

INSTRUCTIONS

- Please make sure you are using the latest version of this form posted on www.mitacs.ca/en/programs/accelerate/apply-now. 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 16 weeks lead time is required.**
- The start date of the internship has to 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 partner must seek partner and project eligibility approval before proceeding. Please contact a [Mitacs Business Development Representative](#) to discuss the eligibility of an NFP organization **BEFORE** submitting your application (see section 2.7).
- If applicable, academic supervisor conflict of interest documentation must be submitted with your application (see section 4.1.1 for details). For more information, see Mitacs' Conflict of Interest policy: <http://www.mitacs.ca/en/conflict-interest-policy>. If applicable, intern conflict of interest declarations must be received by Mitacs before submitting your application (see section 4.3.2).
- If you cannot see the items listed in the drop downs, 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 form
 - *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 **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 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 internship evaluation process.

Mitacs Accelerate Proposal

1. Research Proposal Summary

1.1. Title of project:	Youth Engagement in Social Enterprise and Co-operative Development: Supporting Economic Adaptation in Rural Communities in Atlantic Canada in Context of Covid 19		
1.2. Type of project: Please indicate (x) Select all that apply	<input checked="" type="checkbox"/> Accelerate <input type="checkbox"/> Accelerate Fellowship <input type="checkbox"/> Accelerate Entrepreneur <input type="checkbox"/> Accelerate International (Please also complete Appendix B)		
1.3. Number of Internships:	2		
1.4. Keywords to identify reviewers: (5-10 specific keywords; 50% technically related, 50% discipline-related)	Youth Engagement, Social Enterprise, Co-operatives, Community Economic Development, Education, Research, Program Development, Evaluation, Covid 19		
1.5. Academic discipline:	Social Sciences, Arts & Humanities	Educational Studies	
1.6. Project priority sectors:	Education	2nd Priority Sector	3rd Priority Sector

1.7. List of participants:

Academic Supervisor	Department	Academic Institution	City and Country location of academic institution
Dr. Michael Corbett, PhD	School of Education	Acadia University	Wolfville, NS Canada
Partner organization(s)	Contact name at partner organization	City and Country location of organization	Partner Legal Status
Co-operative Enterprise Council of New Brunswick	Wendy Keats, ED	Moncton, NB Canada	Not for Profit Canadian Corporation
			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](#) to assist you.

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	2	X	X	X												
Total Internships	2																
Total Project Funding	\$30,000																

2. Description of Proposed Research

- 2.1. Project title:** Youth Engagement in Social Enterprise and Co-op Development: Supporting Economic Adaptation in Rural Communities in Atlantic Canada in Context of Covid 19

- 2.2. Research Abstract** (Approx. 200 words):

Please include: Research problem to be addressed and its significance, objectives, and proposed methodology. This section will be used to recruit reviewers; it differs from section 7.2. (Public Project Overview) and must clearly summarize the research proposed.

Communities and regions throughout Canada have just been hit with a bomb that is a major threat multiplier: Covid 19. Across the country, rural municipalities that were already struggling economically are now struggling even more with how they should move forward, and support economic recovery and stabilization.

This research will focus on how to rapidly engage youth in social enterprise, community enterprise and the co-operative model as a means of helping to rebuild and strengthen the economies of their communities.

Social enterprise and the co-operative model are well known business models for bringing people together and addressing common community challenges. This internship will also look at how to engage youth in partnership with adults more to learn about social enterprise, the value of the co-operative model, and how to use it.

The objectives of this project are also to, given the context of the new low or no touch world related to Covid 19, focus on identifying, testing, and assessing alternatives to face-to-face meetings and explore instead online learning opportunities in the process of youth engagement, and learning about social enterprise and co-operative methods of supporting economic development in rural communities. The research methods will include: literature reviews, interviews or focus groups, program development and evaluation, action research and participatory data analysis.

This internship directly contributes and responds to the federal COVID19 priority focused on economic resilience and recovery.

- 2.3. Background** and review of relevant prior work (minimum 500 words):

Context: We know Covid 19 is not going to be something from which we recover quickly. Many economists agree re-opening the economy will need to be slow and cautious to ensure future infection “spikes” remain low. However, many also acknowledge the challenges with keeping our economy closed. Many small businesses in rural communities are not likely to make it without some extra support. The federal and provincial governments are trying to help with various programs, but in reality, it is going to be the people on the ground, i.e. local actors in each community that will make a real difference in rural places.

We also know that almost 550,000 students will be graduating from post-secondary education this year. Again, the federal government is trying to help them with various programs. These students though are also ones who tend to be more comfortable with more formal, academic learning. For youth who are not academically inclined and who have not had the opportunity to access ‘higher’ education, the challenge post-Covid 19 is going to be even more difficult; especially for those who already experience barriers to employment in some way.

