

Atlantic Node
Social Economy and Sustainability

SSHRC Proposal April 2005

1. Summary of proposed research

This proposal starts from the premise that current responses to the challenges facing the Atlantic region build on a long established tradition of innovation and mutual self-help. The wide variety of existing social economy undertakings are vital for the region's social and economic development. Our partnership proposes to develop a better understanding of this complex and diverse sector (both mapping its elements and conceptualizing its forms), to empower social economy actors by researching the conditions under which the various components flourish or are stymied (including the analysis of social and economic context, policy and regulatory frameworks), and to contribute to the bridging, bonding and other aspects of capacity building and inclusion that will strengthen and mobilize Atlantic Canada's social economy. The social economy takes many forms. It is particularly rich within rural and small community settings, where it helps to express the Region's First Nations identities and the richness inherent in our varied linguistic and ethnic ancestries. Diversity in the social economy is also expressed in fragmentation and inadequate knowledge of community development efforts in different geographic, cultural, and linguistic sectors. Other divisions relate to various actors' relationships to the market and to the public sector. Such unbridged silos weaken transference of knowledge, limiting the adoption of innovations and the awareness of options. A further social economy distinction of importance for both academics and activists concerns core values and assumptions underlying various efforts. What is the relative mix of individualistic and collectivistic/solidaristic values? Is the social economy best understood as residual, serving to fill in where governments and markets are not meeting needs, or does it foreshadow the development of an alternative economy characterized by empowerment, inclusiveness, and sustainability?

The proposed research network links university-based researchers with social economy community partners (e.g. non-profits, self-identified community economic development organizations, and co-operatives), both federations and grass roots community groups. In building a team premised on active partnership we draw on participatory action research methodologies. Partners and researchers identify research questions, develop research designs and methodologies, and target a range of priority outcomes. Our questions address four main dimensions: 1) conceptualizing and describing the social economy in Atlantic Canada, 2) policy inventory and analysis, 3) social economy mobilization around common needs and issues of inclusion and exclusion contributing to social capacity across the region, 4) modeling and researching innovative combinations of traditional and IT-based communication and dissemination processes and strategies within the social economy and academia.

The project will contribute significantly to the advancement of knowledge and to wider social benefits. The research areas are central to understanding the social economy of the region, and will contribute to national and international understandings. Both theory and practice will benefit from mapping the landscape of social economy organizations in Atlantic Canada, understanding how and when they develop, learning how various social economy organizations see themselves, what they accomplish or do not accomplish and why, the nature of the silos and the conditions under which they diverge or work effectively together to address common needs. The use of a social economy frame, necessarily adopted by partners in the project, will itself have an impact on the partners. Social economy actors and policy makers will benefit from the analysis

of the policy/regulatory environment and suggestions for change, and from the experience of researching, theorizing, and modeling policies and practices of inclusion and empowerment. The student research assistantships contribute to research capacity in the social economy. Applied material such as social economy curriculum and toolkits build capacities and understandings.

NOTE: Except for section “5. Description of the team” the word “*team*” is used to refer to all those involved in the project – whether community partners or academic researchers.

2. Detailed description

Importance and relevance. The Atlantic region, with its long tradition of mutual assistance, has spawned a variety of social economy (SE) undertakings vital for the region’s social and economic development. The region was a Canadian leader in the flourishing co-operative movement of the 1920s and 30s and still has a significant co-operative/credit union sector (Brown 1996; MacPherson 1974; Co-operatives Secretariat 2004). Atlantic Canadians have created thousands of non-profit and community development organizations (Hall et al. 2004). Informal reciprocal economic relations (e.g. bartering, hunting, child-minding), important in sustaining livelihoods and quality of life in many rural communities, often provide the underpinnings for emerging SE organizations (MacDonald, 2000; Matthews 1976). Recent innovations in coastal community development, First Nations resource management and the evolution of community health care, child care, elder care and watershed management illustrate a diverse and active social economy (Forgues et al., 2002; Chouinard, 1995; Robinson 1997; Keefe and Side, 2003).

Trends in government finance and policy indicate an enhanced future role for the social economy (SE). Responsibility for social services (e.g. in health, immigration) are increasingly devolved from federal to provincial; provincial to municipal; and municipal to community level (Colman, 2002). Understanding the region’s SE is therefore vitally important. Many pressing issues (e.g. economic development, globalization, urban services, rural decline) require collaboration among governments as well as participation “on the ground” (Bradford 2005). Often, solutions to problems must be tailored to local conditions, which can be best identified at the community level. Yet, the necessary transfer of resources for providing important local services is fraught with uncertainty. While agreements on off-shore revenue sharing promise enhanced funds for Nova Scotia and Newfoundland over the next decade, calls for changes to the equalization formula could result in reduced revenue flows in the longer term (Conference Board of Canada 2005). Uncertainty and added responsibilities create new challenges as SE organisations strive to coordinate initiatives, recognize best practices, enhance networks of communication and develop improved systems of governance and function. Our research will lead to a better understanding of this complex and diverse sector by mapping its elements and conceptualizing its forms. Outputs will empower SE organisations by revealing the conditions under which they flourish or are stymied. Network building will contribute to bridging, bonding and enhancement of SE capacities.

The social economy (SE) takes many shapes. It helps to express First Nations identities and reflects the region’s varied linguistic and ethnic ancestries. However, diversity in the SE may also lead to fragmentation, evidenced by limited exchange among the different geographic, socio-economic, cultural or linguistic groups. Such divisions weaken the transfer of knowledge, limit development of social cohesion, and inhibit the adoption of innovations and useful alternatives. Diversity is also evident in the core values and assumptions underlying various SE efforts, and the relations of SE actors with the market and public sectors. To what degree are motivations individualistic or collective/solidaristic? Is the SE best understood as residual, filling in where governments

and markets are not meeting needs? Or, does it foreshadow an proactive, alternative economy characterized by empowerment, inclusiveness, and sustainability (Shragge & Fontan 2000; Fairbairn 2004)? As Quarter et al (2004) note, SE organizations differ in their social objectives, qualities of social ownership, extent of volunteer and social participation, and degree of civic engagement/social change orientation. Some are market-based, others less so. These diversities have given rise to many competing SE typologies (Levesque & Mendell 2005). Categorizations not only guide scholarly theorizing and research, but also can have significant policy consequences and can affect the way SE organizations see themselves.

Our proposed research performs four key tasks designed to support and strengthen the social economy (SE): 1) to conceptualize and map the SE in Atlantic Canada; 2) to collate and analyse policies affecting the sector; 3) to research aspects of social mobilization around issues of common concern; and 4) to model effective processes for communication and for the dissemination of research results (within the SE and academe). Outputs of research and networking activities will be disseminated widely within the region, across Canada and internationally through established academic and SE networks. The choice of these four themes emerged out of face-to-face, telephone, and written communications among the various partners and thus reflect the research interests of both the community partners and the academics. This project meets the objectives of the Social Economy Suite, in terms of: defining policies applicable to the SE; improving performance of SE organizations and enterprises; demonstrating the structure and value of the SE and raising the international visibility of Canadian contributions to SE practice and scholarship.

