Using a Social Enterprise Experiential Learning Model for

Students with Intellectual Disabilities

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Acknowledgments

I am grateful for so much, personally and professionally. While the learning I have gained from the Master of Education program has reaffirmed my beliefs about teaching and education, it has also inspired me to explore new ideas and meaningful pedagogy. At the same time, I have to acknowledge the informal education that I have received. It is the relationships and interactions with peers, colleagues, instructors, and students that I have appreciated and gained so much from.

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Chapter 1 – Project Problem and Context

Introduction

This final Master of Education project is dear to my heart and I am extremely grateful to be able to apply my learning to a subject that I am passionate about and which is relevant to my current teaching. For the last ten years, I have had the privilege of working with adult students with intellectual disabilities (ID) in a post-secondary, employability program called Education and Skills Training (ESTR). This program has been offered at Thompson Rivers University in Kamloops, British Columbia for over 30 years and has a long and positive history in the community – dating back to when the institution was a college. Along with classes in workplace essential skills and job search, the program also involves experiential learning components.

Over the years, the ESTR program has evolved and integrated various experiential learning opportunities on and off campus, including a new social enterprise (SE) that began operation on campus in 2014, and now has the current name ESTR's Market. Students and instructors in the program operate a "pop-up" market on campus that is open to the public. Twice a week one of the ESTR classrooms and kitchen are converted into a store and food counter. The market aims to promote local, handmade, sustainable, and healthy products that are made by a variety of businesses, artisans, as well as by the ESTR students.

Unlike some of the traditional forms of experiential learning that the ESTR students also participate in, including practicum and service-learning experiences, this SE offers opportunities for students to develop entrepreneurial and job-specific skills beyond what they typically do. For instance, operating a point of sale system, or actually cooking and baking foods are not typically jobs students are given while on practicum. An exciting and unique part of this SE is that the students are involved in many aspects, including the back-end tasks (inventory management,

marketing, product creation) and the front-end tasks (customer service, merchandising, processing transactions). Students are encouraged to help generate innovative ideas and create student-made products such as soups, baked goods, food jars, spiced nuts, beaded lanyards and more. They also host and organize special events and come up with creative marketing ideas each week.

Problem Statement and Instructor Positionality

Social enterprise and entrepreneurship are not common forms of pedagogy in education (secondary or postsecondary), however, there are schools beginning to operate social enterprises as a result of a need for additional experiential learning opportunities, which are often beneficial for students with ID or other learning challenges. There is a secondary school district in Winnipeg, Louis Riel School District who currently operate a SE in the form of a restaurant and cafeteria, which caters to the community and to a nearby school. The restaurant accommodates students both in regular and special education, although the majority of the students participating are in special education programs. The purpose of their SE is to offer opportunities for valuable work experience, as well as "to learn and grow while working and serving the community".

In 2014, my colleague and I worked on an extensive Social Innovation Grant, from the Vancouver Foundation to seek initial funding for this project. The provisions of this grant were to support marginalized groups in education or community through a social justice or advocacy project. As well, this grant stipulated that the project needed to be reproducible or cloneable by other organizations. Two years later, this is exactly what happened as a program at Vancouver Community College were inspired by the ESTR project and also integrated a social enterprise and entrepreneurial activities into their job training program for people with ID, creating student-made products and selling them on campus.

During the growth and evolution of ESTR's Market, literally from cart to store front, I have realized the incredible opportunities for student learning and growth, along with the social aims of justice, equity, and inclusion. My intent of this research project was to identify, and highlight in a celebratory way, what some of these specific opportunities were. With the continuous aim of involving students in all aspects of the SE, it only made sense that this final project would involve students. Through the use of photos and narratives in a qualitative research approach called Photovoice (Latz, 2017), ESTR students and instructors actively participated, reflected, and celebrated their learning. Students who volunteered to participate were asked to answer the following two questions. To respond, the participants took photos that depicted their learning and personal growth as a result of their involvement in ESTR's Market:

1. What can students learn from their participation in a social enterprise experiential model?

2. What can students do as a part of their participation in a social enterprise experiential model?

Myself and my colleague also participated by taking photos to answer the same questions as the students, but from a teaching perspective. We both have provided a written reflection in response to these questions to contribute some greater insight as to the educational and social impacts of this initiative.

I will begin with a review of the literature on social enterprise and entrepreneurship for people with disabilities in both educational and community settings. Next, I will discuss and reflect on the application of the project in relation to some of the key research findings on this topic and how it has impacted the students and program. It is important to stress that while this final project uses some qualitative research approaches, it is not a research thesis.

Chapter 2 – Literature Review

Introduction and Rationale

There is a long and distressing history in Canada of people with intellectual disabilities being institutionalized and denied basic rights such as public education and employment. It was only two decades ago that British Columbia (BC) officially closed its last institution in New Westminster (Inclusion BC, 2019). Today, the government of BC has committed to making BC a truly inclusive province by 2024 (Province of British Columbia, 2018). This means that the BC government will implement, support, and monitor various initiatives that assist people of all abilities to fully participate in community as well as challenge societal attitudes and beliefs and recognize the value that people with disabilities make to workplaces, communities, and economy.