Current Understanding: Recent work over the past years by CECNB, and undertaken by the researcher proposed for this project, shows that the current situation could also be a tremendous opportunity to engage more youth in learning about co-operatives and social enterprises in ways that

could enable them to quickly help support their communities, give them a sense of purpose and work experience, and show how all youth can learn in a way that works for them.

Just prior to the Covid 19 pandemic, the proposed researcher for this project was involved with a Youth Employment Skills Program (YES). During this time she taught 12 youth about entrepreneurship, social enterprise, cooperatives and e-commerce. All of these youth had various barriers to employment (i.e. mental health, lack of work experience, some did not even have Grade 12). The approach of the researcher was 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. They came to see how they could also create a business - together - that would enable them to be both workers and owners of that business. The model proposed to them involved the choice either a workers co-operative or a multistakeholder co-operative. This got them very excited. The idea of being able to work together as entrepreneurs under a proven model, contributing to the wellbeing of their communities and being seen as contributors themselves created a remarkable level of excitement. The goal was to open several businesses for the summer under the auspices of a community co-operative that 4-5 of them were most keen to do. The model for them to do this would have included experiential learning and just-in-time, custom coaching.

The Atlantic Region and Covid 19: The work proposed in this project is important because there is an identified gap in informal, experiential learning related to co-op and social enterprise development, and yet several key organizations involved in research related to co-operatives and social enterprise (CECNB, CoopConvert and CoopZone) agree that the lack of effective engagement and learning opportunities for youth is a critical problem both for the future of the co-operative and social enterprise movement in the region and in Canada as a whole. It is also agreed that the co-operative and social enterprise models are a viable option that could help some businesses in rural communities find a new way to go on, continue to provide employment opportunities and services, and to help ensure that these already struggling communities do not end up in a death spiral because of Covid 19.

A proposal to ACOA to look at how social enterprise and the co-operative model could be useful in recovery, stabilization and succession planning in rural communities in Atlantic Canada is also simultaneously being proposed by a coalition of community-based economic development groups (including CECNB, Atlantic Association of CBDC's and others). This project will not be looking specifically at youth engagement related to co-operative and social enterprise development, but the research of this proposed Mitacs project would be of tremendous use within the context of the ACOA proposal, and other research (ie. CoopConvert) that is going on right now.

The iterative nature of the method also means evaluation and learning will happen in quick cycles to enable best practices to be developed and applied very quickly. As the project develops, real time info will be shared with a variety of community partners to enable them to take action in their own communities very quickly as well.

This research would complement several research projects related to co-operative development already underway nationally and regionally, and also support a project on business succession in process right now holding sessions across the country. It is called the Legacy Leadership Lab under the auspices of the Waterloo Institute for Social Innovation and Resilience (WISIR). WISIR is looking for solutions to a broader, longer-term issue of the changing demographics in Canada and how to support business succession so jobs and services are not lost. WISIR is also now looking at recovery and stabilization needs related to Covid 19 as well. However, it is not specifically looking at youth engagement in social enterprise and the co-operative model.

The opportunity to do research related to youth engagement with co-operative and social enterprise models is very timely then for several reasons, and the academic literature on experiential and contextual learning, youth out-migration from rural communities, youth engagement and the role of co-operatives in community economic development backs this up. Co-operatives have long been recognized as key instruments of community 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 CED that could be 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 equality, equity and self-help. They are also democratic, providing education and training to their members. Co-ops also look to foster internal co-operation, and demonstrate a strong concern for community as they look to address, first and foremost, the needs of their members.

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 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."

Building on this point, Corbett (2005) looks at the dynamics between formal education and out-migration of youth from the rural community of Digby Neck in Nova Scotia. His data suggests "rather than becoming more geographically mobile than previous generations, youth in contemporary coastal communities (and possibly in many rural and northern communities) may actually be facing a more restricted set of options and opportunities. In addition to the mismatch between rural/working class homes and school, which has been well-established by educational sociologists, additional factors such as rising tuition, the centralization of education and other services in rural areas, the high cost of leaving, and the expansion low-wage, low-skilled work in the expanding rural service economy may help to explain continuing high dropout rates and low post-secondary participation rates in rural communities." Also in his work, Corbett (2007) also notes that over the years as well-paying, secure work in rural communities has diminished, a culture of 'learning to leave' has developed, so that many other youth, if they can leave - they do.