Proposed Research Activities and Methodologies

The Director and three Co-Directors oversee the project. The Director has responsibility for the Hub (see below) and for overall intellectual and administrative leadership of the MSVU Node. Working with the Steering Committee, she will ensure consistency and coherence, wise use of resources, and regular monitoring and evaluation of progress. Many key decisions about projects, methodology and collaborative process will be developed at the Sub-Node and Steering Committee levels. Sub-Nodes (Figure 1) coordinate research activity around one or more of the four themes of the project, bridging to other Sub-Nodes through mechanisms such as overlapping members, steering committee meetings, workshops, newsletters, the internet and dissemination events.

The primary methodological framework is participatory action research (PAR). McAulay (1999:76) defines PAR as “a process of producing new knowledge by systematic inquiry with the collaboration of those affected by the issue being studied, for the purposes of education and taking action or effecting social change”. The PAR process addresses concerns about power and powerlessness, the lived experience of people and the notion of authentic commitment, whereby academic knowledge and popular knowledge come together to produce more profound understanding (Reason 2000). PAR aims to 1) produce knowledge and action directly useful to the community being studied – through research, adult education and socio-political action, and 2) empower people through the process of constructing and using their own knowledge (Barnsley & Ellis 1992). The partners collaborate to set the research agenda, plan systematic inquiry, gather and analyse data and disseminate outcomes – a process we have already begun.

PAR improves outputs and increases the likelihood that research findings will be used by incorporating the knowledge and expertise of community members (Lomas, 1997). Various data collection strategies will be used including surveys, focus groups, face-to-face interviews, semi-structured interviews, analysis of documents and structured dialogue methods. Where feasible, multiple data sources are triangulated to capture the multi-faceted nature of situations being studied (Kishchuk 2001; MacAulay et al 1999; Stake 1994). To follow are the research questions that have arisen thus far from community and academic partners. Given the nature of PAR, these will evolve as the project proceeds. NVivo software will be used to organize and manage qualitative data. SPSS will be used for quantitative analysis.

Figure 1: Research Chart

Question & Sub-Node Theme	Methods / Outputs / Outcomes	Manager
<i>Theme: Mapping, conceptualizing & analysing the social economy and the policy landscape</i>		
Sub-Node 1: Conceptualizing & mapping the SE in Atlantic Canada.	Outputs: map of Atlantic SE (number & type of CD, co-op & non-profits involved; non-formal supports); Analysis of typology; Dissemination activities. Outcome: SE organisations better able to understand & promote themselves, aware of networking, info exchange & knowledge building opportunities	Brown & 3 Co-Directors
Sub-Node 1: Policy inventory & analysis	Outputs: Policies documented & analysed for impacts on SE; alternate conceptualizations of the SE analysed; Implications for selected organizations & for policy identified; Genuine Progress & Quality of life indicators. Dissemination activities. Outcomes: SE orgs have new frameworks & tools for organising their work, measuring their impacts & lobbying for improved policy	Theriault & Rowe
<i>Theme: Community mobilization around issues of common concern (PAR in 6-8 study sites)</i>		
Sub-Node 2: Inclusion & empowerment	Outputs: Analysis of what works, what doesn't & why, in relation to inclusion & empowerment of marginalised people; How to use mapping data and influence policy; Resource inventory re inclusion/exclusion in the social economy. Dissemination activities. Outcomes: capacity built in SE to be inclusive, identify & meet community needs, overcome obstacles, motivate public, deal fairly with volunteers/paid staff, work collaboratively, govern well, measure performance, increased social capital & more	Asimakos, Novaczek
Sub-Node 3: Food Security & CED	As above, for food security & CED	Asimakos, Brown, Williams
Sub-Node 4: Nat. Resources & Livelihoods	As above, for natural resources & livelihoods	Asimakos, Brown Chouinard
Sub-Node 5: Measuring the SE	As above, for SE organization structure & function; Action research on social & ethical accounting, auditing & reporting; financial issues in the SE; Development of 3 courses (post-secondary); social audit/accounting decision tree tool;	Asimakos, Haiven, Novkovic
Sub-Node 6: Communication & dissemination	Outputs: Analysis of knowledge exchange and knowledge transfer processes; Best practices in various contexts. Models of innovative, traditional & IT-based, communication & dissemination processes; Dissemination activities. Outcomes: SE orgs gain capacities for broad & instructive communication & dissemination; Capacity to make informed judgements about technology.	Rowe & Emke

Theme 1. Conceptualizing and describing the social economy in Atlantic Canada.

Here our team poses the questions: What does the social economy (SE) in Atlantic Canada look like and what regional needs does it address? How can we best capture this sector conceptually? Are existing typologies such as the International Classification of Non-Profit Organizations (Salamon and Anheier, 1997) applicable to our region? What makes it distinctive or innovative? How interconnected are the different faces of the SE and to what effect? To answer these, Sub-Node 1 (in years 1 and 2), with input from other Sub-Nodes, will develop, conduct and analyse a survey building on Imagine Canada's mapping, expanding its extent and depth. So as not to duplicate effort, existing information will be consolidated (for example from Inspectors of Co-operatives, Co-operatives Secretariat). Community partners will help to develop data collection strategies to ensure that the questions posed and the data collected meet their information needs. In year two we will conduct focus groups (Madriz, 2000; Catterall and Maclaran, 1997; Johnson, 1996) in each Sub-Node, in which our partners and other SE organizations will be asked to reflect on their individualistic and solidaristic values; the extent to which the sector helps individuals attain greater self-sufficiency/quality of life where governments and markets are not meeting needs (a residual function); and how the SE supports the creation of a local economy characterized by empowerment, inclusiveness, and sustainability (a proactive orientation). These focus groups will also document perceptions of the current and desired roles of government. This detailed mapping and analysis meets and extends SSHRC's objective of demonstrating the contribution of the SE to the region.

Theme 2. Policy inventory and analysis. Here we pose three main questions: How are differing understandings of the social economy reflected in existing government policies, and what are the consequences of these differing understandings (in terms of governance and policy frameworks)? What policy needs are not being met and what changes are required in the regulatory environment? What benchmarks, measures of performance, and indicators of success can we develop to convey the qualities of social economy organizations to governments, financial institutions, and communities, so that appropriate policies and regulations can be developed? Sub-Node 1 will direct this research, with input from and engagement with other Sub-Nodes.