People with disabilities face multiple barriers in gaining and maintaining employment and are underrepresented in the workforce (Government of Canada, 2019). For people 20 to 24 years old with severe or very severe disabilities, the employment rate is 39 percent lower than for individuals without disabilities (Statistics Canada, 2018). In a report by the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities (2018) titled, *Experiential Learning and Pathways to Employment for Canadian Youth*, the following recommendation states:

Recommendation 16

That Employment and Social Development Canada work with the whole of

government, all orders of government, employers, and non-profits, to prevent

young Canadians with disabilities from being effectively dropped from the labour

market because of their disability. This has immense costs, and government

investments must be put in place to ensure these workers are better integrated into

experiential learning opportunities, and our labour market, for their entire working

lives (p. 78).

    Social entrepreneurship and enterprise can offer experiential learning opportunities and

are potential ways to address the challenges in employment and skill development for people

with ID, while also promoting inclusive and healthy communities. Rather than focusing on

employment barriers for people with ID, this literature review will begin by briefly examining

the research on inclusive post-secondary education (IPSE) programs for adults with ID and

proceed with a greater analysis of social entrepreneurship and enterprise including the benefits

and challenges of social ventures for individuals with disabilities.

Inclusive Post-Secondary Education (IPSE)

    The Province of British Columbia, as part of its commitment to enhancing inclusion

across the province, declared $1.5 million would be invested in innovative training at post-

secondary institutions for individuals with disabilities and that various work experience

opportunities be explored (Province of British Columbia, 2018). Although not all postsecondary

institutions are able to offer suitable programs for students with ID, the government of BCs

intentions are noteworthy.

    Education is a basic right for children in Canada, and under the Human Rights Act, equal

access and protection from discrimination is ensured (Inclusive Education Canada, 2017). Yet,

for many families who have children with ID, there is often a lack of information and resources

available for transition planning after completion of high school. Aylward and Bruce (2014)

stressed that IPSE programs are an important part of adulthood and achieving full citizenry,

employment and post-secondary education were two critical components. Inclusive education

can benefit all social differences (e.g. race, socio-economic status, gender diversity) including

disability. This requires institutions to be innovative in their approaches to ensure equitable

access and participation. In Canada, IPSE programs began in Alberta and have continued to grow in number and are now represented in several universities and colleges across the country. The variation in the structure and content of programs range from stand alone, mixed or hybrid, to integrated and dual enrolment where students are in high school and post-secondary courses (Aylward and Bruce, 2014).

Institutions across the United States have also responded to the need for IPSE programs and from 2008 to 2018 have experienced a 500% increase in various programming for students with ID (Baker, Lowrey, & Wennerlind, 2018). While this expansion of IPSE programming has mainly addressed low employment rates for individuals with ID, other benefits have resulted such as increased self-determination and opportunities for research and innovation. Baker, Lowrey, and Wennerlind (2018) found that research can promote the development of best practices for IPSE programs; additionally, it serves to strengthen support from university administrators. They also discovered that research had been conducted across various disciplines in areas such as in technology, academics, and peer mentorships. As the expansion and evolution of IPSE programs continues across the country and world, there will be additional opportunities for students with ID, greater research opportunities, and more inclusive communities. Moreover, IPSE programs can help align post-secondary institutions to their missions of lifelong and equitable education.

Experiential Learning in Post-secondary. Experiential learning, the idea of learning by doing, is a theory emphasized by many educators and philosophers, including John Dewey in the 20[th]century (Gutek, 2015). Today, experiential learning, also referred to as work-integrated learning, is common pedagogy visible in many post-secondary programs including both vocational and academic.   According to McRae, Pretti, and Church (2018), for experiential learning to be effective, it needs to be integrated into curricula, align with outcomes

(institutional, program, and course) and incorporate assessment and reflection. Experiential or work integrated learning is a growing and an essential component in post-secondary education, and there has been an enormous increase in the number and type of opportunities for students across Canada and the world (McRae et al., 2018). Many of the current IPSE programs tend to focus on developing employability skills, and therefore, incorporate various types of work integrated learning (Aylward & Bruce, 2014).

Experiential learning is visible in a variety of educational approaches such as practica, co-ops, internships, apprenticeships, field placements or within service or project-based learning approaches. While not as common, social entrepreneurship or enterprise models are novel ways of embedding experiential learning opportunities into educational programs (Queen, 2015). Effective and innovative social entrepreneurship and enterprise models can potentially support students with diverse needs, while at the same time, focus on individual strengths and promote diversity and inclusion.

Social Enterprise and Entrepreneurship

Social Enterprise (SE) and entrepreneurship are terms used to describe business ventures that have a social justice purpose and have become more relevant in the last two decades. Although specific terminology varies across disciplines, the following section highlights definitions which will serve as a practical guide for this project.