Specifically addressing the situation in the coastal community he studied, Corbett (2005) adds that "one part of the growing ambivalence that formal education generates is rooted in the ability of formal education, and the state more generally, to improve life on Digby Neck. Few adults currently living on Digby Neck have used formal education to achieve what is defined as a quality of life comparable to that of people educated in what one fisherman called 'the University of the Bay of Fundy.' Another marker of ambivalence is the sense that the need for education is part of the juggernaut of forces that impinge on rural life. Families in coastal communities understand that their children need education, but the source of this need is ironically nested in the very forces that are conspiring to destabilize the life they know."

Corbett adds resistance to this "sense of a loss of control" takes many forms including school violence, high school drop out rates, adolescent hopelessness and a strong desire to "get out of here." Corbett then asks "what role does formal schooling play in rural and coastal communities and is it possible to imagine an education that is about something other than leaving", or feeling trapped. If policy makers and educators want to come to grips with the contemporary challenges facing education in rural communities, the ambivalence generated by this learning-leaving link must be taken seriously."

The keys to addressing these issues may lie in ideas about 'contextualized learning' and research related to youth engagement. Contextualized learning is 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)."

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." Predmore (2005) shows 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." This is a vision of education that resonates with John 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 Amartya Sen (2001) and Martha Nussbaum (2011) as well as the idea of appreciative inquiry.

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)."

In addition to looking to contextualized learning to help address the need for more awareness and learning about the role of community economic development, research by Langlois (2013), is focused on developing "practical strategies of intervention capable of releasing young people's creative energy, skill and drive as a catalyst for social change for the collective good."

Langlois calls for "the democratization of solution-seeking spaces for compelling community issues." He asks how spaces can be created within communities to foster adult-youth partnerships while also arguing "it is only with the leadership of citizens [including] youth and adults together that we can build solutions to complex social issues."

With the complication of Covid 19, it would seem Langlois' work and the questions he's asking are even more important than ever. There is nothing more complex requiring the holistic efforts of every community member - of every age. Langlois would argue the time is now to make the most of all the assets, skills and strengths of young people. He says: "We can no longer afford to push youth to the margins of decision-making... The impacts of youth engagement are of great magnitude and far too compelling to ignore as a possibility of community transformation... we must transform the way we engage young people in solution-seeking spaces that foster community enterprising."

The work of Langlois, Kalchik and Oertle, Corbett and Gibson would seem to point to a perfect storm of opportunity. This project would look to combine their work to create new partnerships amongst adults and youth, revitalize a sense of purpose for many rural youth, and re-create economic development in rural communities using a proven, more democratic method; social enterprises in the form of co-operatives.

Covid 19 is not just one of the most critical challenges of our era, Arundhati Roy has recently referred to it as a portal to a new world. We see this as a call to cooperative/social action. What we need though to help us through it are new and better ways to work - and learn - together; all of us, no matter the age.

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

Objectives	Activity(ies)	Output(s)
1) Understand why stakeholders and groups involved in SE and Co-ops want to engage with youth more	Interview 10 stakeholders about their goals in engaging youth more in SE and Co-op's	Brief report highlighting key themes, opportunities or benefits they believe such engagement will bring to rural communities
2) Assess current innovative practices for engaging youth adults in co-operatives and social enterprise development activities	Conduct literature review of regional, national and international examples of best practices in engaging young adults in co-ops and social enterprises -to distill applicability / transferability to New	Summary of key findings related to best practices in youth engagement, in particular, online engagement and

	<p>Brunswick/CECNB, Conduct 5 Interviews with organizations currently working to engage youth in the areas of social enterprise and co-operative development</p>	recommendations to Project Team around how these practices could be applied to the CECNB Initiative
	<p>Conduct gap analysis of current research literature and best practices on young adult engagement in Co-ops/SE with a particular focus on the use of online technology for learning and engagement</p>	Brief report highlighting key themes and opportunities
3) Understand barriers and motivations to enhance young adult engagement in Co-ops/SE 4) Conduct a review of youth engagement and adult-youth partnership research in general related to community development to see what principles could be applied in supporting youth engagement with co-operatives and social enterprise 5) Identify and assess best practices in engaging youth in online learning as it pertains to entrepreneurship, social enterprise, co-operatives or community economic development	<p>Conduct 15 interviews with young adults (at least 5 for each major report) and 9 interviews with staff (at least 3 per report) regarding their participation in the project</p> <ul style="list-style-type: none"> a. What is their prior knowledge on co-ops/SE? b. What do they think needs to happen to involve more youth in co-op or social enterprise development? c. What barriers do they encounter to learning about social enterprise and co-operatives? d. What issues are they passionate about that could be addressed through co-op or social enterprise? e. What are their preferred approaches to learning and engagement? f. What do they like/dislike about the idea of using online or information technology tools (zoom, basecamp, etc) to engage with others in learning and enterprise development? g. What do stakeholders need to be doing more to engage youth? h. What is working well about the program, and what changes, if any, need to be made 	<p>Brief report analyzing interview themes. These results will be compared to the literature review, and then results of both shared with staff and participants will to be part of a program development advisory team</p> <p>Develop principles to inform program development and evaluation framework / processes for collecting feedback and data analysis</p>
6) To share knowledge emerging from the initiative within the Co-op/SE network in New Brunswick and key stakeholders (ie: provincial government, etc) locally and beyond.	<p>Presentation/webinar to CECNB and/or other organizations (could be at AGM, board meeting, or other relevant events)</p>	<p>Presentation of slide deck (the slide deck could be used for multiple future presentations or activities)</p>
	<p>Create a one-page summary(ies) of potential actions/activities to enhance the economic participation of young adults in Co-ops/SE, with a particular focus on learning and connecting using online technology</p>	<p>1-3 one page summaries (or in whatever format is most useful for the target audience - i.e. a handful of infographics for social media, presentation deck, a short video, etc.)</p>

