com">fduguid@gmail.com</a>

**Reviewer 3:**

Name:	Marcelo Vieta
Academic institution:	University of Toronto
Department:	Ontario Institute for Studies in Education (OISE)
Email:	<a href="mailto:Marcelo.Vieta@utoronto.ca">Marcelo.Vieta@utoronto.ca</a>

**Reviewer 4:**

Name:	Susan Brigham
Academic institution:	Mount Saint Vincent University
Department:	Faculty of Education
Email:	<a href="mailto:Susan.Brigham@msvu.ca">Susan.Brigham@msvu.ca</a>

**Reviewer 5:**

Name:	Karen Foster
Academic institution:	Dalhousie University
Department:	Sociology and Social Anthropology
Email:	<a href="mailto:Karen.Foster@Dal.Ca">Karen.Foster@Dal.Ca</a>

**Reviewer 6:**

Name:	Budd Hall
Academic institution:	University of Victoria
Department:	School of Public Administration
Email:	<a href="mailto:bhall@uvic.ca">bhall@uvic.ca</a>

**Potential conflict of interest. \*OPTIONAL\***

Please list reviewers you would prefer Mitacs not to contact.

Name:	
Academic institution / Research group:	

Name:	
-------	--

Academic institution / Research group:

## 7. Mitacs Accelerate Memorandum

The participants listed below confirm that the information presented accurately reflects their intention to apply to the Mitacs Accelerate program. The participants have also agreed to set in place an internship based upon the attached proposal. The participants acknowledge that they have read, understood and agreed to abide by and uphold the project responsibilities applicable to each of them, available for reference at <http://www.mitacs.ca/en/programs/accelerate/project-responsibilities>, which include and are not limited to the following: It is understood that the partner organization contribution shall be provided to Mitacs Inc. in Canadian dollars prior to commencement of the internship; in the event that the sponsor organization funds are at the academic institution, the academic institution shall forward these funds to Mitacs. Upon research approval and the receipt of the partner funds at Mitacs, Mitacs shall forward the funds to the Canadian academic institution as a research grant to the Canadian supervising professor, and the internship stipend/salary will be paid to the student by the academic institution from the grant. Costs associated with this proposal as outlined in the budget can only be incurred after research approval of the proposal and the receipt of the partner funds at Mitacs.

Mitacs is unable to assume liability for any losses including—but not limited to—accidents, illness, travel, or other losses that may occur during the internship period. All undersigned parties agree that they are responsible for ensuring that they have appropriate insurance and meet any institutional policies regarding health, safety, and travel preparation requirements. All parties also agree that the intern will provide Mitacs with a final report and that all participants will complete an exit survey within one month of internship completion.

*For projects involving international travel:* In acknowledging that international exposure can greatly enhance an intern's learning and experience, Mitacs will approve international travel provided that participation does not impact the safety and security of the intern and meets the policies outlined by the home academic institution. By signing this memorandum, you are acknowledging that the home academic institution agrees to assist the intern in meeting all academic institution requirements pertaining to research abroad and that the intern understands that they are responsible for obtaining insurance appropriate for the travel destination. Participants in projects involving international travel acknowledge that additional project responsibilities apply to each of them, available for reference at <https://www.mitacs.ca/en/programs/accelerate/mitacs-accelerate-international>. Participants in projects involving international travel also acknowledge that the internship cannot begin, and funds cannot be released until Mitacs receives the signed International Pre-Departure Form and Code of Conduct and Ethics forms.

All parties involved with Mitacs Accelerate are bound by the standard intellectual property (IP) terms of the academic institution where the intern is enrolled; except where intellectual property is covered by separate agreements to which the academic institution(s) and the partner organization are parties and that are active during the dates of the internship. By signing this memorandum, if you have separate agreements covering IP between you and the academic institution, you are acknowledging that you are bound by their specific terms and conditions. Otherwise, if you don't have separate agreements, you are bound by the standard intellectual property terms of the academic institution, and by signing this memorandum you agree to the terms of the academic institution where the intern is enrolled. Institution-specific IP policies regarding Accelerate internships can be found at <https://www.mitacs.ca/en/programs/accelerate/faq>.

The participants also agree that Mitacs will post the title of the project, the public project overview, the name of the partner(s) organization(s), the name of the intern(s), the name of the supervisor(s) and the involved academic institution on [www.mitacs.ca/en/projects](http://www.mitacs.ca/en/projects) and may be used by Mitacs to publicize Mitacs Accelerate. Mitacs Privacy Policy can be found at [www.mitacs.ca/en/privacy-policy](http://www.mitacs.ca/en/privacy-policy).