Co-operatives in the region and nationally have already identified policies affecting their sector (Co-operatives secretariat; Fairbairn, 1999; Laycock, 1987). Similar work has also been done for nonprofits (Carter, et al. 2004). This literature provides a basis for our policy inventory. Also important is the interaction of policies and regulations on the ground. For example, labour market policies, labour standards, trade union legislation and training policies all interact, and indeed "constitute" how "workers/ the workforce" are to be understood in policy terms (MacDonald, 2004). Historical material provides excellent analyses of mutual aid before the rise of the welfare state (Guest 1980; Finkel in press 2005). Finkel's book includes material on First Nations' mechanisms to ensure the well-being of their members.

Our research will build an inventory by locating policy documents and interviewing key officials. Detailed analysis will allow us to identify the policy consequences of alternative conceptualizations of the SE. Relevant data from the focus groups will be employed and academic researchers in collaboration with community

partners will evaluate the consequences through various lenses (e.g. considering consequences according to gender, age, economic circumstances, First Nations status, cultural heritage). The policy analysis will employ cutting edge performance indicators (e.g. Genuine Progress indicators). Resultant policy recommendations will reflect holistic and innovative ways of conceptualizing and measuring the contributions of the SE. The inventory will be completed early in the project, with core analysis taking place in years 2 and 3. Throughout the project, policy experts in all Sub-Nodes will reflect on the policy implications of emerging research findings, with input from a small policy advisory committee of government officials. At two-year intervals, capped by a conference in year 5, reports and workshops will draw together the threads of the policy research, to result in a book - an important contribution to the SSHRC objective of helping to define appropriate SE policies and regulatory frameworks.

Theme 3. Researching social economy mobilization around common needs and issues of concern. Much has been written about community mobilization, both in the academy (e.g Haynes and Nembhard, 1999; Wilkinson and Quarter 1996; Stall & Stoecker, 1998; Matthews, 1983; Ray 1999) and in the applied work of nonprofit, cooperative and community development actors (see Making Waves, 2004, 2001). We have chosen to focus on mobilization processes: that is, how community-based organizations can (and do) network within and among communities to identify issues of common concern and access resources (knowledge, training, funds, volunteers, etc.) internal and external to the community – bonding and bridging (Putnam, 2000; Putnam, 2001). This mobilization requires identification of appropriate forums, selection of a focal issue, preparation of an action plan, development of bonds of trust and civility, conflict management and governance skills. We will primarily study mobilization that involves innovation for social change, creating space within society for marginalized peoples, promoting values and priorities such as inclusiveness, democracy, empowerment, diversity, local control, mutual aid and sustainability (Spear, 2001; Brown Governance, Inc. 2004). In such social mobilization, collective struggles for sustainability and quality of life are rooted in democracy and inclusivity, in harmony rather than conquest (Brown 2002; Spear, 2000). Recognising that some partners may not prioritize these values, we will also look at selected situations where mobilization occurs within more mainstream values and priorities, and consider what this means for our understanding of the SE.

The research, coordinated in Sub-Nodes 2 through 5, will revolve around the following questions. To what extent do selected SE organizations in Atlantic Canada contribute to social inclusion, social justice/equity, the democratization of the economy, and the empowerment of people as they seek to build viable and sustainable livelihoods and caring communities? What works and how/why? In organizations aspiring to democracy and community control, how can they avoid the common pitfalls of drifting away from local control and democracy, and resist the management and business orientations of conventional organizations in the market or public sectors? What inputs are needed to overcome obstacles and build capacity, and how are inputs best delivered? How can one identify community needs and select the appropriate strategy to address those needs (i.e. market, public or social economy strategies)? If the social economy is the preferred option, how does one determine what form of organization suits the

situation: co-operative, nonprofit, or other? How can SE organizations attract financing? The research design will be rooted in PAR, working to develop specific research questions collaboratively and to effect positive change in the partner organizations and their communities. A variety of methodologies are anticipated, through which partners will take action, make changes, develop learning tools and explore strategies for public engagement. While most of the projects envisioned to date fit with the community case study approach, several do not. All research will be integrated through themes assigned to each particular Sub-Node.

Research on mobilization will be pursued in Sub-Nodes 2 through 5. #2: social inclusion and empowering the marginalized (e.g. how the social economy “works” for youth, the elderly, different genders, First Nations, immigrants and other elements of society), #3: mobilization around a common concern for food security and community economic development, #4: mobilization around a common concern for natural resources and securing livelihoods. #5: developing the measures, indicators, and accounting tools needed to accurately represent organisations to themselves and to others (e.g. to community, financial institutions, governments). Since financing is so critical to the process of mobilization, research in Sub-Node 5 will also explore financial vehicles, policies and regulations, and the often contentious issue of worker democracy. In each study site, the partners and researchers will pursue concrete outputs and outcomes that will strengthen the SE. Research will assist community-based organizations identify SE initiatives in the community, assess community needs, and identify needs that the partners and the community can begin to address collectively. Outcomes will involve significant capacity building through collaborative action.

Sub-Nodes 2 through 5 have overlapping members. Much of the first year will be needed to develop coordinated research workplans. The four Sub-Nodes will meet to choose 6-8 research sites for their interrelated and comparative projects. The team will develop comparative criteria for selecting the study sites, detail the individual projects to ensure that they interrelate constructively and prepare for ethical screening and approval, with academic researchers and community partners collaborating closely on this design phase. Communities spanning a range of identities will be included. This multiple case study design (Yin 1985; Stake 1994) allows us to understand the dynamics of mobilization within the selected communities, so that we can then compare across sites to extract lessons for the region and beyond. Within the selected communities the researchers and organizational partners will collaborate to optimize networking, efficient use of project resources, and concentrate the community benefits. Policy/regulatory issues that emerge will feed into the policy analysis work. Mapping data compiled in year 1 will inform the selection of study sites.

The research phase will run for 4 years (2006-2009), producing practical tools, course curriculae, and scholarly analyses to advance practice and knowledge. Participation in research will contribute to the strengthening of organizations in many areas: governance, performance measures, social auditing/social accounting, community relations, information and communication technologies, and other dimensions of capacity. Additional outcomes will include creation of networks (social capital) across communities within the Atlantic region and, to a more limited degree, beyond. The research will also identify processes and mechanisms through which SE organisations can enhance and report on their contributions to their communities and their region.

Theme 4. Modeling and researching innovative, traditional and IT-based, communication and dissemination processes. Communication, both internal and external, plays a significant role in the success or failure of a Social Economy (SE) venture. It can bind groups together based on common interest; it can link people across space and help diverse individuals come to understand each other better (Alexander 2000; Sadanandan & White 1994). Thus, an important focus of our work will be to seek answers to questions such as what mediums of communication to use, with what content, how to present, and with what frequency.