	Create 1-2 brief write ups for the CENB communication platforms (ie; newsletter, social media, blogs, etc)	1-2 short pieces
	Create final report	A final report that summarizes all the activities and findings.

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.

Overall goal of the Cross-Cultural Youth Project is to use a strategic, partnership approach to engage youth and communities in creating a new economy that works for the good of all people and the planet by using co-operatives and social enterprise as a tool for collective action and innovation.

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

1. Understand why stakeholders and groups involved in Social Enterprise and Co-ops want to engage with youth more,
2. Assess current innovative practices for engaging youth adults in co-operatives and social enterprise development activities,
3. Understand barriers and motivations to enhance young adult engagement in Co-ops/SE,
4. Conduct a review of youth engagement and adult-youth partnership research in general related to community development to see what principles could be applied in supporting youth engagement with co-operatives and social enterprise,
5. Identify and assess best practices in engaging youth in online learning as it pertains to entrepreneurship, social enterprise, co-operatives or community economic development,
6. To share knowledge emerging from the initiative within the Co-op/SE network in New Brunswick and other key stakeholders (ie: provincial government, etc) locally and beyond.

- 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 adult education, youth engagement, social enterprise, co-operatives and community economic development, the intern will help develop principles in partnership with CECNB to guide program development and an evaluation framework for the project.

This research will employ five methods. A brief description of each is listed below.

1. Literature Review: This method will be used to address Objective 2, 3, 4 and 5 of the proposal. A substantial literature review will be done at the beginning of the program to help inform development early on, and then also throughout the project in response to findings from data collected in interviews. In Social Science, a literature review “serves a variety of functions that precede the collecting and analyzing data (Merriam and Simpson, 2000).” This includes providing the researcher with “a foundation from which to explore further.” Some of the other purposes of a literature review include: showing how a study advances, refines and acknowledges what is already known; helping to know what work has been done before, how it was defined, what assumptions and limitations have been dealt with and help establish a

rationale for the conceptualization of other studies; provide idea for how to approach methodology and instrumentation; and offer a means to “extend, revise or refine knowledge in an area.” As data is collected and analyzed, the literature review can help frame results or findings as a “point of reference for discussing the significance” of the new work to the field of study.