Internship participants (intern, academic supervisor, and partner) further agree to the following addendum(s):

Mitacs does not require, inspect, or enforce any additional terms as outlined by participants in the above addendum.

### 7.1. Title of the project:

Community Education for Economic and Social Justice: With Special Consideration of Covid-19 Impacts, Future of Work Trends, and Leadership Development for Systems Change.

### 7.2. Public project overview:

Using simplified language understandable to a layperson, provide a general, one-paragraph description of the proposed research project to be undertaken by the intern(s) as well as the expected benefit to the partner organization. (100-150 words)

The research proposed for this project will support community education efforts of the iMOVE Arts Association to support the re-integration of racialized and marginalized people who have been incarceration into community, help youth at risk avoid incarceration, and development of leadership skills to enable systems change to reduce racism, over-representation of racialized people in incarceration, and inter-generational poverty while also considering the impacts of Covid-19, trends in future of work, and how to create more inclusive community-based economic development. The iMOVE (In My Own Voice) Arts Association has been doing work related to these topics for many years but has not had the capacity to document what they have been doing and learning or develop a more formal curriculum that could then be used to teach others about iMOVE's approach to this work, diversify revenue for the organization, enhance its effectiveness, and enhance its ability to do this work long-term.

### 7.3. Participant signatures:

Please sign, scan, and save in PDF format. Typed signatures will not be accepted.

#### 7.3.1. Intern:

Name:	Laurie Cook
Department:	School of Education
Academic institution:	Acadia University
	<i>For interns participating in international travel:</i> The intern acknowledges that additional <a href="#">project responsibilities</a> found at <a href="http://www.mitacs.ca/en/programs/accelerate/mitacs-accelerate-international">www.mitacs.ca/en/programs/accelerate/mitacs-accelerate-international</a> apply to Accelerate International travel (as outlined in the Memorandum above) and agrees to abide by these additional program rules. The intern also acknowledges that they are aware of and agree to any IP agreements related to this project.
	<i>For interns participating in the Indigenous Pathways program:</i> <input type="checkbox"/> The intern self-identifies as an Indigenous person.
Signature:	Date:

#### 7.3.2. Academic supervisor in Canada:

Name:	Dr. Michael Corbett
Department:	School of Education
Academic institution:	Acadia University
Signature:	Date:

#### 7.3.3. Academic supervisor abroad (if applicable):

Name:	
Department:	
Academic institution:	
Signature:	Date:

**7.3.4. Partner organization in Canada (if applicable):**

Name:	Sobaz Benjamin	
Department:		
Title/position:	Executive Director	
Organization:	iMOVE (In My Own Voice) Arts Association	
Total financial commitment:	\$26,250	
	The partner organization commits to the funding contribution specified directly above and the payment schedules outlined in the attached <i>Accelerate Budget and Invoicing</i> schedule. These are key conditions of the application and by signing this proposal below, the partner organization agrees to these conditions. Please note that the financial contribution of organizations with permanent establishments in Canada may be subject to any applicable Goods and Services Tax (GST), Harmonized Sales Tax (HST) and/or Quebec Sales Tax (QST) (collectively VAT).	
	<p><i>For partner organizations participating in the Indigenous Pathways program, check any that apply:</i></p> <input type="checkbox"/> The partner organization is a for-profit organization with self-identifying Indigenous persons who hold 50% or greater ownership shares <input type="checkbox"/> The partner organization is a not-for-profit organization with board membership consisting of 50% or greater self-identifying Indigenous persons <input type="checkbox"/> The partner organization is a not-for-profit organization whose core mandate includes Indigenous community impact or serving indigenous communities.	
Signature:		Date:

**7.3.5. Partner organization abroad (if applicable):**

Name:		
Department:		
Title/position:		
Organization:		
Financial commitment:	\$	
	The partner organization commits to the funding contribution specified directly above and the payment schedules outlined in the attached <i>Accelerate Budget and Invoicing</i> schedule. These are key conditions of the application and by signing this proposal below, the partner organization agrees to these conditions. <b>Please note that the financial contribution of organizations may be subject to applicable taxes.</b>	
Signature:		Date:

**7.3.6. Office of Research Services representative or equivalent:**

Name:		
Title/position:		
Academic institution:		
Signature:		Date:

**For any additional participants include corresponding details and signature line below:**

## Appendix A – Accelerate Intern Consent Form

### USE AND DISCLOSURE OF PERSONAL INFORMATION PROVIDED TO MITACS

1. All personal information collected is subject to privacy legislation and Mitacs Privacy Policy for Program Participants. For a description of Mitacs’s commitment to protecting the personal information provided by program applicants, please see <http://www.mitacs.ca/en/privacy-policy>.
2. All the information supplied in this application will be made available to Mitacs staff responsible for managing the application, for activities including identifying appropriate peer reviewers, administering and monitoring awards, compiling statistics, and evaluating the program.
3. Information supplied in this application will be made available to internal and/or external reviewers, being composed of experts recruited from the academic, public, and private sectors. All reviewers are required to commit to keep the application information confidential.
4. Contact information in this application may be used by Mitacs staff to contact you in the future for:
  - a. Invitations to be profiled in stories or news items, to speak at or attend events, to provide a spotlight story and/or blog post
  - b. Communications about opportunities for Mitacs alumni; and
  - c. Research surveys for Mitacs alumni

You will have the opportunity to unsubscribe from emails sent to you, once all commitments regarding the internship that is the subject of this application are complete.

5. Your name, academic institution and department, and the title of your project may be provided to the federal, provincial/territorial, and academic institution funders of the Accelerate program, to:
  - a. Enable Mitacs to report on funding contract commitments; and
  - b. Allow the funders to evaluate the program.

Additional information, such as passport numbers and dates of birth, may be provided to the international funders of the program (if applicable), for adjudication and reporting purposes.

6. Your name, contact information, and other personal information as required may be provided to the academic institution(s) participating in the internship to enable the academic institution(s) to manage the award, to sign off on the pre-departure form (if applicable), and for reporting purposes.

I, the undersigned, do hereby give CONSENT to the use and disclosure of the information contained in my application for the purposes described above.

\_\_\_\_\_  
Intern name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix B – Accelerate International

*If internship involves international travel, please complete the following:*

### B 1. Partner interaction (continued from section 2.5g)

Interaction % on-site at partner location in Canada	_____%
Interaction % on-site at partner location abroad	_____%
Interaction % at academic institution in Canada	_____%
Interaction % at academic institution abroad	_____%
TOTAL (must equal 100%)	100%

% of partner interaction: \_\_\_\_ % + % of academic interaction: \_\_\_\_ % = 100%

**B 1.1 Do any interns expect to spend more than twelve (12) consecutive months outside of their home country? Yes** \_\_\_\_  
**No** \_\_\_\_

If yes, Mitacs may request additional information.

**B 2. Does this project create new international collaborations? Yes** \_\_\_\_ **No** \_\_\_\_

If no, please briefly describe the nature of the existing international collaboration. Include a summary of the collaboration, duration of the collaboration, and any past exchange of personnel, etc.

### B.3. IP ownership

Any intellectual property (IP) generated from an Accelerate International project is bound by the policies of the academic institution where the student/PDF is registered, whether in Canada or abroad, unless a separate intellectual property agreement has previously been successfully negotiated between the academic institution, the partner organization, and (if applicable) the student/PDF. Mitacs makes no claim to intellectual property.

**Do the academic institution(s), partner organization(s) and/or intern (if applicable) have a separate IP agreement(s) that will be active during the dates of the internship?**

**Yes** \_\_\_\_ **No** \_\_\_\_ **In development** \_\_\_\_

Provide an outline of the terms of any existing or planned IP agreement(s) below. A copy of the signed IP agreement must also be provided to Mitacs before a funding decision is made about the project. Also ensure that the benefit from the project for Canada is clearly described in Section 2.6.

### B 4. Additional participant information:

#### B 4.1 Academic supervisor abroad (if applicable):

Name:	
Academic institution:	
Department:	
Address (at academic institution):	
City, country:	
Postal code:	
Phone:	
Permanent email:	
Alternative email:	

**B 4.1.1 Is the academic supervisor:**

- a. An owner or a co-owner (including owning shares) of the partner organization: Yes \_\_\_ No \_\_\_
- b. A relative of an owner or co-owner (including owning shares) or a relative of a participant in the day-to-day management of the partner organization: Yes \_\_\_ No \_\_\_
- c. An employee of and/or a participant in the day-to-day management of the partner organization: Yes \_\_\_ No \_\_\_
- d. A relative of the intern and/or partner supervisors of the proposed project: Yes \_\_\_ No \_\_\_

If yes to any of the above, please provide a copy of your approved academic institution’s Conflict of Interest declaration, or other appropriate documentation such as a letter or email from your Dean, with your application. The documents must describe the nature of the conflict and the measures in place to manage the conflict. Generally, Mitacs will accept the mitigation measures put in place by your academic institution. However, when the conflict is considered significant, Mitacs may require that the academic institution appoint an independent administrator to hold the award and to be responsible for ensuring the best interests of the intern. In such cases, the independent administrator must be included as an applicant, and must submit a declaration that they will act in the best interests of the intern(s).