Sub-Node 6's primary research will investigate how to connect and encourage knowledge exchange and knowledge transfer within the SE sector - face-to-face; technologically mediated communications; the use of new media as a tool for storytelling, attracting resources, and bringing people together, use of research, etc. (Lavis et al. 2003). Two main approaches for research and identifying best practices are proposed : 1) effective communications strategies for a large research team with numerous community partners scattered across many disciplines, interests and geographic areas; and 2) strategies which work well, in what circumstances and for which groups encompassed in the research framework. The first conceptualizes the project team as a microcosm of the world we are studying. To this end, we will develop specific communication tools for use in our semi-annual evaluations to review data collected on the functioning of our own communication processes and structures. This should help to ground communication practices in the actual experiences of our research and thereby reduce any tendency to model one behaviour, while advocating another (Kleinman 1996).

The second set of activities investigates the communication practices of selected partners and SE organizations. Through this action-oriented research we will document the value of thoughtful communications plans and outline some of the best practices for SE actors. SE organizations are likely to display wide variability in understanding, access, use and support of sophisticated communications technology. Should we bridge this divide, if so how? It is often assumed that technology will reduce the cost of communications and create an enabling environment for small organizations. Yet some do not have the resources to purchase, maintain or adequately use technology, or they may be in communities with limited dial-up connections. Funding agencies may refuse to support technology and systems administration (Ludgate & Surma 2005). Using case studies, networking activities, focus groups and an internet survey we will investigate such issues using the following questions to frame the work:

- How can actors within different areas of the social economy best communicate with one another for purposes of capacity building and mobilization?
- What can this team of researchers and community organizations contribute by developing and modeling innovative combinations in its internal communications/governance, and research processes, as well as its external dissemination processes and strategies?
- How and when does access to communications technology help to equalize the disparities of time and distance?
- Can technology sometimes serve to erect further barriers between individuals and groups? (Phipps 2000; Bruce 2000).

Throughout this process we will be answering the increasingly insistent question: “how can organizations communicate effectively in a social context where people are short on time and already deluged with information?”

Potential for Significant Outcomes. Nothing like the scale, depth, and range of the collaborative research proposed here has ever been seen in this region, and certainly nothing comparable in terms of Participatory Action Research. The creation of this proposal’s network of researchers and community partners is itself an outcome of value, and the relationships forged will have an ongoing impact on the region – in the academy, in the community and in the halls of government. The existing relationships that team members bring to the table connect this work to academic and social economy networks throughout Canada and across the globe, networks that will be mobilized as we proceed with the research. The community partners are very clear that they anticipate significant and useful outputs. Their expectations are built in to the work plan and progress will be assessed through semi-annual evaluations. Curriculum development is an expressed part of the plan for the Co-operative Management Education Co-operative and 4 academic partners; 3 courses will be developed. Several partners expect to develop educational material for adults and for children and their teachers. The conceptualization and policy research offers significant potential to impact service delivery in the selected focal areas of the project. Innovative mobilization research projects will have significant outcomes in terms of capacity building, attainment of partners’ goals and delivery of benefits to their communities, as will case studies on (for example) community investment, health care and natural resources management. Hard copy and web-based research outputs will have ongoing impact, as will the enhancement of regional communications processes and innovative applications of technology. Impacts on student training are described in section 7, below (see also sections on work plan; communication of results; and evaluation).

Roles and Capacities of the Director, Co-Directors and Sub-Node Coordinators. Together, the Director and 3 Co-Directors have considerable experience in working with large and complicated networks, and represent both the academic and community partners. Under the overall leadership of Leslie Brown, the “hub and spokes” structure described below creates a model where the different projects are coordinated first at the Sub-Node level (with Sub-Node coordinators to manage communications and logistics), then at the Steering Committee level (where all Sub-Nodes are represented), and then at the Co-Director level (where each Co-Director has responsibility for gathering together key threads of the projects). In the Hub, the project will be supported by a full-time project administrator, responsible to Dr. Brown, who will be in regular communication with the co-directors, steering committee members, and Sub-Node coordinators. Details are presented in “5. Description of the Team” and “6. Partnerships and Alliances”, below.

Framework & Indicators for Ongoing Evaluation of the Regional Network. During the first 6 months the team will meet to review the commitments in the application, develop annual targets for outputs and outcomes, and to select an evaluation committee to include a “wise person”, a community person, and an academic from outside the region.

Under their guidance, the team will conduct semi-annual self-evaluations – February and September – or at the closest Steering Committee meeting. One of these will be conducted in association with a Steering Committee meeting, using a tool similar to the Board of Directors’ self-evaluation available from Credit Union Central of NS. The second will be in greater depth and will cast a wider net. One of the team projects is to work with partners who want to learn about social auditing. We will consider how to conduct a simplified/partial internal social audit of the network as a social economy organization. This would be an audit of one project year (perhaps year 3 or 4), with the report completed and presented the following year (year 4 or 5). Interested partners will take part in designing and conducting the audit, thereby building their capacity in social accounting, auditing and reporting. We would use a stakeholder approach (www.theaccountabilityproject.ca) in which criteria for evaluation will be, in part, developed in collaboration with stakeholders and thus cannot be specified in advance. That said, at each evaluation point we will use pre-determined indicators.

Indicators	Fall evaluation process	Winter evaluation
<i>Meeting workplan objectives:</i> - deadlines & specific outcomes met e.g. dissemination, student mentoring, capacity building objectives - projects in progress as planned - target audiences reached	Report from Director. Steering Committee self-evaluation in relation to the targets and objectives.	As for fall evaluation, PLUS Progress toward SSHRC objectives. Comments from “wise persons”
<i>Governance & Function:</i> - values being honoured - structures functioning properly - budget, expenditures, & leveraging on target - internal communications functioning well (including bridging indicators)	Reports from Director, Co-Directors, Coordinators. Steering Committee self-evaluation. Data collection for the research by Sub-Node #6.	As for fall evaluation, PLUS Survey of team members (including students). Comments from “wise persons”.
<i>Other indicators developed in collaboration with partners, e.g. inclusiveness; number & type of community participants in activities</i>	As above	As above

4. Communication and Dissemination of Results

The team will develop conventional and innovative communication and dissemination strategies, contribute to national and international dialogues on the social economy and further the development of generalizable models for effective, respectful collaborative action and inquiry. This is ongoing throughout the project, and will contribute to self-evaluation processes.

Network Sub-Node #6, thematically focused on Communication, will lead development of communications strategies and advance communications initiatives. The web-site ‘Envision’ (www.envision.ca) housed within the Sub-Node’s community partner, Community Services Council, and overseen by Co-Director Penelope Rowe, is the major portal for the Network’s internet-based work. Here we will archive and disseminate research outcomes, providing easy access to Social Economy actors wanting

to learn of and join the Network. The web site will explain the network's governance, activities, institutional profiles, funding sources and outcomes for any and all interested parties. Hub and Sub-Node institution web-sites will link directly with the above. Links will also be made to international networks of scholars interested in the social economy through the Institute of Island Studies, which is an international node for NAIP (North Atlantic Islands Project) and GIN (Global Islands Network).

