

*Work-Integration Social
Enterprise (WISE) :
Practice and Policy*

Work-Integration Social Enterprise (WISE) Longitudinal Evaluation Project Across Canada (2017-2022)

Study: To determine the impact of work integration training programs for youth in Urban, and some rural with Indigenous communities longitudinally over three years.

Involves 4 teams across Canada,

1. Marcelo Vieto (OISE/UT) for Ontario
 2. Peter Hall (SFU) for BC
 3. Shirley Thompson & Jide Oni (University of Manitoba) for Indigenous communities in Manitoba
 4. Jeff Karabanow (Dalhousie University)
 5. *with affiliations with Jean-Marc Fontan's SSHRC project in Quebec
- **All 4 teams share a core survey instrument but take different qualitative approaches**

Imagine if every community has meaningful jobs for youth where supports and education build youth capacity? Could they solve youth employment and other health crisis (housing, food security, etc.)?



Work Integration Social Enterprises (WISEs)

Social enterprises that have a social mission to directly support vulnerable community members who are facing exclusion from the labour market.

WISEs involve these individuals in producing and selling goods or services, most often in a paid capacity, with the objective of supporting their integration into the work environment and society. WISEs generally have one of two long-term goals: providing individuals with secure, stable employment within the organization or supporting transition to the labour market. (Source - <https://ccednet-rcdec.ca/en/page/work-integration-social-enterprises>)

Policy for Work Integration Social Enterprises (WISEs) With Marginalized Youth
Rural Policy Learning Commons (RPLC) Webinar Series

Similarities between urban and rural social enterprises, and the importance of social enterprises for marginalized youth.

Thursday November 26, 2020.

Peter Hall, Simon Fraser University.

Lindsay Simpson, Simon Fraser University.

SFU

**SIMON FRASER
UNIVERSITY**

Before we talk about youth workforce integration social enterprises:

Social Enterprise Sector Survey (2014-5)

Social Enterprises are non-profit organizations that sell goods or provide services in the market for the primary purpose of creating a blended return on investment,

- Financial
- Social & cultural
- Environmental

n = 1,350 (Quebec excepted).



Rural vs Urban social enterprises

Not all that different!

- Both Urban and Rural social enterprises sell diverse range goods and services and operate in multiple sectors.
- 70 % of rural and 60% of urban social enterprises train, employ or provide services to everyone in their local community.
- Rural social enterprises are more likely to operate on a local community or regional scale.
- Size: Urban social enterprises employ more than twice as many people as part of their mission as Rural SEs.

Social needs and market opportunities shape social enterprises:

- **Core urban**: big range, from large to small, focused to diverse
- **Suburban**: older, large, focused, income-generators
- **Regional centre**: small, relatively focused, income-generators
- **Small town / rural**: small, diverse, serving communities

Program A

- “Pre-pre” employment training program for street-entrenched youth.
- Prepares clients for future training programs and employment.
- Operates on a drop-in basis (low-barrier).
- Provides additional support such as,
 - Employment networking events.
 - Facilitating certification training.
 - Assistance completing high school or applying to post-secondary programs.
 - Lunch programs

As a list worker, you show-up in the morning and draw numbers and if your number [is] drawn, you work for the day marking where you find needles, creating a ‘hotspot’ map for Vancouver Coastal Health, which tells them where they need a needle box. Some days are nice and you feel like you’re doing something for the community.

- Tyler (Program A Shift Leader)

Program B

- Youth-in-care transition program.
- Prepares clients for employment through 6-weeks of formal in-class instruction.
- Facilitates certification training.
 - Serving-it-Right
 - First Aid
 - Food Safe Level 1
 - WHMIS.
- 8-week external/internal job placement.
- Provides additional services focusing on life skills.

Aging out of foster care was a shitty time because I lost all [my] support. I had to find housing. I moved out on my own. Nobody taught me how to set up a BC Hydro account. Nobody taught me how to budget or anything and I got into a lot of debt.

- Amanda (Program B graduate).

Creating *relational spaces*

The importance of creating relational spaces and companionship within programs targeted towards marginalized youth communities is an essential aspect of WISE programs.

- Relational spaces are places of refuge, resource, social interaction, and safety when absences of family or state occur.
- Relational spaces encourage behaviours such as reasonability, reciprocity, loyalty, community.

Empowering mentorship

Social Enterprise staff, particularly program directors and program coordinators, possess a unique skill set that optimal when working with at-risk youth.

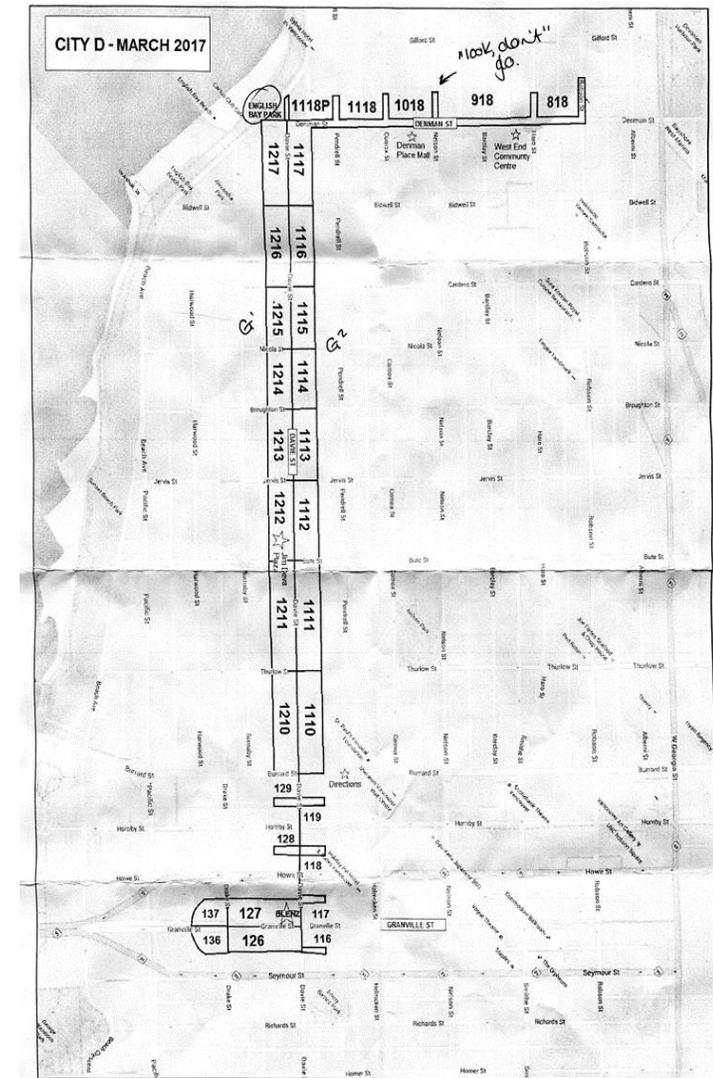
- Optimal leadership features of social enterprise staff include personal credibility and integrity.
- By leading through example, program staff model behaviour and values that can be adopted by clients.