Definition and overview. The *Canadian National Social Enterprise Sector Survey Report* begins with a formal definition in order to help define the 1,350 non-profit Canadian organizations that they surveyed: "A business venture owned or operated by a non-profit organization that sells goods or provides services in the market for the purpose of creating a blended return on investment, both financial and social/environmental/cultural" (Elson, Hall, Wamucii, 2016, p. 8). In a more general and broad description, Webber (2012) explains social

enterprise as a business model that can enhance the development of skills but also promotes a

greater social purpose.   Similarly, Kalaragyrou, Kalargiros, & Kutz, (2018) highlight that SE

models do employ business principles, but the greater aim is a social purpose with the hope to

bring about positive changes at the local, national, or global level (e.g. poverty, unemployment,

hunger, inclusion, social injustice).

The British Columbia Centre for Social Enterprise (2020), describes social enterprise as

"revenue-generating businesses with a twist", but stresses that training and employment of

disadvantaged groups is a main social objective aiming to improve capacity and self-sufficiency

of individuals. In much of the literature the term social entrepreneurship is emphasized, which

can include different forms of customized or self-employment as well as social enterprises that

operate at an individual or organization level (Ouimette & Rammler, 2016). While there are

numerous definitions and overlapping terms, which can imply different units of analysis, Saebi,

Foss, and Linder (2019) stress that most of the definitions for social enterprise or social

entrepreneurship reflect a hybrid model and promote both a social mission and some type of

entrepreneurial activities.

Social enterprise (SE) became popular toward the end of the twentieth century and can

operate within community, public, or private organizations (Kalaragyrou et al., 2018). During

the last decade, SE has become an influential and significant topic of research (Saebi, Foss,

Linder, 2019).   This emerging interest in social enterprise is demonstrated by a current

longitudinal research project, *International Comparative Social Enterprise Models* project

(2015), that originated in Belgian universities and now involves several researchers across

various disciplines and university partnerships across the world. The project began in 2013 and

remains in progress today with its main objective defined as "Building interdisciplinary and

integrated knowledge on social entrepreneurship and social enterprise" (p. 3).

Many SEs are multifaceted and impact a variety of individuals. Unlike traditional business models where there is a distinct employer and employee relationship, SEs may engage multiple people including volunteers, clients, interns, students, or other community or business partners (Elson et al., 2016). In addition, SE members may have multiple roles and connections to the enterprise. For instance, a person may gain employment training through their participation in the SE, yet also be a recipient of the venture's greater social, cultural, or environmental mission.

Key findings in the *Canadian National Social Enterprise Sector Survey Report* state that while the majority of SEs are non-profit or registered charities, many of them are profitable and financially sustainable (Elson et al., 2016). The report also highlights SEs as positive contributors to local Canadian communities, providing services to about 5.5 million people - who are not considered customers, but who are directly and positively impacted by the enterprise.

Social enterprise and entrepreneurship for people with disabilities.   Social entrepreneurship can offer a unique pathway to employment for marginalized individuals. Similarly, often SEs are integral in employing or training people who have employment barriers, including those with disabilities (Elson et al., 2016). Work integration social enterprise (WISE) is another term used for social enterprises that focus on the training of marginalized populations (Lysaght, Krupa, & Bouchard, 2018). WISE initiatives typically have dual social and revenue objectives, both to provide training for people thus improving their social conditions while also producing profit-making goods or services.

Entrepreneurship and employment programs for people with intellectual disabilities (ID) are common, however, these models have evolved over the years due to shifts in attitudes towards social inclusion, normalization, and social valorization (Lysaght et al., 2018). Social role valorization (SRV) and normalization theory developed by Wolf Wolfensberger, is a highly

recognized social science theory that can enhance the image and competencies of vulnerable

individuals or groups (Osburn, 2006). By improving the perceived social value of vulnerable or

marginalized populations, the possibility of negative occurrences to these groups may be reduced

while also increasing the likelihood that positive things will happen for them. When

implemented appropriately, SRV can be an authentic and effective way to genuinely address

education, training, and employment needs for people with ID and other "diverse-abilities".

Supportive and customized employment programs have been developed based on these theories

and currently appear to be the most common models provided for people with ID.

Supportive and customized employment typically place individuals with disabilities in

positions within competitive businesses (Lysaght et al., 2018). These positions are often

designed with some sort of accommodations or provisions for on-going support. Yet, there are

some limitations to these approaches such as a lack of choice and social inclusion, as well as the

inability to meet diverse interests and needs.   Historically, sheltered workshops were popular,

however, the shift toward inclusive practices has inspired many communities across Canada to

discourage these forms of employment. Instead, in recent years social enterprise models have

become more accepted and promoted through government initiatives (Lysaght et al., 2018), and

these initiatives are more aligned with SRV and self-actualization.

There has been an increase in SEs in the hospitality sector that aims to employ people

with disabilities while also aspiring to shift societal attitudes (Kalaragyrou et al., 2018). After

investigating a number of examples of social enterprises, Smith, McVilly, McGillivray, and

Chan (2018) outlined the potential advantages for people with ID. They concluded that social

enterprises can promote a strength-based and person-centered approach that allows people with

ID to build on and explore their skills and career aspirations. In addition, the social inclusion

developed between participants and facilitators can nurture and expand networks in the wider

community, which can lead to greater professional and personal relationships for people with ID.