CED-Net, a partner that will be developing an Atlantic Regional Network of social economy and community development practitioners, will link their website Envision. The CED-Net regional newsletter will regularly disseminate printed materials. In the newsletter social economy partners will be profiled, issues will be raised and discussed, and Network activities and research outcomes presented. Specific research activities and outputs may also be presented in preliminary research reports. Important research results will be published and circulated as Network Fact Sheets. The various outputs will be circulated as hardcopy as well as loaded onto the web site.

The Sub-Nodes will conduct thematically-focused workshops in each year for the purpose of engaging social economy organisations in discussions of research processes and results. These workshops will provide valuable feedback on network outputs and help the team to identify emerging research issues and needs. Where possible, research results and activities will be reported in community, industry, government, and other print media. When opportunity avails, the research results will also be developed for poster and oral presented at conferences; and submitted to academic journals including the online Island Studies Journal, scheduled to come onstream in 2006. Scholarly outputs will seek to satisfy the network's commitment to building capacity and meeting information needs of social economy partners. The Network model and 'story', as well as its research results, will be of interest to both applied research and academic congresses. The proposed collaboration and resulting partners will also be well-positioned to generate one or more books representing network structure, process and outputs.

Curriculum development will be based in Sub-Node 5. Curricula and support materials for undergraduate and Master's level courses are planned. There will be yearly releases of school friendly materials on one part of the website designed for use by teachers and students. The existing electronic list-serves used by partners to disseminate information are many. Most of the organizational partners also publish periodic e-bulletins and/or have web sites on which communications can be posted. Some examples of community outreach list-serves that are available to us include those hosted by: Canadian Community Economic Development Network; Canadian Worker Co-operative Developers Network; Genuine Progress Index Atlantic; the Community Development Society; and Community Health Promotion Network Atlantic. Quebec- and Acadian-based networks link us francophone audiences. Funds are budgeted to support translation for assuring access and for bridging across the French and English networks.

5. Description of Team

We built the team using the principles we intend to use in the project itself. Through active use of networks that could bridge to other networks, a partnership developed among people and organizations largely unconnected before now – communications were face-to face, telephone and internet. In all, over 60 social economy co-applicants, academic co-applicants, collaborating institutions and community partners have come together willing to contribute their complementary strengths, networks, and tremendous depth and breadth of experience in SE research and practice in Atlantic Canada and abroad. Collective expertise includes policy and regulatory analysis, gender analysis, institutional capacity building, community dynamics, participatory action methodologies, community management of natural resources, use of communications to build social capital, governance and human resource issues in the SE, financing the SE, curriculum development and more. The partners include self-defined CED organizations, non-profits, service sector organizations and co-operatives of local, regional and national scope. We present here brief descriptions of the director, co-directors and Sub-Node coordinators, followed by a synopsis of expertise and affiliations of other co-applicants and collaborators. Other Canadian and international collaborators are described separately.

The project is structured across six Sub-Nodes, housed at 5 universities and 1 community institution. Each Sub-Node serves the partners in a particular geographic area and connects them with other Sub-Nodes. Each Sub-Node also operates as the intellectual and administrative centre for a cluster of researchers interested in one of the focal themes on the project. All Sub-Nodes are connected to a hub at Mount Saint Vincent University (MSVU), which is itself a Sub-Node.

Director – **Dr. Leslie Brown** will direct the Atlantic Canadian Social Economy Node from the project hub at MSVU, working with a steering committee that links co-directors and Sub-Node steering committees to the hub, and leading an iterative project evaluation process. Dr. Brown’s social economy-focused research and collaborations over twenty years have employed a variety of qualitative and quantitative methods to study social auditing, co-operative democracy, and member and employee participation in decision-making. She brings to the team her working relationships with SE organizations in Canada and abroad. Her management experience includes six years as a Board member of the Participation and Organizational Democracy Research Committee of the International Sociological Association. She has chaired the Department of Sociology and Anthropology and is incoming Chair. She was V-P of a credit union. She has substantial experience with collaborative projects, including, four years as part of an international team of researchers and co-op leaders studying member participation in 5 countries. She is currently part of a national team on a project “Co-operatives and Globalization: Social Cohesion Through Market Relations”.

Co-Directors – Three Co-Directors, working from Sub-Nodes that are focused on their areas of expertise, will help ensure collaboration and cohesion across all Sub-Nodes and projects.

Mr. Seth Asimakos is the Canadian Community Economic Development Network (CCED-Net) coordinator for the Atlantic region. He is involved with research on a Community Development Learning Network, supports CCED’s Research Advisory Committee, and manages the Saint John Community Loan Fund. He brings experience in

participatory action research, community development and policy analysis and a familiarity with social economy (SE) organizations in the region. His role is to ensure that the diversity of the SE sector is represented in the research process; that we maintain focus on building capacity, including research capacity; and that we foster social justice, inclusion and community empowerment. With Dr. Brown, he will ensure that mobilization research outputs are gathered together and effectively disseminated. He is situated in Sub-Node 1: Mapping and policy, but will link to other nodes at various stages in the project.

Ms. Penelope Rowe, CEO of Community Services Council (Sub-Node 6: Communications, and 1: Policy), brings her extensive background in fundraising, research, social planning, public policy and knowledge exchange to the team. Ms Rowe has SE networks throughout the country and is Director of the Values Added CURA in partnership with Memorial University. Her focus will be on communications, knowledge exchange and use of technology, ensuring that these receive attention in each Sub-Node. CSC's web portal is the core networking and dissemination instrument for the Atlantic Regional Node (see 4. Communication and Dissemination of Results, above).

Dr Luc Theriault (Sociology Department, University of New Brunswick) has a wealth of experience in mapping, conceptualization, and policy issues related to the SE. After working in four provinces and in two languages, and with experience in administering large collaborative grants, Dr. Theriault brings many skills to this team. He is strong in theory and social policy in the non-profit charitable and social services sector and is effective at moving research into publication. He is very familiar with the "Quebec model" and is the project's liaison with the research coordinated by Dr. Jean-Marc Fontan's team in Québec. As co-director and coordinator of Sub-Node 1: Mapping & Policy, Dr. Theriault will be responsible for pulling together and disseminating policy-related research findings. (As the project moves ahead, we will make sure he has support in this extensive work)

Sub-Node coordinators There is a coordinator for each of the 6 Sub-Nodes. Sub-Node 1 is coordinated by Luc Theriault, described above.

Dr. Irene Novaczek, Director of the Institute of Island Studies at UPEI, will coordinate Sub-Node 2: Inclusion & Empowerment (links to 2,3,4,6). She is a marine biologist with extensive local and international experience in coastal community development, institutional analysis of community-based resource management, and gender studies. A director on several co-ops, Dr. Novaczek has long-standing relations with community organisations involved in the social economy, and years of experience in participatory action research and research program planning and coordination.