Empowering mentorship

Empowering pedagogy is incorporated into Program A's curriculum through *staff-client* and *client-client* mentorship.

When we go out, its my job to make sure were both picking up garbage and I show them how to read the map. We also look for infractions against the cities by-laws regarding garbage bin placement. We write down any infractions we see, and this helps the city because they go out and ticket the bins. So that's an important part of our job.

- Dylan (Program A Shift Leader).



Policy implications

Large scale programs, COVID and Green New Deal.

- Scale is the benefit of these programs
- But address the need for life skills, acting as liaison for (re)integration.

Marginalized youth (clients) need support to enter or advance in the workforce. Additional services and supports offered by WISEs are critical to client's success.

- Mentorship and life coaching.
- Support gaining certification.
- Lunch programs.
- Support finding housing and accessing addictions services/programs.
- High school completion and legal services.

Thank you

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Social Sciences and Humanities
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Conseil de recherches en
sciences humaines du Canada

Canada



Policies for Work Integrated Social Enterprise for Marginalized Indigenous Youths in Canada

Jide Oni and Shirley Thompson

November 26, 2020

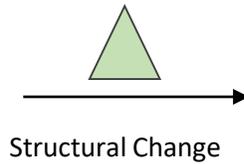


**University
of Manitoba**

From survival to Mino Bimaadiziwiin... (living a good life)



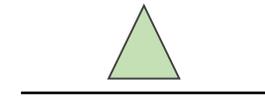
Indigenous Ways of Doing, Knowing and Spirituality – Teepees, Hunting, Fishing and conserving based on TEK



Structural Change



Colonization, Racism, Forced assimilation and Establishment of colonial institution – Residential Schools, Displacement

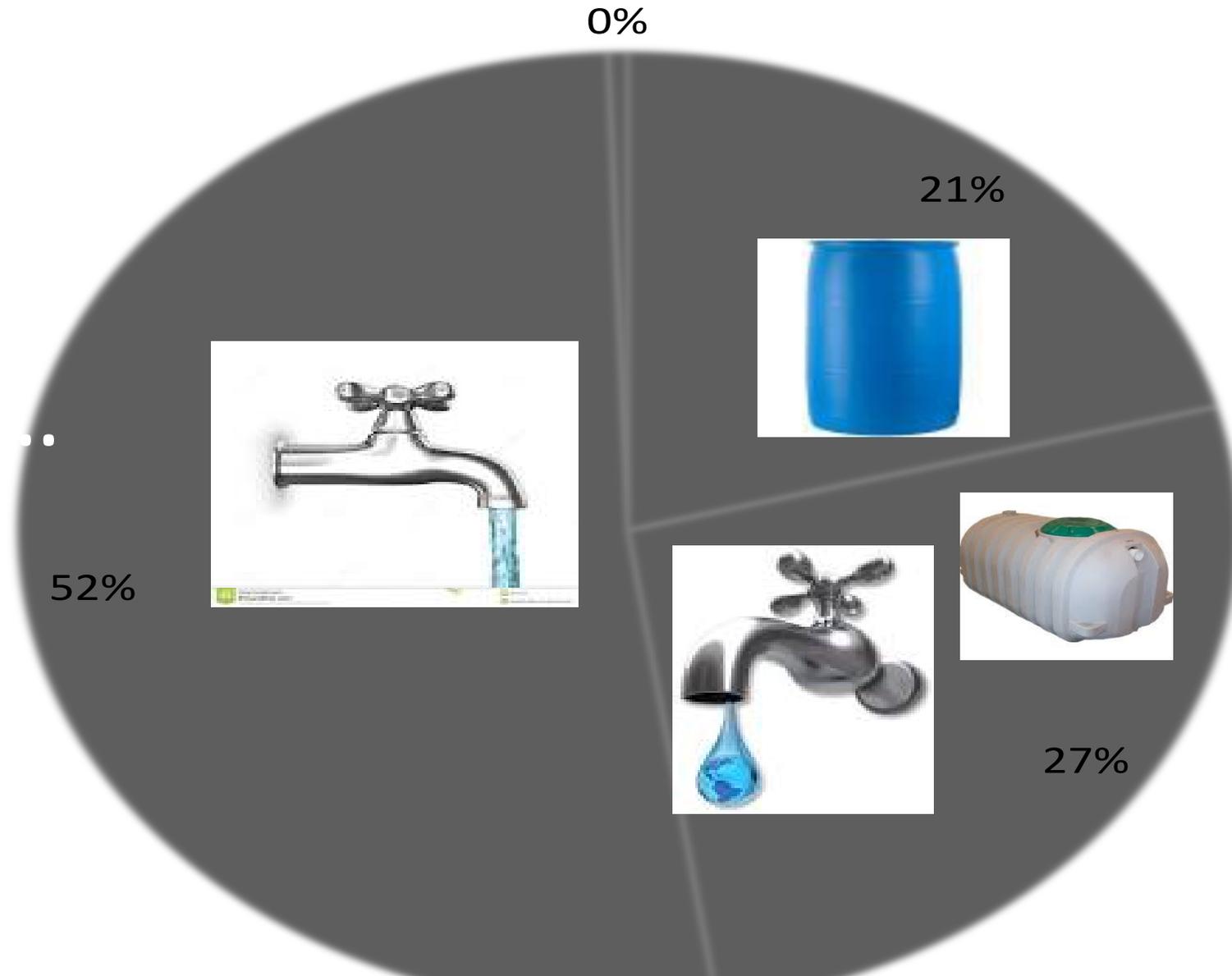


Causing Structural Vulnerabilities, Deficiency and Total Dependence



Conditions - Poor housing, food insecurity, water contamination homelessness and health challenges