Another important but broader outcome is the ability to generate social and cultural

empowerment in the form of policy development. Advancing public policy for those living with

diverse-abilities serves to assist individuals with ID become more engaged and active citizens

with enhanced opportunities for education, choice, employment, good health, and self-

determination.

   Other forms of social enterprise that have seen recent growth and success for people with

ID are self-employment and micro-enterprises. These types of models can provide alternative

and creative solutions to employment while also providing other benefits for marginalized

populations including people with ID. In a study by Martin and Honig (2019), it was found that

for these populations, who often experience social stigma, an entrepreneurial start-up can help to

reduce this stigma. Along with skill development, entrepreneurial activities and self-

employment may positively influence attributes like self-image, which result in higher self-

esteem and self-efficacy. Additionally, Ouimette and Rammler (2017) conclude that self-

employment or micro-enterprises can offer advantages for people with ID such as creating novel

ways to address employment barriers to better accommodate of a person's specific needs or

career interests.

   Advocating for social inclusion is often a central goal of SEs that provide opportunities

for people with ID. Lysaght et al. (2018) found that this is often done in a variety of ways.   One

way is that the composition of the SE work team is diverse and there is usually little distinction

between those with disabilities and those without. The public can see that everyone works

together, which can enhance the perceptions of people with disabilities. Another approach to

advancing inclusion is that SEs stimulate interactions with the public. Furthermore, it was noted

that SEs can indirectly promote social inclusion by actualizing greater income and/or self-

confidence, individuals with ID tend to engage in more external activities that are varied and social. Overall, SE can positively impact the community as a whole, as Lysaght et al. realized that the work of WISE "broke down stereotypes, built sustainable relationships between the company and the community, addressed social and economic gaps in the local community and built good will towards the IDD population by making them a positive force within the community" (2018, p. 25). With continued evolution, SE design and application are enabling social change and promoting community inclusion.

Two challenges facing SEs include the design and operation of such an undertaking. According to research by Ouimette and Rammler (2017), balancing the business and social objectives simultaneously can be challenging, and without proper support and planning these objectives are often not sustainable. The scholars discussed the 'right kind' of social enterprise suggesting that non-profits can adopt a hybrid business model, while providing integrated, competitive jobs for people who live with disabilities and without. The advantages of these approaches are employment equity and social inclusion, as well as experiential learning, real-life opportunities, which are essential for people with ID in developing both technical and employability skills (p. 335). Furthermore, SEs can also be great for students transitioning into the job market and helping them discover their career interests and skills. Ouimette and Rammler suggest that non-profit organizations seek successful franchises or existing businesses to take over and should not assume that there will be a market for goods or services simply because it is for a good social cause. Like for profit business models, conducting SWOTs (strengths, weaknesses, opportunities, and threats) along with investing in promotional and marketing activities are important. The 'right kind' of SE will need to balance the social missions with the essentials of business strategies. A hybrid social enterprise model as an

integral part of the labour market can provide integrative and competitive jobs available to people with and without disabilities, while also advocating for economic equity.

Social enterprise and entrepreneurship in education and training. Queen (2015) described social enterprise as a practical solution for adult learners who could benefit from non-traditional pedagogical approaches. Similarly, Martin and Honig (2019) found that tacit knowledge and experiential learning are valuable in entrepreneurship education. For instance, ingenuity, initiative, risk taking, and persistence are entrepreneurial skills that are sought after by businesses as well as essential in self-employment or social entrepreneurship. Martin and Honig (2019) suggest that entrepreneurial education and training can have positive impacts on the strength development of persons with disabilities as well as assist them in self-employment start-up ventures. Furthermore, research by Ouimette and Rammler (2017) found that social enterprises can enhance technical and professional skills for students with disabilities, while also promoting social goals such as inclusion, diversity, and healthy, sustainable communities.

In education, accountability within a social enterprise is crucial. Unlike business and perhaps more challenging, is the need to evaluate SEs in educational settings by employing a quadruple bottom line. This includes reviewing the social, financial, environmental, and educational impacts. The success of SEs appears to be contingent on the ability of the instructors and leaders to plan and deliver an effective model. Educators need to use learner-centered approaches that accommodate for student diversity (interests, skills, abilities) as well as have genuine interest and passion for the enterprise and its greater goal of the common good (Queen, 2015). Also, the ability to leverage community resources, both social and financial, is an integral aspect of sustaining a social enterprise.

The research on social enterprise models in IPSE programs is limited, however, there is evidence that many organizations that support people with ID are beginning to explore

customized employment opportunities that involve social enterprise and entrepreneurship (Ouimette & Rammler, 2017). There is a lack of research on IPSE programs and their ability to create opportunities that link education and the real world of work.   Additional knowledge and research are also needed to evaluate experiential learning in IPSE programs. As emphasized by McRae et al., (2018), quality work-integrated learning in post-secondary requires purposeful planning into curricula, assessment, and reflection.