2. Interviews: This method will be used to address Objectives 1, 2, 3, 4 and 5. There will be at least 15 interviews of youth and 9 interviews with staff involved with the project spread out over the period of the project. Interviews are “orally administered surveys (Merriam and Simpson, 2000).” An advantage of this technique is the ability to gain in-depth information; especially when it is hard to anticipate all the researcher may need to know in preparing the questions. Interviews are also a form of descriptive research which can have strengths, but also limitations. “The rigour of research design in descriptive studies is not typically as demanding as in experimental studies.” It is also “exploratory” in nature: “Not only can variables be studied that indicate probable cause, but additional variables may be discovered that shed new light upon the phenomenon.” One major limitation though is that interviews describe “what is,” but [are] unable to generalize or predict with certainty ‘what will be.’” Despite this limitation, interviews as part of a practice of Descriptive Research have “resulted in significant contributions to developing fields, such as education and the [learning] of adults.”
3. Action Research: This method will be used to address Objectives 1, 2, 3, 4 and 5. A program development advisory team will be recruited from participants - one for youth and one for staff - and this team will be involved in analyzing data collected by interviews, and literature review highlights. Some key aspects of Action Research (Merriam and Simpson, 2000) include: the researcher serving as “a facilitator for problem solving, and in some cases a catalyst between research findings and those individuals most likely to benefit or take action from the findings;” findings can also be used for “immediate application by those engaged in the research of by those for whom the research was initiated; and the “design of action research is formulated while the research is in progress, rather than being totally predetermined at the onset of the study.” Action Research is seen as different from more conventional methods of research because “its purpose is to obtain knowledge that can be applied directly to a particular situation; The research problem often emerges from events... participants are part of a natural ‘flow’ of human activity... “ versus being systematically sampled or selected, and procedures for conducting research “are only planned generally... and are altered as need throughout the course of the investigation.”
4. Participatory Research: This method will also be used to address Objectives 1,2, 3, 4 and 5. A program development advisory team will be recruited from participants - one for youth and one for staff - and this team will be involved in analyzing data collected by interviews, and literature review highlights. This form of research is unique because “the problem under study and the decision to study it have origins (Merriam and Simpson, 2000)” in community, and the “goal of the research is political or social change.” Contributions to this method of research include Paulo Freire’s (1974) introduction of the ideas of “conscientization and thematic investigation” from his work in South America. Conscientization is about “learning to perceive social, political and economic contradictions and to take action against the oppressive elements of society.” A key characteristic of this method is to use “a problem-centered approach that [uses] data gathering [to enable people to take] action.” Participatory Research is well-grounded in adult education research in the mid-1970’s. The idea was to “investigate methods of research in adult education and related social transformation...” which include participants “in the analysis of their own needs.” Hall (1984) and others have pointed out the other purpose of participatory studies is to also “unmask the myth of science and validate the knowledge of people.” One of the weaknesses of this approach, and that of Action Research, is that while “the results can be applied directly to practice... they are not easily generalized to other situations.”
5. Grounded Theory; This method will be used to capture learning and best practice related to duplication of the program, and/or to inform the development of similar programs, thus addressing Objective 6. Results will be shared with both youth and staff advisory teams for review and input as well. Given the nature of the context of this study in the time of Covid-19,

the idea of building new theory related to youth engagement in social enterprises and co-operative development and online learning, this would seem to be a good opportunity to develop some new ideas related to the practices of the aforementioned fields. Grounded theory is designed to give practitioners “a conceptual tool... to guide practice (Merriam and Simpson, 2000).” 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.” Admittedly, the skills of the investigator are also “central to this type of research.” 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.”

Three major reports will be done over the time of the internship:

1. The first to help create design principles and recommendations to guide program development,
2. the second after application of recommendations based on research are implemented to see what's working and what further research might be needed,
3. and a third FINAL summative evaluation at the end of the program period to assess the effectiveness of the program, and recommendations for future practice in the study areas.

Key principles of best practice in youth engagement, online learning and social enterprise and co-operative development in academic literature will be identified to help develop the program and an evaluation framework. The evaluation processes use feedback from participants, staff and community partners as they are engaging with the program to test design principles and inform emerging best practice from this initiative that could help inform other programs looking to engage with youth around social enterprise and co-operatives as a tool for community economic development.

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

Intern Unit	Timeline	Activities
1	5 months	Conduct literature review, and get ethics permission as required for various other research activities; including interviews to inform development of a program and evaluation framework, method for monitoring implementation of program in the field, how data will be analyzed with participants, staff and partners, recommending adjustments if needed, and providing summaries of findings.
2	5 months	Review progress against evaluation framework and program goals, analyze data collected in interviews and through on-going literature review in partnership with participants, staff and community partners, recommend adjustments in the field and provide a summative report at the end of the program with recommendations for the development of future programs.

Gantt Chart: Intern Unit 1

Month 1	Month 2	Month 3	Month 4	Month 5
Lit Review, Ethics Approval for other proposed research methods, 1st INTERIM Report with principles /	Interview Youth and Community Partners, Recruit participants for Action and			

recommendations for program design based on findings to date	Participatory Research			
	Program Starts: Collect and analyze data from youth, staff and community partners of their experience with the program, more lit review or primary research on best practice in the field if needed	Collect and analyze data from youth, staff and community partners of their experience with the program, more lit review or primary research on best practice in the field if needed	Collect and analyze data from youth, staff and community partners of their experience with the program, more lit review or primary research on best practice in the field if needed	Create a 2nd INTERIM Summative Report on Results of Data Analysis, any new research to date, effectiveness of approach in context of program goals / evaluation framework

Gantt Chart: Intern Unit 2

Month 6	Month 7	Month 8	Month 9	Month 10
Collect and analyze data from youth, staff and community partners of their experience with the program, more lit review or primary research on best practice in the field if needed	Collect and analyze data from youth, staff and community partners of their experience with the program, more lit review or primary research on best practice in the field if needed	Program Ends: Collect and analyze data from youth, staff and community partners of their experience with the program		
			Create a 3rd FINAL Summative Report on Results of Data Analysis, any new research to date and effectiveness of approach in context of program goals / evaluation framework and recommendations for future practice in the study areas.	
				Share Findings with various program partners and other stakeholders