Water Supply by Pail, Cistern or Pipe in Garden Hill Homes (n=384)



Pail
Cistern
Piped Water
Not Stated

Exploring the housing and infrastructure crisis in Indigenous communities in Canada



From survival to Mino Bimaadiziwiin... (living a good life) – cont'd



Restoration & Reconciliation

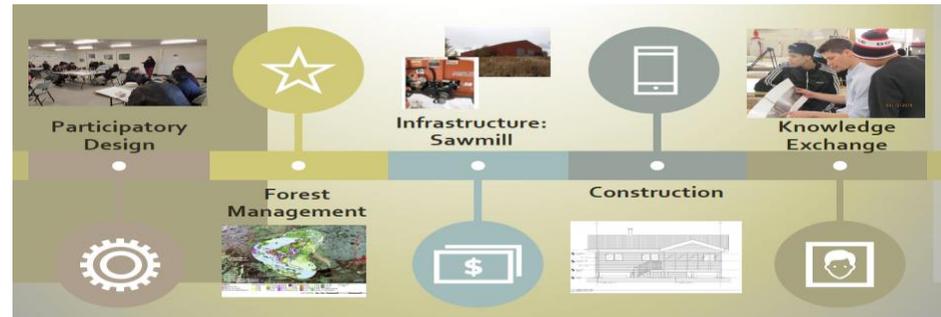
Intervention

Starting point involved – collective action, partnerships and fundraising for action, and indigenous-led

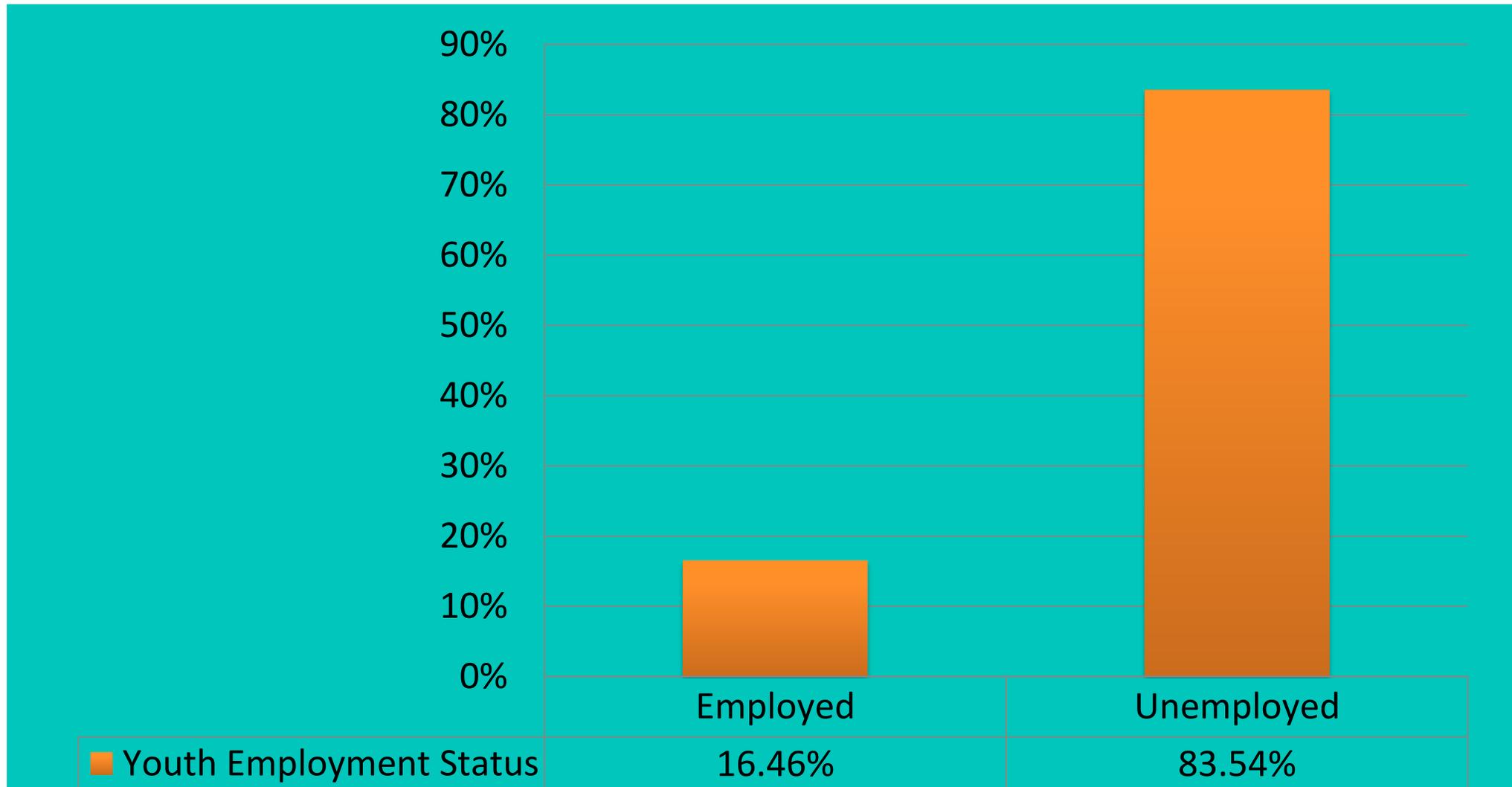
Case Study: Mino Bimaadiziwin Homebuilders Program (2018 – 2020)