Chapter Conclusion

In the *Experiential Learning and Pathways to Employment for Canadian Youth* report*,* experiential learning is highlighted as an effective way to prepare youth who fall within the underemployment category and it advises that a strong link between education and the world of work is needed (Government of Canada, 2018). Additionally, the report acknowledged that at the same time the youth who fall into this category, which included people with ID, often did not have equitable access to these educational and training programs. Although there has been an increase in IPSE programs in countries across the world, the statistics still suggests that people with disabilities continue to face multiple systemic barriers and are underemployed as compared to the rest of the population.

While there is new and exciting research on the characteristics of social enterprise and entrepreneurship along with its development as a viable option in public education, non-profit, and private organizations, there are still gaps in the research regarding the use of social enterprise models for post-secondary students with ID. Also, the current research lacks the perspective of various stakeholders, including students, customers, instructors, and administrators, along with the general public.

Social enterprise and entrepreneurship is a growing sector that can assist people from marginalized populations. As this occurs, further research assessing the quality and benefits

from the various perspectives will help enhance knowledge and understanding of the role of such

ventures in IPSE programs, as well as in other employment programs. Further research in this

area could contribute to a deeper understanding of the role of social enterprise toward the greater

goals of social change and justice.

Chapter 3 – Methodology

Introduction

Using a photovoice and talking circle approach for my final project appealed to me because it is a form of participatory action research, meaning that the participants are actively involved in the process of collecting and sharing their photos (Latz, 2017). This was a significant factor for me when deciding and designing a final project because one of the goals of this social enterprise was to ensure students were involved and participate in as many aspects as possible. As well, I wanted to capture the students' voice and perspectives in a unique, engaging, and non-threatening or intrusive manner. The photovoice and group talking circles allowed students and instructors in the ESTR program to engage in a positive, reflective, and celebratory experience. The following sections will include a brief overview of the use of photovoice as a qualitative research method, a description of participants who chose to be involved in the project, and the data analysis process.

Overview of Theoretical Design

Photovoice is a flexible and adaptable method, based on Freire's educational theory of critical consciousness which uses photo documentation and dialogue to analyze people's lives and community in order to produce change or solve problems (Wang & Burris, 1997). Latz (2017) explains the importance of understanding the theoretical and practical aims of photovoice while engaging in this type of process. She points to three theories that have influenced the use of photovoice as a research method: feminism, Freire's educational philosophy, and participatory documentary photography. These theories align well with the goals of empowering people through an equitable, participatory process, which has the potential to influence policy makers and societal changes.

The photovoice method is used primarily in social sciences, and historically, has been used with marginalized populations whose voices may not be typically heard (Latz, 2017), including people with disabilities. One study in the Netherlands used photovoice to explore job satisfaction of employees with intellectual disabilities in both integrated and sheltered employment (Akkerman, Janssen, & Meininger, 2014). They found that photovoice was a valuable tool in gaining insights that may not otherwise be easily articulated.

Student and Instructor Participants

Due to the fact that the students in the ESTR program are considered a vulnerable population, this project was submitted for ethics approval by Thompson Rivers University Ethics Review Board. After approval, students were informed of the purpose of the project and consented to their participation and the use of their photos and narratives, which would be used for this final paper and on-campus presentation within the Faculty of Education and Social Work where students and faculty are welcome to attend. The chair of the University and Employment Preparation department presented the project information to the students, using both as a verbal (assent) and written consent, which students could read and share with family or other supports. All of the students involved in the project were over 19 years of age, and therefore, did not require parental or guardian permission, yet most of the ESTR students still rely on support and direction from people in their networks.

Students in the ESTR program have a range of cognitive disabilities and learning needs. Most students have graduated from high school on a modified program, named the Evergreen Certificate, however, a few students graduated with a completed Dogwood Diploma. Just as diverse as their designated disability is, like most post-secondary program students' personalities, ages, skills, and interests vary from year to year.

Although we have four program streams in the ESTR program, I approached the students enrolled in the Kitchen and Retail streams as they had direct involvement in the market. Eleven out of fifteen students volunteered to participate in the project. Although I did not ask or pressure the four students that did not partake, my assumption is that this undertaking may have been too overwhelming for them and these students may not have completely understood what I was asking of them.

The students who chose to participate took several photos to answer the following questions:

1. What can students learn from their participation in a social enterprise experiential model?

2. What can students do as a part of their participation in a social enterprise experiential model?

Myself and my colleague, Saskia Stinson, also participated by taking photos to answer the same questions as students, however, from a teaching perspective. Saskia is the instructor for the Kitchen program while I am the instructor for the Retail program, and both of us had an integral role in the initial start-up of the social enterprise and its development over the last six years into ESTR's Market. We provided a written reflection in response to these questions to contribute insights from an instructor's perspective regarding the educational impact of this social enterprise.

Photo Taking Process

Students were assigned an iPad to use as a camera over the last three weeks of classes and instructions were provided as to how to use the camera and store photos. While the students in the ESTR program are used to taking photos for various reasons, this process of taking photos to explain their personal learning, insights, and reflections was new and required some help in

the form of brainstorming ideas, prompting, and organization of photos. A Work-Study student,

who had built strong relationships with ESTR students over the school year, was asked to

support the students during the process if needed. For the most part, students required very little

support other than a little prompting and someone to take the photo if they wanted to showcase

themselves demonstrating a task or skill. This part of the project ran very smoothly, and students

never complained of having to take photos, and instead were quite excited to capture what they

were doing.   Short term memory challenges are common for some of the ESTR students, and as

a result, students needed a few reminders and subtle prompts to take photos. Most students took

several photos and those that did not, it was mainly because of external factors out of their

control such as limited time.