**B 4.2 Partner organization abroad (if applicable):**

Legal name:	
Operating name (if different):	
Contact name:	
Position:	
Department:	
Address:	
City, postal code:	
Country:	
Does the organization have a permanent establishment in Canada?	Select yes/no
Phone:	
Email:	
Website:	
Partner size (number of employees):	Select No. employees
Legal status:	Select Legal Status
NAICS Code (First three digits)*:	
* <a href="#">Click here for a list of North American Industry Classification System codes.</a>	
Is this the <b>first time</b> the partner has collaborated with the academic institution?:	Select yes/no

## Appendix C – Drop-down list options

Please delete if not applicable

Please refer to the drop-down list of the section and type the corresponding answer in the space provided.

### 1.5. Academic discipline:

- Business
- Computer science
- Earth sciences
- Engineering
- Life sciences
- Mathematical
- Social sciences, Arts & Humanities
- Physical sciences

### 1.6. Project priority sectors:

- |   |   |  |
|---|---|--|
| - Advanced manufacturing                  | - Entertainment and media                         | - Natural resources                      |
| - Aerospace                               | - Environmental science and technology            | - New and digital media                  |
| - Agriculture and food                    | - Finance and insurance                           | - Ocean tech                             |
| - Aquaculture and fishing                 | - Forestry  | - Oil and gas                            |
| - Automotive                              | - Green/alternative energy                        | - Pharmaceuticals                        |
| - Biotechnology                           | - Health and related sciences and technology      | - Public service, policy, and governance |
| - COVID-19-related research and solutions | - Indigenous affairs                              | - Quantum science                        |
| - Cannabis                                | - Information and communications technology (ICT) | - Social innovation                      |
| - Clean technology                        | - Life sciences (not health)                      | - Sustainability and the environment     |
| - Commercial services                     | - Manufacturing and construction                  | - Technology                             |
| - Construction                            | - Mining  | - Tourism                                |
| - Cybersecurity                           | - Nanotechnology                                  | - Transportation (excluding aerospace)   |
| - Education                               | - Natural gas                                     | - Water                                  |
| - Energy and utilities                    |   | - Other (please describe)                |

### 1.7. List of participants:

#### Partner legal status:

- For-profit private corporation
- Crown corporation
- Not-for-profit Canadian corporation
- Hospital
- Municipality

### 4.2. Partner organization in Canada:

#### Partner size (No. of employees):

- 1 to 49
- 50 to 99
- 100 to 499
- 500 to 999
- 1,000 and higher

#### Legal status:

- For-profit Canadian private corporation
- Crown corporation
- Not-for-profit Canadian corporation
- Hospital
- Municipality

#### If NFP:

- Charitable organization
- Economic development organization
- Health organization
- Industry association
- Social welfare organization

**First-time collaboration with academic institution?**

- yes
- no

- Other

**4.2.1 Invoicing partner contact**

**Partner organization wishes to be invoiced by internship unit or annually:**

- By term
- Annually
- One payment

**4.3 Intern(s) identified:**

**4.3.1. Intern information:**

**Citizenship:**

- Canadian
- Canadian permanent residence
- Foreign

**Gender**

- Female
- Male
- Other gender identity

**Will this intern conduct any internship units at a partner organization outside Canada?**

- yes
- no

**4.4. TBD**

**Will this intern conduct any internship units at a partner organization outside their home country?**

- yes
- no

**B 4.2. Partner organization abroad (if applicable):**

**Does the organization have a permanent establishment in Canada?**

- yes
- no

**Partner size (No. of employees):**

- 1 to 49
- 50 to 99
- 100 to 499
- 500 to 999
- 1,000 or higher

**Legal status:**

- For-profit private corporation
- Crown corporation

**First-time collaboration with academic institution?**

- yes
- no