Building resilience through land-based transformative capacity building and external supports from partnerships



Young Adult Employment Status in Garden Hill First Nation (Age - 15 to 30; n=384)

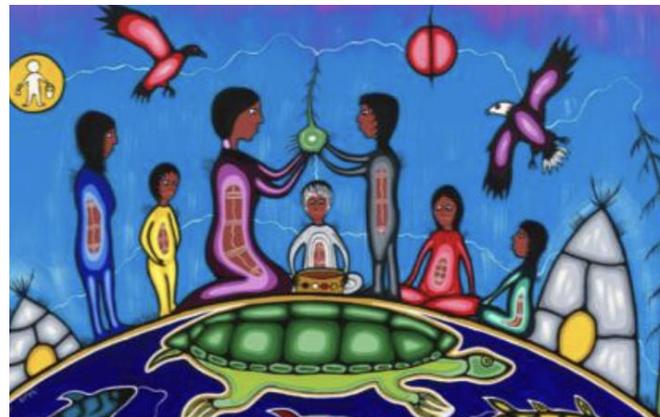


Truth and Reconciliation (TRC) Calls for Action to:

“Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects” (TRC, Section 92, ii).

Homebuilding can be community healing & economic renewal

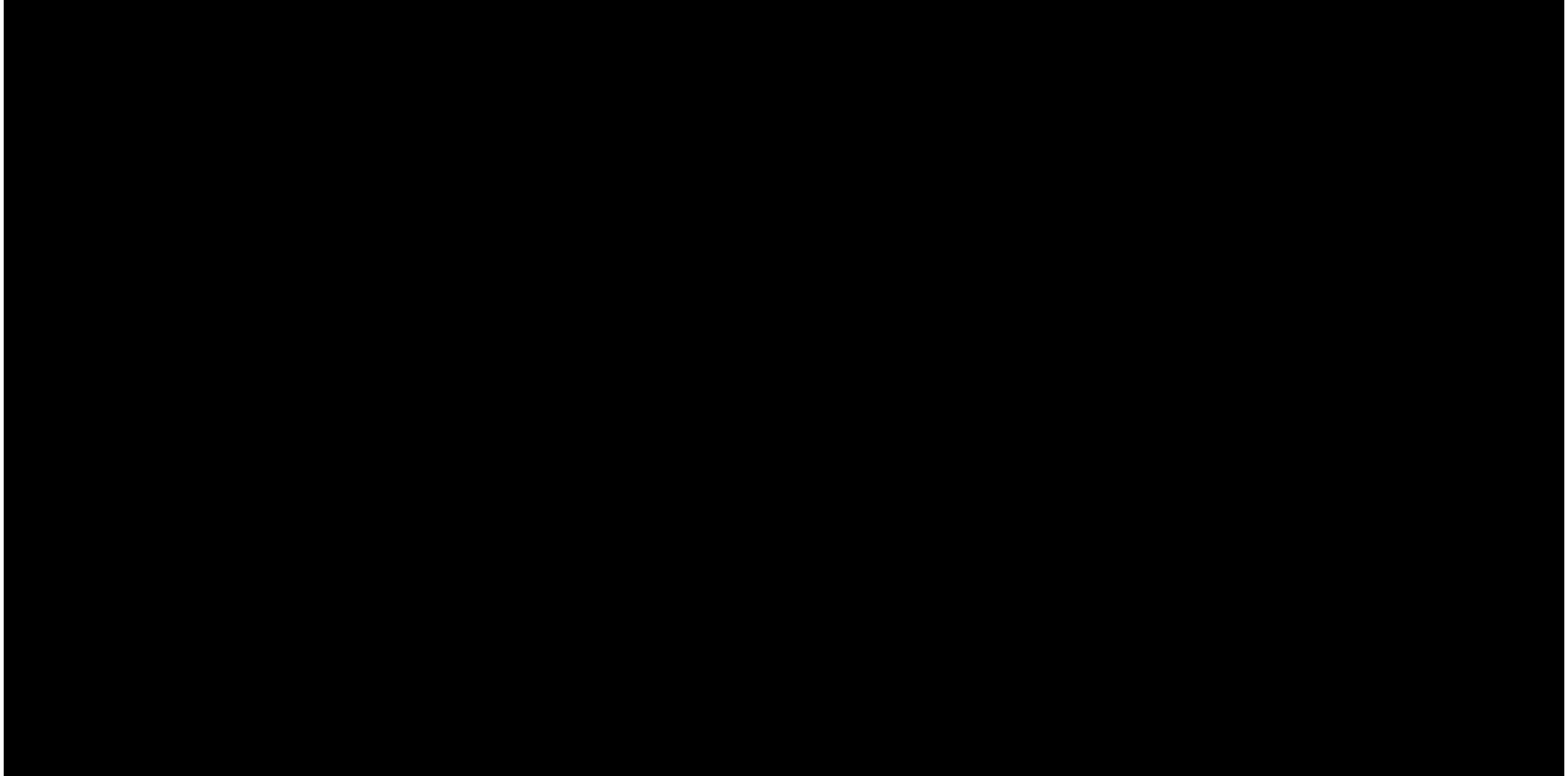
“The integration of housing objectives with other social and economic activities in Aboriginal communities will create a synergistic effect, making housing a source of community healing and economic renewal” (Royal Commission on Aboriginal People, 1996, Vol. 3, p. 341).



Imagine if every First Nation community has an education program that builds youth capacity in the trades and builds homes?



Indigenous youth and community development through CBPR process



Investing to Build Capacity with First Nations: Mino Bimaadiziwin Partnership

Vision

To realize the potential of post-secondary education for student outcomes, Indigenous self-determination and Mino Bimaadiziwin through community-led, project-based education in remote communities that build houses and food sovereignty.