The final and essential step in the photovoice project was the narration of the photos from

the students' perspective, which I proposed using a group talking circle rather than conducting

individual interviews.

Virtual Talking Circle

The cumulative activity was a proposed talking circle, which would allow students to

share hard copies of their photos with one another and explain how the photos depict their

learning and skill development. Students were informed that the discussion that took place in the

talking circle would be audio recorded for use in my final paper and presentation.

The rationale for including the talking circle was that it would follow traditional

Indigenous models where a respectful setting is constructed allowing all students to speak

without interruption or criticism using a story sharing format (First Nation Pedagogy Online,

2017). The use of storytelling through talking circles comes from traditional Indigenous

practices and can foster inclusive pedagogical opportunities for sharing and developing

knowledge (Smeda, Dakkich & Sharda, 2014). The ESTR group had practiced talking circles for other purposes throughout the school year so it would be a comfortable and familiar process.

Another benefit of using a group talking circle was that it would require less time than conducting individual interviews and would also ensure a consistent sharing experience for everyone.   By hearing one another's stories, this could also help stimulate other ideas or produce more in-depth descriptions and discussions of their learning. At the same time the talking circle was planned to be a celebratory conclusion to this project with a "pizza lunch" to follow.   This event was planned for the last day of classes prior to students completing a practicum in the community, however, we never reached that day as a result of the global COVID-19 pandemic that issued a university closure on March 15, 2020.

Alternative plans due to COVID-19. The week before the scheduled talking circle, the university was closed due to the virus pandemic, COVID 19. Of course, this unforeseen closure and uncertainty could not be predicted and greatly affected our program and students, as it did for everyone around the world in all aspects of life. The photovoice project could not be concluded without the opportunity to reflect with students and gain insight into their learning as a result of their participation in ESTR's Market. The sharing portion was critical to the entire project as the photos themselves could not tell the stories, but it is the ESTR students and their narrations that would give personal meaning and perspective to them. As stressed by Latz (2017) the photos are data antecedents and are meant to trigger responses from participants. Latz indicates that a collaborative process where students exchange their opinions and stories adds to the narration of the photos and the premise that photovoice is an active and participatory process.

As a result of the situation we found ourselves in at the end of March 2020, physical distancing was required, and this meant an in-person talking circle and having hard copy photos available for students to share was definitely no longer an option. It was obvious that the

pandemic would not be ending within a short time period, meaning that another option to narrate was needed. Instead, I approached the students via individual phone calls to see if they would be interested in participating in an online video conference where we could still see each other and share the photos they took. I was thrilled that the students were still eager to participate as they were all quite devastated that the year had abruptly ended. We had to conduct some practice with the online video conferencing APP in order to troubleshoot some audio and visual issues, however, the technical issues ended up being very minor and the students were not opposed or afraid to try the new technology. Three of the students were not able to participate in the video conferencing due to different reasons, but two of these students were able to send short video clips showing their photos and explanations. One student completed the video independently, while the other had some assistance from her caregiver. In the end, 11 students shared photos along with narrations and reflections of their learning and experiences through participation in ESTR's Market. Our wonderful Work Study student and my colleague also shared photos and described them in terms of the same questions from their perspective of what students had learned.

Due to the time and logistics around video conferencing, I created two groups for the sharing sessions in order to effectively hear and speak with one another in the allotted time. Unfortunately, I also had to limit the number of photos we shared as some students had taken over a dozen pictures. Rather than have them review all of their pictures, I decided to send students 4 or 5 of the photos that they took via email or text messaging, depending on the technology that they would be using for the video conference, and asked them to choose 2 or 3 that they would like to share with their peers. Limiting the number of photos for the students to choose from and narrate encouraged them to focus on fewer aspects, which allowed the groups

enough time for everyone to contribute without the process seeming overwhelming or too challenging.

While a virtual talking circle was not an ideal scenario for the photovoice project, I was extremely impressed and grateful for everyone who took part to make this new format work. To me, this was such an amazing example of how this group of students have demonstrated resilience throughout their lives, and in the same way could adapt to this unprecedented situation. The students were committed and expressed their concern and interest in helping me complete this project, which in many ways was also their summary project depicting the amazing and hard work put forth by everyone. This experience is something that I will always cherish and remember. I have also promised students that I will be hosting a 'pizza party celebration' when the COVID-19 restrictions are lifted, and I know this is an event that they will hold me to.