- a. **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
Literature Review, Ethics Approval, 1st Interim Report on Findings to Date with recommendations for program development and evaluation framework	2, 3, 4 & 5	Month 1
Interviews and recruitment of participants for Action and Participatory Research processes	1, 2, 3, 4 & 5	Month 2
Provide summary report on a monthly basis of findings related to analysis of evaluation data with youth, staff and community partners, and further lit review or primary research as needed to address any challenges	2, 3, 4 & 5	Month 3-4
Provide 2nd Interim Summative Report on results of analysis of evaluation material and additional lit review or primary research, if needed, to date	2, 3, 4 & 5	Month 5
Provide summary report on a monthly basis of findings related to analysis of evaluation data with youth, staff and community partners, and further lit review or primary research as needed to address any challenges	2, 3, 4 & 5	Month 6-8
3rd FINAL SUMMATIVE REPORT	5, 6	Month 9
Share findings with various stakeholders including CECNB and project partners, potential ACOA policy research project, national CED organization (CCEDNet), and other interested organizations like EDO associations, CBDC, rural municipalities, other Co-op and social enterprise organizations. Mitacs Final Report and survey will be completed.	6	Month 10

b. **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 current broader thesis related investigation topics related to lifelong learning, citizen engagement and economic development in the context of Covid 19.

c. **Interaction.** Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the academic institution(s). Research should be carried out equally (50%) in the premises of the partner and the academic institution(s), if different, please include a **justification**. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

$$\% \text{ of partner interaction: } 50 \% + \% \text{ of academic interaction: } 50 \% = 100\%$$

Fifty percent of the internship will be spent interacting with personnel from the partner organization, and fifty percent at the academic institution (which given Covid 19 will be mainly online until classes and other activities are allowed on campus).

d. **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.

The following research objectives will be conducted with CECNB interaction, and supervised by the Executive Director Wendy Keats:

1. Understand why stakeholders and groups involved in Social Enterprise and Co-ops want to engage with youth more,
 2. Assess current innovative practices for engaging youth adults in co-operatives and social enterprise development activities,
 3. Understand barriers and motivations to enhance young adult engagement in Co-ops/SE,
 4. Conduct a review of youth engagement and adult-youth partnership research in general related to community development to see what principles could be applied in supporting youth engagement with co-operatives and social enterprise,
 5. Identify and assess best practices in engaging youth in online learning as it pertains to entrepreneurship, social enterprise, co-operatives or community economic development,
 6. To share knowledge emerging from the initiative within the Co-op/SE network in New Brunswick and other key stakeholders (ie: provincial government, etc) locally and beyond.
- (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.

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-operative development, and in current online learning programs related to these topics. 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.

The Co-operative Enterprise Council has a goal to engage youth in the development of co-ops and social enterprises that address community issues they are passionate about. Given the actual and projected economic impact of COVID, we must both adapt to the changing learning/engagement landscape and look at the opportunities emerging from it. This research project will allow us to identify, apply, proto-type, and refine best practices for communities across Canada.

2.7. Project economic orientation (for submissions with an NFP 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, 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:

1. enhancing the understanding of the economic impact of co-operatives and social enterprises to local, regional, and provincial economies,
2. promoting the co-operative and social enterprise model as a mechanism to create new, expand existing, and sustain existing businesses in New Brunswick,
3. creating new knowledge for youth to be economically engaged with co-operative and social enterprise opportunities in rural communities,
4. proactively address established and emerging challenges to rural economic and social 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)

N/A

2.9. References:

- Corbett, M. (2007). *Learning to Leave: The Irony of Schooling in a Coastal Community*. Fernwood Publishing: Halifax.
- Corbett, M. (2005). *Rural Education and Out-Migration: The Case of a Coastal Community*. Canadian Journal of Education 28, 1 & 2, 52-72.
- Dewey, J. (1998). *Experience and Education: The 60th Anniversary Edition*. Kappa Delta Pi.
- Freire, P. (1974) *Education for critical consciousness*. New York: Seabury Press.
- Gibson, R. (2005). *The Role of Co-operatives in Community Economic Development*. Working Paper #2005-3. Rural Development Institute: Brandon University.
- Hall, B. L. (1984). Research, commitment and action: The role of participatory research. *International Review of Education*, 30, 289-300.
- Kalchik, S. and Oertle, K. (2010). *The Theory and Application of Contextualized Teaching and Learning in Relation to Programs of Study and Career Pathways*. Office of Community College Research and Leadership: Transition Highlights. Issue 2: September.
- Langlois, M. (2013). *A Comparative Study of Community Youth Development Projects and Innovations for Community Enterprising*. A Thesis in the School of Graduate Studies, Concordia University.
- Merriam, S and Simpson, E. (2000). *A Guide to Research for Educators and Trainers of Adults* (2nd Edition). Krieger Publishing Company: Malabar, Florida.
- Nussbaum, M. C. (2011). *Creating Capabilities: The Human Development Approach* (1st Edition edition). Belknap Press.
- Predmore, S.R. (2005). Putting It into Context. ACTE: Techniques. Referenced in Kalchik & Oertle (2010).
- Sen, A. (2001). *Development as Freedom*. OUP Oxford.