Meeting of Partners with Youth at Garden Hill First Nation, 2016

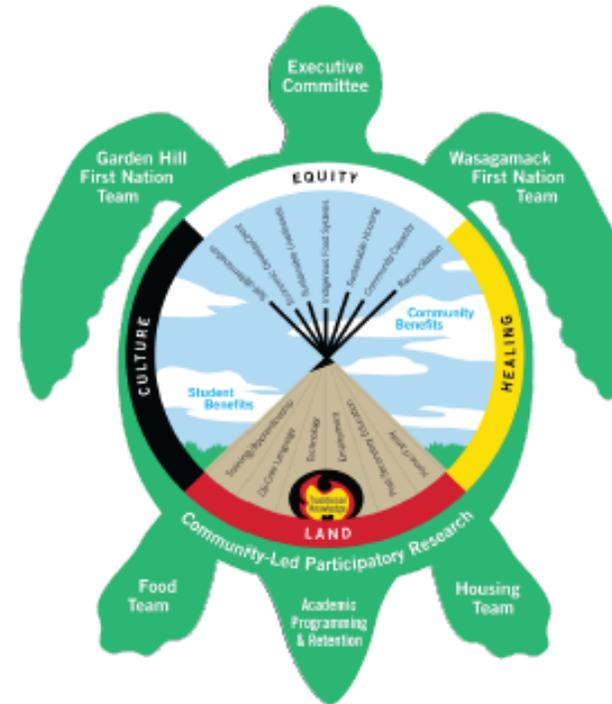
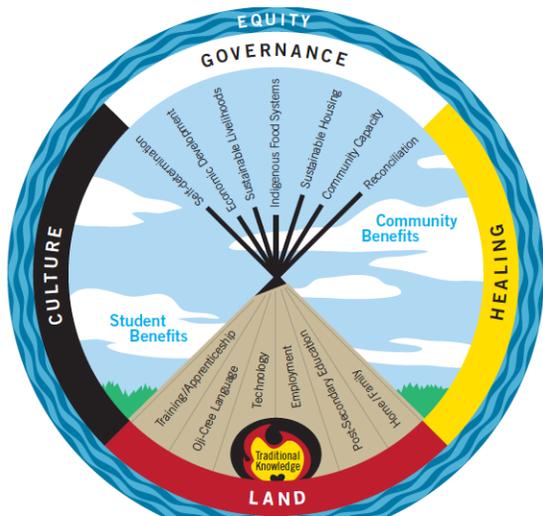
Join the Partnership

Help build applied post-secondary education, healthy housing and food sovereignty with remote First Nation communities. If you are a potential partner or student, please get in touch:

Phone: 204-291-8413

Email: info@ecohealthcircle.com

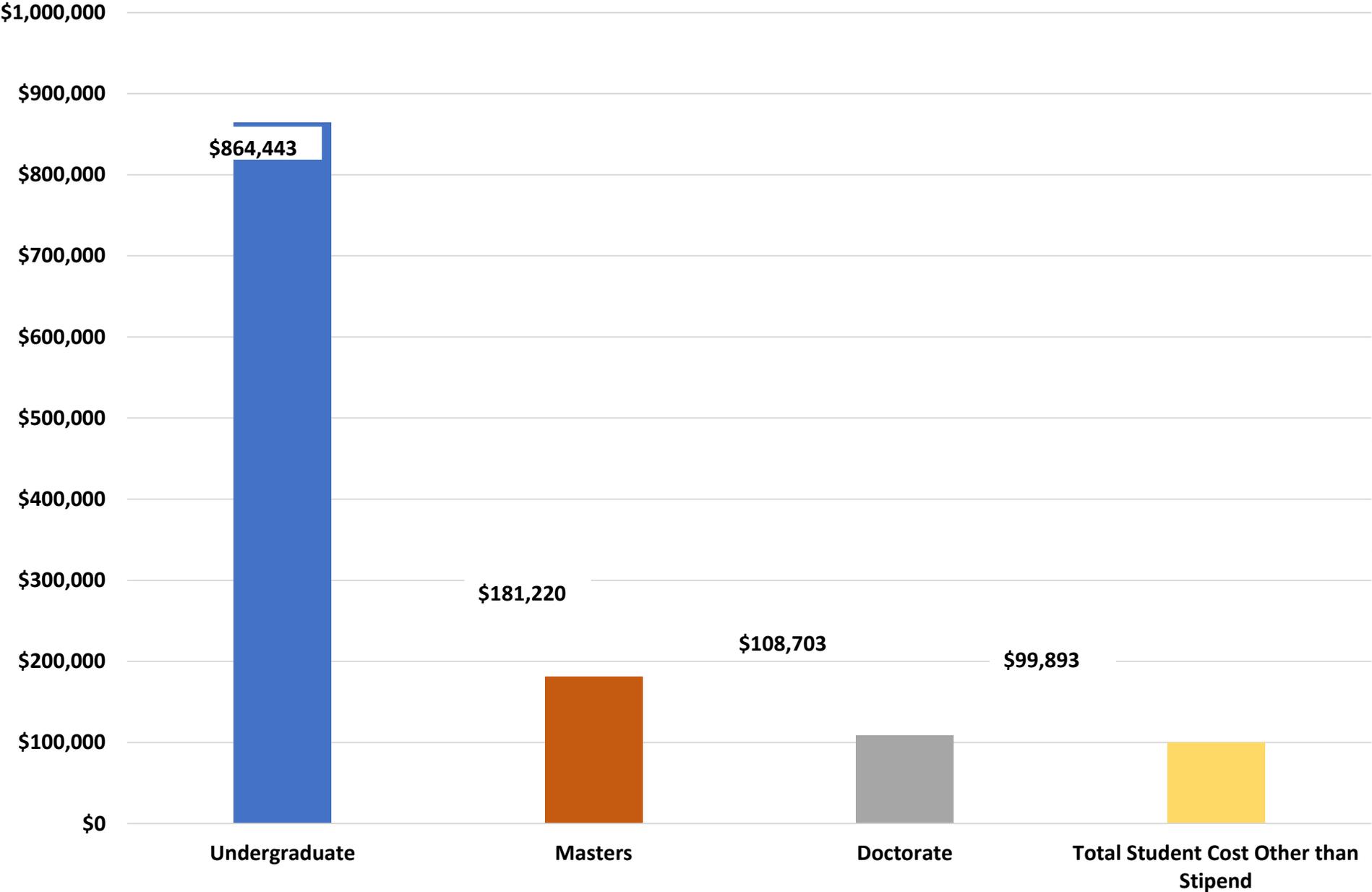
Visit ecohealthcircle.com for more information.