Data Analysis Process – Using Narratives

Narrative research can be powerful in revealing phenomenon, which can "tell us about lives, demonstrate cognitive and emotional realities, and interrelate with social and cultural worlds" (Evans & Connor, 2017, p.1). The data analysis process began with me taking time to carefully listen to the recorded virtual talking circles along with the two individual videos, and then transcribing the narratives from each of the 11 students. The transcriptions were organized and set up in a Table 1 (Appendix 4) with the student's name, photo descriptions, and a summary of the in vivo comments that came directly from the students. I aimed to use the students' words and descriptions as much as possible in order to ensure an accurate and genuine account of their perspectives. During qualitative data analysis as discussed in Creswell's (2012), *Educational Research*, it is important to gain a general sense of the data. By reviewing the narratives in this summary format, I was able to use an inductive process to narrow the data into some specific themes. While there was no definite procedure for analyzing qualitative data, codes or labels are

often used to identify and describe a segment of text or an image (Creswell, 2012). As I began

this process, it became obvious that there were some significant themes that were emerging.

During the process of transcribing and coding, it was obvious that two broad categories

were apparent, which included several narratives of *interactions with others* as well as

descriptions of *specific tasks and skills*. From these two broad themes of *people* and *tasks*, I

examined the narratives in greater detail to narrow the comments further into four themes: 1)

relationship building and teamwork; 2) social connectedness and serving customers; 3) specific

job skills and entrepreneurship; 4) and employability or transferrable skills. Every student's

comments, even repetitive comments, are categorized into one of the identified themes in Table 1

below.

Table 1 –Narrative Data used in Identification of Themes

Theme #1 - Relationship building and teamwork	Theme #2 -Social connectedness and customer service	Theme #3 - Development of job skills and entrepreneurial competencies	Theme #4 - Employability and Transferable Skills
- "Everyone was so friendly, I opened up to others" - He also felt that he really liked the team building and getting closer to classmates. They "bonded over the amount of biscuit making" - He felt students in the groups really bonded and worked well as a team. - Working with Eve, a Work Study student on making cookies, haystacks, and rice krispies - Making friends - He spoke of the interpersonal skills he developed and is way more open and talkative. "We all	- Getting to know new people - Working with customers, co-workers, and peers - Dealing with customers - Customer service part of the market. He really enjoyed retail duties like the frontend part of making customers feel good because everyone loved the biscuits. - Serving customers and interacting with them. - Meeting new people - She enjoyed seeing the customers coming in and being happy. "It warms	- Liked the special events - Liked learning new things - Handling money and point of sale, making sure product information matched what was in the system. - His favorite moment or day was the 'chicken tacos' because they were so popular. - Working with Brianna on the Ramen jars was so much fun and he really enjoyed it! - Setting up the displays and making gift baskets – being creative.	- The Open House "everyone was working so hard and doing so well and it was such a great day." - She became very good at operating the POS. - Sanitizing the counter, measuring the butter and taking out the garbage. - I also learned cleaning and FoodSafe. - Learned FoodSafe - Setting up for self-service. Learned to work independently and knowing what tasks to do (taking initiative). - It helps you to get out of comfort zone

worked so well as a team and connected so well – it was really awesome to get to know everyone." - There was opportunity for lots of "camaraderie and teamwork", but it was also - He really enjoyed the teamwork and felt everyone knows what to do and how to work together in order to get things done and operating smoothly. - He loved really loved making bannock with Elder Doreen. The oil was really hot, and everyone work hard. - She (work study student) also indicated that she was grateful for all of the relationships she made and how everyone was so welcoming and open.	my heart" "bring joy to me" - It amazed her to see how happy the customers were, and the customers would ask them for recommendations. - He enjoyed serving soup on market days. The "Soup boy" "The Soup Nazi" (an inside joke from the sitcom Seinfield) - He said, "liked seeing the long line up of customers and being able to brighten their day up with soup or the special". This made him feel happy, great, and something to do - productive. - She enjoyed the food, the "hospitality"	- Favorite aspects of ESTR's Market was working the point of sale system "because it was easy, but also challenging" which she enjoyed. - Learned how to make new stuff like desserts, soups, salads and tacos. - She liked making dream catchers – which was something different from baking. - Favorite part was creating new things - Making haystacks was easy but also challenging because the chocolate is hot and solidifies fast. - Learned how to bake - She liked to be creative and think of new ways to alter a recipe, etc. - She liked being creative and setting up self-service. In the photo she was making the cutlery into flowers. - He also developed his communication skills and knife skills. - He also worked on Excel and is good at being organized, which helped him complete this task well. He improved his technology, and working the POS system and front of store. - Loved watering the plants. - Liked all the art projects and the	and as a result you learn more skills. - Working under pressure, multi-tasking. Cody said, this is something he could not do last year and now he can work independently and handle more responsibility and tasks. He took initiative and helped others as well. - He learned patience and how to work as part of team (a large number of people). - He is proud of his signs and his good printing – he took ownership and pride in doing this each week! "I was a little bit proud of that" - He liked feeling a sense of accomplishment. His favorite part is the feeling that he was a positive contributor in operating the market, which made him feel good. - He was also able to problem solve (for example: fixing and loading the pricing gun with paper) - She learned patience and determination. She learned how to make coffee and how not to burn herself on the hot coffee. - She also needed to ensure the quality. - "Being time-sensitive was important and aware of what needs to be done."

		ribbon roses– and being creative.	- Important to be efficient and consistent to ensure quality.
		- She said she look so "in tuned" in the photo of her making coffee.	- He worked hard on improving his speed and consistency.
		- She was very focused during the tasks.	
		- She also learned mathematical skills (measuring and using a scale).	