Dr. Patricia Williams (Applied Human Nutrition, MSVU), coordinator of Sub-Node 3: Food Security & CED, recently completed post-doctoral studies with the Atlantic Health Promotion Research Centre at Dalhousie University, and has lead 8 interrelated research projects with a focus on participatory and action-oriented processes for the collection of quantitative and qualitative data, and how these processes build capacity in communities and SE organizations. Her areas of research encompass food security, policy analysis and process for influencing, creating networks, and using participatory process to work with vulnerable populations. In addition to her organizational and research skills, she brings partnerships at a local, regional and national levels, with food banks, Family Resource

Centres, and other SE actors concerned with the issue of food security, some of whom are partners in this project. She is also linked to Sub-Nodes 1 and 2.

Dr. Omer Chouinard, (Sociology and Environmental Studies, Université de Moncton) will coordinate Sub-Node 4 : Mobilization for Natural Resources & Livelihoods. Dr Chouinard has significant collaborative research experience and co-edited the special social economy issue of *Économie et Solidarité*. Current work includes the New Rural Economy CURA on community capacity building directed by Bill Reimer. His key interests are environmental sustainability and community management of the fisheries (governance). In addition to extensive administrative and research experience, Dr Chouinard brings to the team established community and First Nations networks in NB and PQ. He is linked to Sub-Nodes 1,2.

Dr. Sonja Novkovic (Economics, SMU), coordinator of Sub-Node 5: Measurements of Performance, studies economic theory of labour-managed firms and cooperatives, evolutionary modeling of cooperative exit and entry, innovations and research & development in the SE. Active in Canada and in Europe, she is President of the International Association for the Economics of Participation (IAFEP), in which capacity she organized an international conference at SMU in 2004. Dr. Judy Haiven (Management, SMU), is a specialist in stakeholder involvement in management, conflict resolution, labour-management relations, unions, cooperative management, women and work, and non profit organizations. Dr. Haiven will assist Dr. Novkovic in coordinating Sub-Node 5. Both teach in the Master's Program in Co-operative Management at SMU. Linked to 1, 6, 3.

Dr. Ivan Emke, Dept. Sociology, Memorial University, will bring his research skills in communications to Sub-Node 6: Communications. Dr Emke studies the use of communication to promote community development (e.g. webcasting, radio and cable TV– working especially with youth). Dr Emke was associated with the New Rural Economy Initiatives on the New Economy (INE) grant on community capacity building directed by Bill Reimer, and brings to the team his extensive networks and administrative skills. Links to Sub-Node 1

Other Co-Applicants and Collaborators: The Co-Applicants and Collaborators in this project bring strong credentials and a wide range of experiences and networks to the team. Their specializations range widely, yet they converge around the themes that are at the core of the research. *Due to space limitations, these are listed with community partners in the Sub-Node chart, Section 6. Partnerships and Alliances.*

National co-investigators and partners : Directors of 3 Regional Node Applications are part of our team: Jack Quarter (U of Toronto/ OISE) - expertise on social accounting, employee ownership, co-ops and the SE, and adult education; Lou Hammond Ketilson (U of Saskatchewan and Director, Center for the Study of Cooperatives) - expertise on SE, health care coops, aboriginal coops, and cooperative management. Jean Marc Fontan (UQUAM) – director of a CURA on the SE, SE and local development, the Québec model. Also, Brett Fairbairn (U of Saskatchewan, Chair Dept of History) – co-ops and the SE, development of co-ops in different State/ policy environments, co-op history. Michael Hall (VP Research, Imagine Canada) – mapping expertise, conceptualizing the

social economy, non-profits. Ron Colman (GPI Atlantic) - advisor to the steering committee.

International collaborators : Johnston Birchall (U of Stirling) – Public policy, international cooperative movement, co-ops and millennium development goals, links to ILO, and World Bank., poverty alleviation. Yohanan Stryjan (Sodertorns hogskola, Sweden) – Chair of International Co-operative Alliance Research Committee, European Research Network (EMES), SE and re-building civil society, social entrepreneurship, co-op development. Svein Jentoft (U Tromsø, Norway) – fisheries co-management, ecological folk knowledge, governance. Roger Spear (Open U, UK) – European SE, third sector care, worker co-ops, governance, social enterprise. Mark Lapping (U Southern Maine) - regional planning, rural development, community development.

If this application is successful, the national and international collaborators and co-applicants will be involved in early discussions about the research activities and work plans, and may develop a node affiliation. Their inputs will be valuable to the entire team. The other Atlantic regional teams will be contacted and invited to conferences and to collaborative endeavours.

6. Partnerships and Alliances

Team evolution: Bridging, bonding and building have been a part of the process of recruiting and developing the team, and forming partnerships for our project proposal. Each partner has at least one academic with whom they want to work. The project is structured to ensure that both community and academic research partners will have their research questions addressed, and that both will be involved in the research process through participation in the governance processes and through PAR methodology. The process of designing the research described in this application has drawn on the submissions and discussions (written and verbal) of both community and academic participants. This also formed the basis for the initial sorting of people/partners into Sub-Nodes. Governance and Sub-Node processes fully integrate community and academic partners, each of whom will make their researchers and/or staff available to the project, or house student researchers where appropriate. They will provide guidance to the research team, receive feedback, actively participate in the creation of research questions and methodology, assist with data collection where possible and help disseminate research outputs. All team members commit to information sharing, including the sharing of research outcomes already in hand, in order to build on existing information rather than duplicate efforts.

Governance and management : The principles at the heart of the governance model proposed for the Atlantic Canadian Social Economy Node are: inclusivity, transparency, accountability, relationship-building, mutual respect, and consultative process. The core Atlantic Node partnership commits to consensual decision-making informed by inclusive consultations. The Node will also expand upon the initial, region-wide collaboration by welcoming and linking with new community and research partners as appropriate during the term of the grant. Dissemination of outcomes will engage a dynamic and broad spectrum communication strategy as described above, to inform, attract, and engage new partners. These general governance principles and attributes reflect the partnership's commitment to bridging effectively across Boundaries i.e. within and between: provinces & Sub-Nodes, university-community, First Nations–majority culture, Acadian-Anglophone, and among SE organisations including self-defined CED organizations, non-profits and co-operatives.