Mino Bimaadiziwin Partnership



Building student capacity through strategic funding \$1,254,258 (83% of total grant)

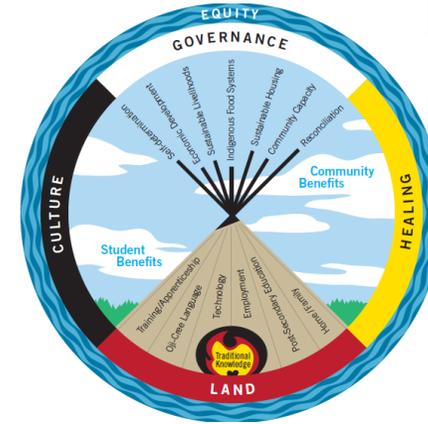


- 77 Island Lake FN Students were funded by this program at post secondary level.
- 6 Undergraduate students (3 at UM and 3 at partner organization).
- 19 Master Students (17 at UM and 2 at partner organization).
- 7 Doctoral students at UM.

By the Numbers:

Mino Bimaadiziwin Partnership

- 4 different priorities partnering with First Nation
 - food,
 - housing,
 - education/training,
 - community development
- \$2.5 million grant from 2017 to 2024 with 75% spent on First nation students to date (\$).
- 5 different community partners to date –
 1. Brokenhead Ojibway Nation
 2. Garden Hill First Nation
 3. Wasagamack First Nation
 4. Red Sucker Lake First Nation/Island Lake Tribal Council/FARHA/Yamana Mines
 5. Dakota TipiWork with Little Saskatchewan, Lake St. Martin, Springpole and Bloodvein First Nations under way.
- 6 different MITACS either in place (Winnipeg Foundation, Brokenhead, Red Sucker Lake/ILTC/Yamana, Panos, National Aboriginal Circle Against Family Violence, Springpole First Nation, MKO)



Mino Bimaadiziwin Homebuilding



Ongoing support to Indigenous communities...

Capacity building

295 student certificates were achieved by students, namely:

- Wilderness First Aid (Red Cross) or Standard First Aid,
- Forestry 1&2, Lumber Grading
- Small Motors, Chainsaw Operation
- Job Readiness,
- Construction Safety (COR), Working in Heights, Basic Works Safety or WHMIS 2015, Lockout Tag out
- Mino Bimaadiziwin certificate/diploma with Forester & Housing Construction Designations to be awarded soon...
- Curriculum development is ongoing



Research and Indigenous community engagement

- Explore community members' perspectives of *capacity and capacity building*, the *economic, environmental and social impacts* of community-led capacity building program on the community development in the First Nation.
- Analyse *at the individual level* whether the Boreal Homebuilders program is resulting in *social, economic and environmental changes* in students' lives;
- To assess *the costs versus the benefits* of the Boreal Homebuilder community-led capacity building.



Impact monitoring and policy development process

A.

Capacity building

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B.

Research and Indigenous community engagement

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- To assess *the costs versus the benefits* of the Boreal Homebuilder community-led capacity building.



Mino Bimaadiziwin Homebuilders Program

- 45 students graduated from the Forestry and Logging program (2018-2019) with 75% success rate.
- 37 students graduating from Homebuilder program (2019-2020) with 95% success rate.
- 33 of the Homebuilder graduates completed both the 2018/2019 and 2019/20 program.
- 6 First Nation people graduated from train-the-trainers programs