3. Declarations

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

Yes No

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

- a. Main characteristics of the location (i.e. physical description & coordinates)
- b. Principal activity(ies): for each activity, list the environmental elements affected
- c. 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 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 No

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

** 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

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

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

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

If yes, please attach the signed conflict resolution letter.

* 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:	Dr. 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, Postal Code:	Wolfville, NS B4P 2R6
Phone:	902-585-1190
Permanent Email:	Michael.corbett@acadiau.ca
Alternative E-mail:	Michael.corbett@utas.edu.ca

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).

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:	Co-operative Enterprise Council of New Brunswick	
Operating name (if different):		
Contact name:	Wendy Keats	
Position:	Executive Director	
Department:		
Address:	P.O. Box 1105	
City, Province, Postal Code:	Salisbury, NB E4J 3E2	
Phone:	506-227-9607	
Email:	Wendy.keats@cecnb.ca	
Website:	www.cecnb.ca	
Partner size (number of employees):	1-49	
Legal status:	Not for Profit Canadian Corporation	

If Not for profit Canadian Corporation	Economic Development	
NAICS Code (First three digits)*:	813	
* Click here for a list of North American Industry Classification System codes.		
Is this the first time 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.):

Invoicing contact name:	Wendy Keats
Email:	Wendy.keats@cecnb.ca

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:	
Address:	
City, country, postal code:	
Name of contact:	
Phone:	
Email:	

- c. Have these funds been leveraged against other federal or provincial programs? Yes__ No__ ✓

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 invoice to academic institution?
Yes No

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

4.3. Intern(s) identified: 1

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

Name:	Laurie Cook	
Full-time degree program during internship (college/masters/PhD/PDF):	PhD	
Expected year of graduation:	May	2022
If PDF, indicate month/year PhD received:	MM	YYYY
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, Postal code:	Wolfville, NS B4P 2RS	
Country:	Canada	
Phone:	902-209-6838	
Permanent phone or Cell phone:		
Permanent email:	chutzpah@accesswave.ca	
Alternative email:		
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?	Select yes/no	
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY	

4.3.2. Conflict of interest. Is the intern:

- An owner or a co-owner (including owning shares) of the partner organization: Yes No
- 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 academic and/or partner supervisors of the proposed project: Yes No

If yes to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.

4.3.3. Demographic information.

Please indicate (x):

Do you identify as an Indigenous person based upon your cultural and/or ancestral background?		
Yes (<input type="checkbox"/>)	No (<input checked="" type="checkbox"/>)	Prefer not to answer (<input type="checkbox"/>)
Do you identify as belonging to a visible minority group (other than an Indigenous one)?		
Yes (<input type="checkbox"/>)	No (<input checked="" type="checkbox"/>)	Prefer not to answer (<input type="checkbox"/>)
Do you identify as a person with a disability?		
Yes (<input checked="" type="checkbox"/>)	No (<input type="checkbox"/>)	Prefer not to answer (<input type="checkbox"/>)
Do you identify as francophone?		
Yes (<input type="checkbox"/>)	No (<input checked="" type="checkbox"/>)	Prefer not to answer (<input type="checkbox"/>)
Are you the first in your family to attend college or university?		
Yes (<input type="checkbox"/>)	No (<input checked="" type="checkbox"/>)	Prefer not to answer (<input type="checkbox"/>)

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/masters/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 travel 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](#) to assist you

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) arms-length** reviewers.

An arms-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 neglecting to suggest reviewers who qualify as arms-length will delay the review of your application.