In order to embed and express these operating principles the Node is organized on a 'hub and spokes' model. MSVU will house the hub and one Sub-Node, while each of UdeM, UNB, SMU, UPEI, and CCS will house additional Sub-Nodes. Overall direction, integration and management will be provided by the MSVU 'hub' Steering Committee chaired by the Project Director (or, in rotation, one of the three Co-Directors). The 'hub' Steering Committee will be composed of the Director, Co-Directors, Sub-Node Coordinators, representatives from core SE partner organizations, and 2 independent 'wise persons' (Dr. Colman; another to be chosen by the partners). Each Sub-Node will be governed by its own Steering Committee of academic and community partners, and chaired (rotating desired) by the coordinator, an academic researcher or a community partner. Sub-Node Steering Committees will be responsible for initiating, facilitating, and overseeing research and capacity building endeavors consistent with the Sub-Node's thematic focus. Overlap of membership in sub-node and hub Steering Committees will assure fluidity, currency and substance in Node management and decision-making. This governance structure is designed to facilitate innovations in bridging, bonding, and

building process across the Atlantic region and beyond. It links partners and research projects, facilitates efficient and transparent use of resources (monetary and other), and enables the building of capacities of the various academic and community partners. In particular, this structure allows for the bridging across the various research activities; across the Acadian, First Nation and other partners and researchers; across partners and researchers from among the ‘included’ and the ‘excluded’ of the Atlantic Canadian social economy.

Ordinarily, the Node Steering Committees will meet quarterly, while the Sub-Node Steering Committees will meet bi-monthly. The decision-making process will be consensual, although voting on decisions will be required in order to formalize and document decisions. The Node Steering Committee will establish overall operating priorities, work with the Sub-Nodes to identify research and training needs, identify and pursue additional funding sources, identify and invite additional SE organizations to participate in the Node, organize and conduct project evaluations, and develop regular project reports. Node and Sub-Node resource use and allocation decisions will be documented thoroughly and distributed as minutes and financial statements during each Steering Committee meeting. These, as well as all other Node documents, will be archived in and made accessible through the Node website. The Node’s first major output will be a Memorandum of Understanding that lays out the Node’s guiding principles and governance practices. This MOU will be developed and signed by all Node Directors, Co-Directors and academic and community Partners. Research and Node Activity Protocols will also be developed and adopted during the Node’s initial phase. The Protocols will specify operating practices e.g. how research partnerships will proceed, the attributes and disposition of intellectual property, research partner editorial prerogatives, the disposition and sharing of data/information, and the timeliness required in the production and dissemination of research outputs. Sub-Nodes will manage their own yearly budgets and have access to other funds administered by the Steering Committee (see budget justification).

Co-director Seth Asimakos has proposed and circulated a meeting, networking and learning schedule that will be a starting point for detailed planning. While the Steering Committees will assure inclusion, collaboration, oversight and direction, the Node website and listserv will provide an important means for comprehensive, on-going and dynamic access so that all partners can engage in communication and exchange of information. The web vehicle will hold current information on Node decisions, dispositions, and activities and will facilitate regular electronic meetings. A password protected “teamsite” will be available for conducting ‘meetings’ and discussions within the Node. These features are particularly important given the wide geographic distribution of the Node’s partners.

Partner organizations: We have attracted an extensive list of university and community partners in the region, with demonstrated commitment to this project. We are building a strong network of institutions and individuals able to study and analyse the SE of Atlantic Canada. Our community, government and university partners, their representatives, and their contributions to the network are summarized in a table below. Significantly, in late March the Northern New Brunswick social economy team, under the Directorship of Dr. Maurice Beaudin, joined the team, bringing great experience in social economy activism

and research. Further strengthened by the partnership we have developed with Dr. Jean-Marc Fontan and his CURA team (and their current Node Application), our team is well positioned to do comparative work and to contribute significantly to both social economy practice and to knowledge generation.

International linkages: Our research team is uniquely positioned to contribute to SSHRC's goal of developing "Canada's international contribution to, and visibility in areas relevant to the SE". Our international collaborators contribute to the project a wide array of networks and linkages to institutions, research knowledge, practices, and policies in the social economy around the world. In addition, many of our team researchers and partner organizations (e.g CMEC) are well placed within SE research and activist networks internationally. Our access to the process of building SE networks and institutions in Eastern Europe and other transition economies, and in the European Community and Asia, provide opportunities for strengthening Canadian visibility.

Co-Applicants (CA), Collaborators (CO) & Partners (P)

Name (status)	Partner org / inst	Contributions (Sub-Node research affiliations)
<i>Sub-Node 1: SE mapping and policy analysis (L. Theriault UNB)</i>		
S.Asimakos (P)	CCEDNet	See Co-Director description
C.Gill(CA), R. Arsenault (CO)	Muriel McQueen Fergusson Centre	Womens' shelters, family violence and policy issues (Sub-Nodes 1& 2)
M.Hall (CA)	Imagine Canada	Mapping the social economy (Sub-Nodes 1,5,6)
R.Hutchins (CA)	PolicyLink NB	Mapping the social economy (Sub-Node 1&6)
M.MacDonald (CA)	St Marys Univ : Economics	Labour economics & policy, women's issues, mapping community organizations (Sub-Nodes 1,2,5)
L.Theriault (CA)	Univ NB	See co-director description (Sub-Nodes 1&6)
<i>Sub-Node 2: Inclusion & empowerment in the SE (I. Novaczek UPEI)</i>		
G.Baldacchino I.Novaczek (CAs, P)	UPEI Soc/Ant Institute of Island Studies	Global best practices in SE; immigrant services; microcredit; community environmental management, policy, women (Sub-Nodes 1,2,3,4&6)
O.Bryanton (CA)	PEI Health and Ageing Centre	SE support for seniors (Sub-Nodes 2&3)
M.Burge (P)	Cooper Institute	Non-profit organization, PAR, advocacy in CED, community education & capacity building (subnd. 2)
K.Clough (P)	Quality of Island Life Cooperative	quality of life indicators; developing effective public consultations (Sub-Nodes 2&1)
P.Courtenay-Hall, R.Herbert, C.MacQuarrie, J.Mitchell CAs	UPEI: Philosophy, Nursing, Psychology, Anthropology	How the social economy "works" for youth, seniors, women, immigrants, farmers, people seeking to establish sustainable communities; mapping the edges of the SE; health, inclusive process; community mobilization (Sub-Nodes 2 & 3)
J.Holton (CA)	Holland College	Empowering adult learners; motivations for engagement in the SE; learning models (Sub-Node 2)
J.Ledwell (CA)	PEI Adv. Council on Status of Women	Sustainable community development; gender analysis; critique of social and economic policy; social welfare & inclusion (Sub-Nodes 1&2)
C.MacKinnon (P)	PEI government's executive council	Access to government CD agencies & projects (Sub-Node 2)
C.Milley (CA,P)	Mi'kmaq Confed-eracy of PEI	Community based resource management, indigenous values & the SE; Mi'kmaq women in CED (Sub-Nodes 1,2&3)
M.Ridgway (P)	PEI Women's Network	Marginalized populations; gender analysis; policy analysis; liveable income (Sub-Nodes 1&2)
<i>Sub-Node 3: Mobilization - Food security and CED (Patty Williams MSVU)</i>		
J.Keefe, K. Kineapple, K.Side (CAs)	MSVU	Aging & health; home care; rural capacity & sustainability; child care; Aboriginal communities; gender studies; social policies (Sub-Nodes 3&2)
D.Morton (P)	Consumers' Community Co-op	Social auditing, co-ops in the community, mobilization (Sub-Node 3, 5)
A.Mills (CO)	Management, SMU	Gender studies, organizational behaviour, soc.psych.
P.Williams	Nutrition, MSVU	See coordinator descriptions (Sub-Nodes 3,1,2)
D. Swinemar (P)	Feed N.S.	Food security, inclusion of mariginalized (Sub-nodes 3,2)