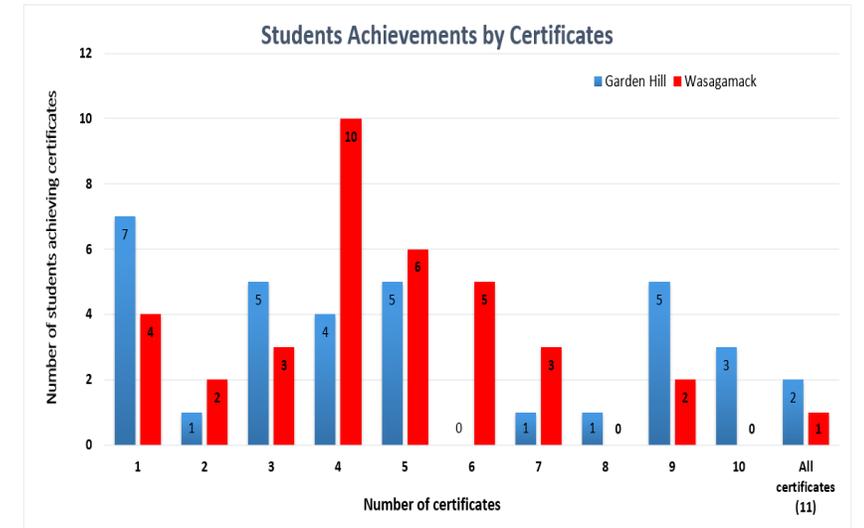


Pictures: Jide Oni & William Harper



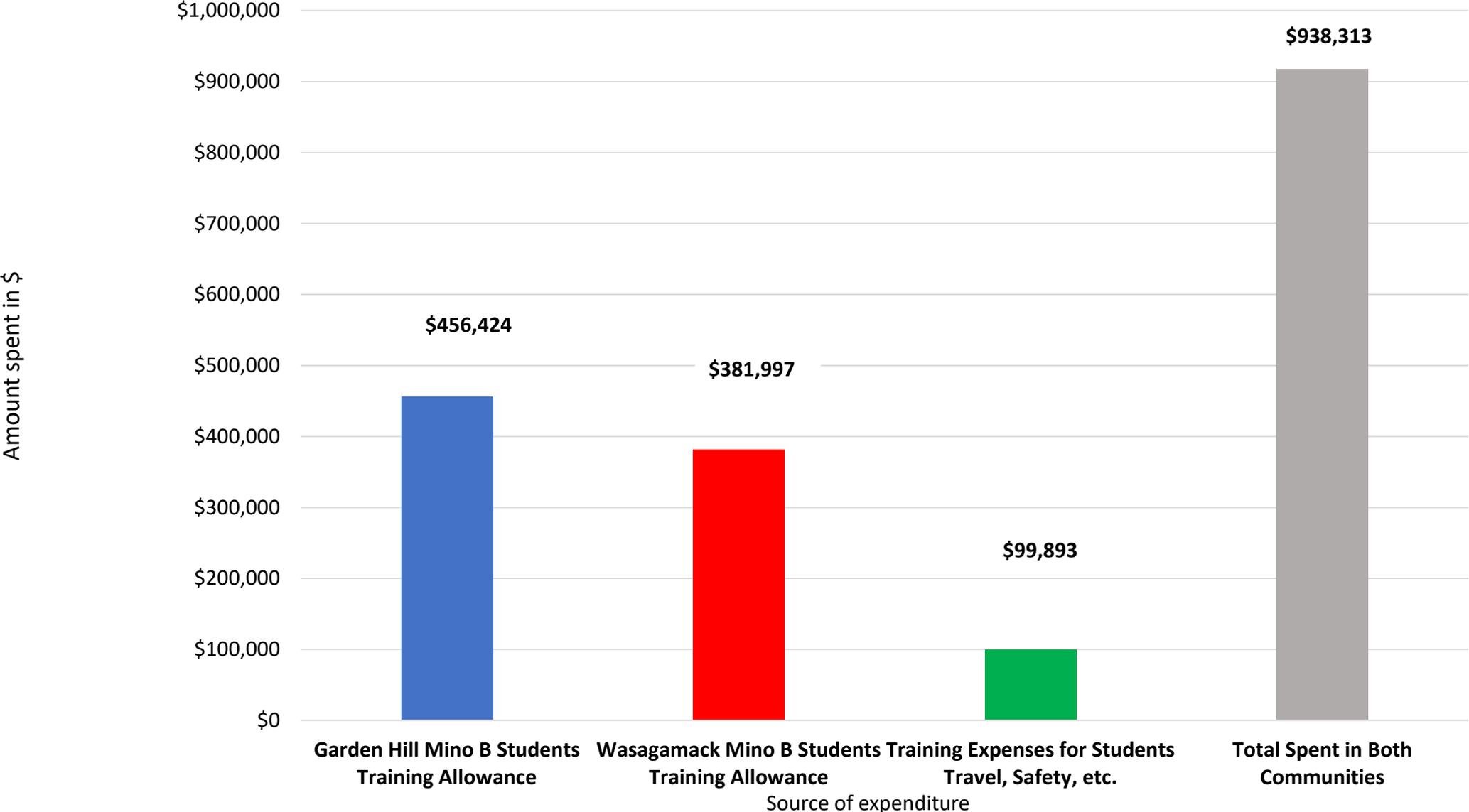
Progress and Certificates

1. Wilderness First Aid (Red Cross)
2. Forestry 1
3. Forestry 2
4. Small Motors
5. Job Readiness
6. Chainsaw Operation
7. Construction Safety (COR)
8. Working in heights
9. Lockout & WHMIS 2015
10. Lumber Grading
11. CMHC housing maintenance
12. Proposal writing and public speaking.



Total Student Funding spent in Island Lake \$ 938,313

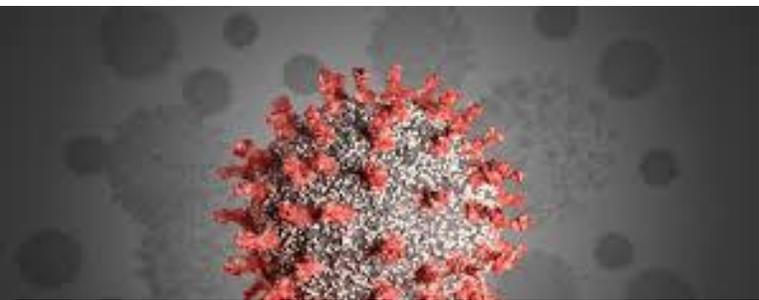
Expenditures in Garden Hill and Wasagamack Homebuilders Program



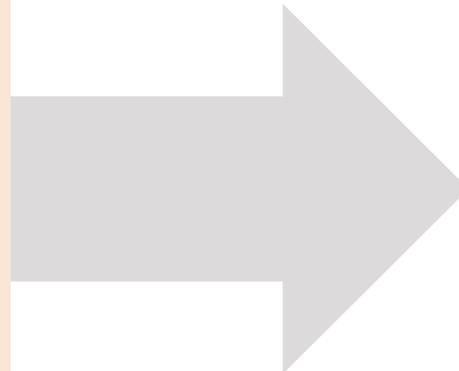
Early impacts of the WISE program on Indigenous youths (February, 2020)

- “This program is making lives better - even saving lives.”
- “Helped to improve skills and understand other people.”
- “This program has taught me to face my fears.”
- “Taught me to build my mind to possibilities & given me a more optimistic outlook.”
- “Taught me to build a house I can live in”
- “Improved my social life and I opened up myself to new things.”
- “The program taught me about safety in my environment.”
- “Developing good workers from youth.”

COVID-19, plus existing structural issues can worsen livelihood outcomes...