Reviewer 1:

Name:	Ryan Gibson
Academic institution:	University of Guelph
Department:	School of Environmental Design and Rural Development
Email:	gibsonr@uoguelph.ca

Reviewer 2:

Name:	Fiona Duguid
Academic institution:	Saint Mary's University
Department:	Sobey's Business School
Email:	fduguid@gmail.com

Reviewer 3:

Name:	Marcelo Vieta
Academic institution:	University of Toronto
Department:	Ontario Institute for Studies in Education (OISE)
Email:	Marcelo.Vieta@utoronto.ca

Reviewer 4:

Name:	Michael Fox
Academic institution:	Mount Allison University
Department:	Department of Geography
Email:	mfox@mta.ca

Reviewer 5:

Name:	Kelly Vodden
Academic institution:	Grenfell Campus, Memorial University
Department:	Environmental Policy Institute
Email:	kvodden@grenfell.mun.ca

Reviewer 6:

Name:	Karen Foster
Academic institution:	Dalhousie University

Department:	Sociology and Social Anthropology
Email:	Karen.Foster@Dal.Ca

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 project 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 he/she is 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 sponsor 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 supervisor(s) and the involved academic institution on 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.

Internship participants (intern, supervising professor, 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:

Youth Engagement in Social Enterprise and Co-operative Development: Supporting Economic Adaptation in Rural Communities in Atlantic Canada in Context of Covid 19

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)

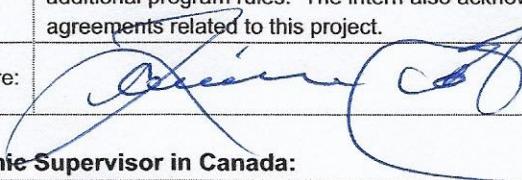
Communities and regions throughout Canada have just been hit with a bomb that is a major threat multiplier: Covid 19. Across the country, rural municipalities that were already struggling economically are now struggling even more with how they should move forward, and support economic recovery and stabilization.

This research project will focus on how to rapidly engage youth in social enterprise, community enterprise and the co-operative model as a means of helping to rebuild and strengthen the economies of their communities in the context of Covid 19 and its aftermath.

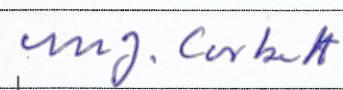
7.3. Participant Signatures:

Please sign, scan and save in PDF format

7.3.1. Intern:

Name:	Laurie Cook	
Department:	School of Education	
Academic institution:	Acadia University	
	<i>For interns participating in international travel: The intern acknowledges that additional Project Responsibilities found at www.mitacs.ca/en/programs/accelerate/mitacs-accelerate-international 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>	
Signature:		Date: June 5, 2020

7.3.2. Academic Supervisor in Canada:

Name:	Dr. Michael Corbett	
Department:	School of Education	
Academic institution:	Acadia University	
Signature:		Date: 5 June 2020

7.3.3. Academic Supervisor abroad (if applicable):

Name:		
Department:		
Academic institution:		
Signature:		Date:



7.3.4. Partner Organization in Canada (if applicable):

Name:	Wendy Keats	
Department:		
Title/Position:	Executive Director	
Organization:	Co-operative Enterprise Council of New Brunswick	
Financial Commitment:	\$15,000	
	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 below this proposal, 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).	
Signature:		Date: June 5, 2020

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 below this proposal, the partner organization agrees to these conditions. Please note that the financial contribution of organizations may be subject to applicable taxes.	
Signature:		Date:

7.3.6. Office of Research Services Representative or equivalent:

Name:	Anna Redden	
Title/Position:	Dean, Research & Graduate Studies	
Academic institution:	Acadia University	
Signature:		Date: 8 June 2020

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' commitment to protect 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 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 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 as described above.

Laurie Cook

Intern Name

Signature

JUNE 5, 2020

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 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 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 industry partner, 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 will be 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 E-mail:	

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)*:		
* Click here for a list of North American Industry Classification System codes.		
Is this the first time the partner has collaborated with the academic institution? :	Select yes/no	

Appendix C - Drop Down - Options

Please delete if not applicable

Please refer to the drop down of the section, and type the corresponding answer on the space provided.

1.5. Academic discipline:

- #### - Sciences Social Sciences, Arts & Humanities

1.6. Project priority sectors:

1.7. List of Participants:

Partner Legal Status:

- Not for Profit Canadian Corporation

4.2. Partner organization in Canada:

Partner size (No. employees):

- 1 to 49

Legal status:

- Not for Profit Canadian Corporation
 -
 -

If NFP:

- Charitable Organizations
 - Economic Development Organizations

First time collaboration with academic institution?

- yes

4.3 Intern(s) identified: Laurie Cook

4.3.1. Intern information:

Citizenship:

- Canadian:

Gender

- Female

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

- no

4.4. TBD

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

- yes

B 4.2. Partner organization abroad (if applicable):

Does the organization have a permanent establishment in Canada?

- yes
- no

Partner size (No. employees):

- 1 to 49
- 50 to 99
- 100 to 499
- 500 and higher

Legal status:

- For Profit Private Corporation
- Crown Corporation

First time collaboration with academic institution?

- yes
- no