D. Reimer (P)	Kids Action Program	Food security (Sub-nodes 3, 4)
S. Moran (P)	Public Health Services, S.Shore Health	Health care, food security, community mobilization (Sub-Nodes 3, 2)
D. Smith (P)	S. Shore Family Resource Assoc.	Family support, capacity building, food security (Sub-Node 3)
<i>Sub-Node 4: Mobilization for Natural Resources & Livelihoods (Omer Chouinard UdeM)</i>		
M.Beaudin, O.Chouinard, (CAs)	U de Moncton Shippigan & Moncton	Environmental policy, community-based resources management, social innovations, RDC-Acadie and innovative SE enterprises (Sub-Node 4,1,3)
E.Chiasson (P)	Pecten UPM/MFU	Documenting best practices, CBRM. Sub-Node 4, 5
R.Chuen-pagdee (CA)	International Ocean Institute, Dalhousie U.	Interdisciplinary approaches to natural resource management, small-scale fisheries, food security and fisheries governance, Acadian social economy enterprises (Sub-Node 4,1,3)
K. Prosper (P)	Paq'tnkek Fish & Wildlife society	Sustainable livelihoods; fisheries management (Sub-Nodes4,1)
A.Davis (CA)	MSVU	First Nations producer co-ops (Sub-Nodes 4,1)
P.Emond (P)	Groupe du bassin versant de la région de Cap Pélé	RDC-Acadie and SE enterprises (Sub-Nodes 4, 1)
J.Gauvin (P)	Groupe de dévelop.durable de pays de Cocagne	Documenting best practices for CBRM, agriculture (Sub-Nodes 4, 3)
N.Gauvin (P) M. Doiron	S Gulf of St. Lawrence Coalition Coop. de dév. Régional - Acadie	RDC-Acadie and SE enterprises (Sub-Node 4, 2) Community development, co-ops, sustainability (4,5)
<i>Sub-Node 5 : Measuring Performance in the SE (S. Novkovic & J. Haiven, SMU)</i>		
S.Cameron (P)	Can. Community Invest. Network	Financing the SE (Sub-Nodes 5,1,2)
D.Daughton (CA) P.Hough (P)	Community Developer Canadian Worker Coop Federation	CED & cooperatives; social auditing; social action; financing the SE; worker co-op development (Sub-Nodes 5,1,3,6)
B.Dwyer (P)	Fogo Island Coop	Cooperative community development (Sub-Node 5,4)
P.Goth (CO)	Queens University of Belfast; UCCB	Investment funds, credit unions, financing the SE (Sub-Nodes 5,1,6)
J.Haiven, S. Novkovic, CAs	SMU	See Sub-Node coordinator descriptions (Sub-Nodes 5,1,6)
T.Webb (P,CA)	Cooperative Management Education Co-op	Cooperative management, cooperative accounting, globalization and its impact on cooperatives, building the SE institutions, curriculum development (5,1,6)
<i>Sub-Node 6: Communications (I. Emke CSC)</i>		
I.Emke, P. Rowe (CAs)	CSC	See Co-director & Sub-Node coordinator descriptions (Sub-Nodes 6&1)
E. Hicks (CA) R. Skibbens	MSVU Inspector of Co- operatives, NS	Co-operative & environmental accounting & policy issues, curriculum development (Sub-Nodes 6,5,1) Public Education re SE (co-ops) (Sub-Nodes 6,1)
B. Kirby (P)	Community Education Network	Communications technologies, women's issues, learning (Sub-Node 6, 2)

7. Student Training

The proposed Atlantic Region Social Economy Node will provide considerable opportunity and scope for senior undergraduate and graduate student participation. Indeed, student participation is an integral feature of the proposed Node. Support for six senior undergraduate, 2 Master's degree, and 2 Ph.D. student research positions is proposed for each year. Each of the six Sub-Nodes will engage at least one senior undergraduate research assistant during each of the five years. In addition, annual calls administered by the MSVU Project Sub-Node will solicit nominations from the Sub-Nodes for the graduate student positions. Logistics, scale, and distribution attributes of Atlantic university based graduate studies programs necessitates a graduate student recruitment and selection process that will embody resource distribution equity and annual research priorities. To this end, a sub-Committee of the Node Steering Committee will assess the Sub-Node nominations with respect to the Sub-Node's research and activity priorities, and with regard for the particular attributes of the Sub-Node's research plans, needs, and priorities. Through the 5 year program of research proposed, each Sub-Node will engage and benefit from the participation of at least 3 graduate students. In total, the proposed Atlantic Social Economy Node will involve the participation of up to 30 senior undergraduates, 10 Master's and 10 PhD students.

To a large extent the proposed Node understands and approaches the student research assistantships as internships. A critical quality of student integration in the Sub-Node's research and activities concerns the recruitment and training of new researchers with a view to further developing interest in and expertise respecting Social Economy organizations and related issues (e.g., public policy, finance, economic viability, socio-cultural contexts etc.). The engagement and integration of students as future researchers and human resources is an essential piece in building Social Economy-related research capacity. To these ends, all of the students will participate in a broad spectrum of the Node's activities. For instance, they will assist in the organization and conduct of workshops and focus groups, and they will be engaged in all aspects of research, including design, data gathering and results analyses/preparation/dissemination. Students will be provided with opportunities to earn authorship credits when participating in the preparation and dissemination of research outcomes. They will also be provided with opportunities to present research outcomes in settings ranging from academic conferences, through community/organization meetings, to policy development settings. Those students who attend conferences, will be exposed to scholars outside of the region and outside of Canada.

Within each Sub-Node the students engaged will have their skills and interests closely matched with the research education and project needs of the Sub-Node's SE/Community partners. The students will work 'on site' within the Partner organizations and under the supervision of the Sub-Node Steering Committee Chair and the Community partner leadership. They will be engaged in all aspects of research, education and applied project activities. In addition, it is anticipated that many of the students, especially the graduate students, will be developing and completing their thesis research on Social Economy topics and in Social Economy settings. This work will be completed in addition to the 'ordinary' student research assistantship responsibilities. The

results of thesis projects will deliver additional research outputs to Partner organizations and to the Atlantic Social Economy Node. Students represent additional capacity for building organizational strength in applied/action research and for building understanding of the social economy, its organizations and its advocates. Students employed by the Node will gain access to valuable contacts for seeking employment in a wide range of organisations and institutions after graduation.