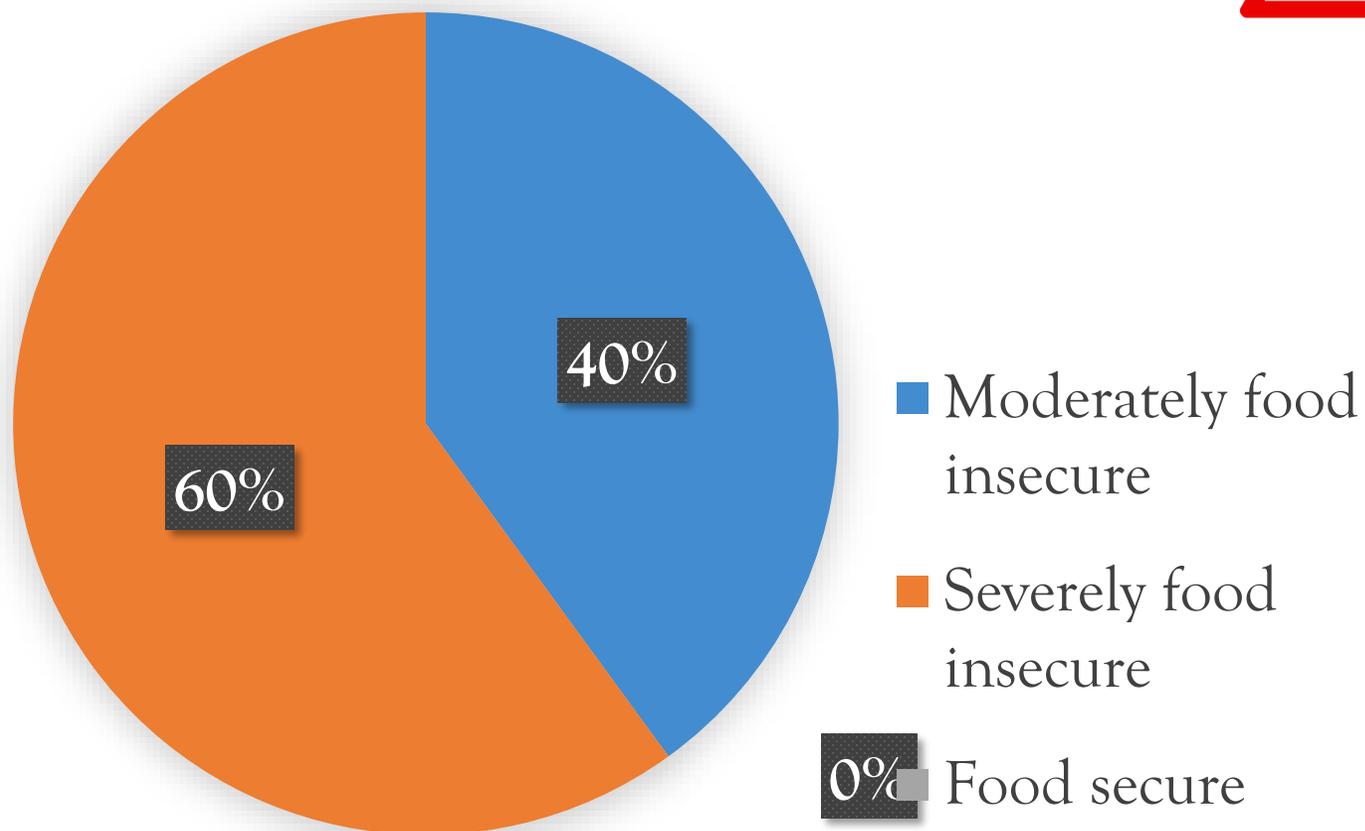


How can Indigenous youths build resilience to COVID-19 outbreak effects along with existing structural deficiencies in Indigenous communities going forward?



Early impacts of COVID-19 on food situation of Indigenous youths (n = 45)

Household Food Security Status



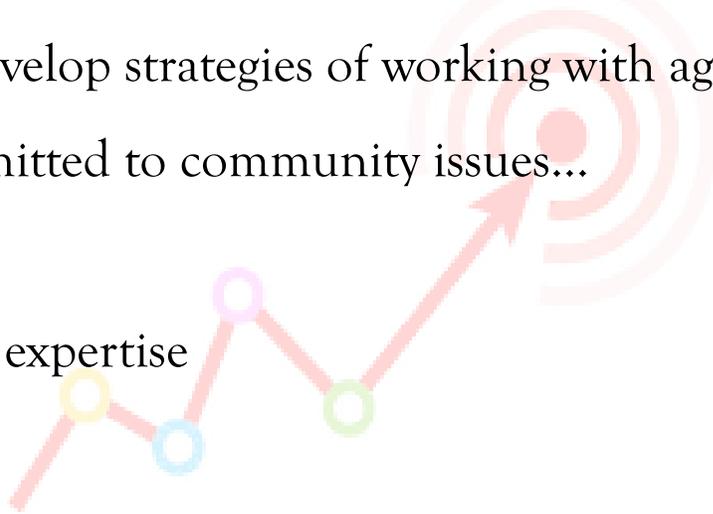
Data collection method – Phone Interview

Significant factors affecting food security during COVID-19:

- **Gender** – affecting mostly females
- **Household type** – especially household with children
- **Government COVID-19 relief programs** – most people reported did not apply
- **Ability to pay for food**
- **Band food donation and other partners** were reportedly helpful
- **Family support**

Some Policy Recommendations for the Green new deal to benefit youth

- Develop Indigenous owned businesses and social enterprises – e.g Mitik in Wasagamack
- Alternative land-based capacity building strategies in the communities – no internet or computer facilities
- Enhance student learning – internet services, textbooks and materials needed.
- University and colleges needs to develop strategies of working with agencies.
- Universities need to be more committed to community issues...
 - sources of funding
 - sources of research training and expertise
 - Helping land-based education
- Research findings and approaches needs to start influencing community and regional programs and policies at multiple levels of governance – territory, province and federal
- Knowledge mobilization and translation – how do we decolonize research in the University to consider dire community needs?



Imagine if every community has meaningful jobs for youth where supports and education build youth capacity? Let's make policy to solve the youth employment and other health crisis (housing, food security).