Chapter Conclusion

The next section will highlight many of the student's comments and reflections in relation to their perceived learning and the benefits they gained from participation in this social enterprise, ESTR's Market. As well, the instructor perspectives from myself and my colleague will provide further insights into the benefits of experiential learning through social enterprise and entrepreneurship.

Chapter 4 – Student and Instructor Reflections

Student Photos, Perspectives, and Reflections

One of the benefits of participatory research or projects is that they have the ability to engage and empower participants (Latz, 2017). This was evident during the virtual talking circle and the narration of the students' photos. The ESTR students overwhelmingly expressed their pride and confidence in showcasing what they had learned as a result of their participation in the social enterprise, ESTR's Market. I will proceed by summarizing and analyzing each of the four main themes that developed through the data analysis process in terms of what I heard the students describe about their learning, as well as add some of their chosen photos that depicted their associations.

Theme # 1- Relationship building and teamwork. While the people that we work with and the relationships that are built at work contribute to job satisfaction, I did not predict that the students would articulate so well how much they valued their peers and the importance of teamwork - a skill that they said they had developed. It was incredible to hear how they described themselves as integral to a group that worked cohesively and how they enjoyed helping others.

One student commented that he liked team building and getting closer to his classmates. He used the best phrase to explain, which was that they "bonded over the amount of biscuit making." I thought this was an excellent description of the essence of teamwork and suggested that we may have to incorporate this saying into some sort of team motto. Another student used the term "camaraderie" for the positive friendships and relationships he made. Students mentioned developing interpersonal skills and being helpful and patient with others.

Figure #1 – "Bonding over biscuit making" as described by one student

The students also commented on other people, outside of customers, that they interacted

with. These included all the work study and Human Service practicum students that they had the

opportunity to work with. They commented on how much they enjoyed working with these

helpers. As well, others that we worked with during special events, like Elder Doreen who they

enjoyed making bannock with. The Work Study student that participated and helped with the

photovoice project, shared a photo of her and a student packaging spiced nuts. She also

expressed her gratitude for all of the relationships she made as a result of the ESTR program and

working alongside with the students in the market.

Figure #2 – Making bannock with Elder Doreen

Figure #3 - Teamwork

Figure #4 - Developing "camaraderie" and teamwork

Figure #5 – Making friends

Theme # 2 – Social connectedness and customer service. Originally, when I was thinking about submitting a proposal for a social enterprise, I was hopeful that there would be opportunity for interactions with people outside of the program. I imagined one of the greatest advantages of experiential learning was social connectedness. It is one thing to talk about customer service, however, practicing it in a real setting is the best way to connect the theory and practice. During our course work, we discussed different customer service experiences that occurred - assessing what we did well and what we could improve. Many of the customers that came to the market became regulars and often the students would aim to remember their names or engage in a conversation.

All of the students mentioned customer service or hospitality as a skill they developed and something they really enjoyed. One student indicated that he, "liked serving soup and seeing the long line up of customers and being able to brighten up their day with the soup or specials that they made." This made him feel happy and productive.

Similarly, another student said, "she enjoyed seeing customers coming in and being happy. It warms my heart. It amazed me how happy customers were."

Another student mentioned, "his favorite day was when we sold chicken tacos because they were so popular."

For many of ESTR students, communication and interpersonal skills are areas that they can struggle with. Often, they have difficulty developing relationships and speaking to new people. Developing interpersonal skills can create anxiety, or at times, inappropriate or awkward remarks. However, ESTR's Market was viewed as a safe venue to practice talking to customers and learning what, when, and how to engage in appropriate conversations.

Figure #6 – Getting to know new people

Figure #7 – Serving customers

Figure #8 – Serving soup and biscuits

Figure #9 – Meeting new people and serving customers

Theme # 3 – Development of job skills and entrepreneurial competencies. Students showed photos and spoke about the specific technical or jobs skills that they learned including baking, cooking, knife skills, food safe, handling money, and operating a point of sale system. It was obvious that they were proud of the things that they had learned. Tasks such as making coffee, packaging items, or setting up and organizing products were skills that for the most part students did not have a lot of experience doing.

One of the students commented that he was "organized" and "had neat printing", so he took on much of the signage and managed the inventory in the electronic Excel documents. He also commented that "his favorite part was feeling like he was a positive contributor."

Although students did not use the word entrepreneurial, they did speak about enjoying the ability to be creative.   Students had several opportunities in the market to be innovative or creative, whether it was making new products, displays, planters, or gift baskets. They were also encouraged to come up with innovative ideas for new services and products, as well as improved or new ways to operate the market more efficiently and effectively. Students have contributed several interesting and great ideas such as the customer stamp card for those that purchase frequent soups.

Unlike practicum or work experience, the social enterprise model, ESTR's Market, allowed students to practice skills that they may not get a chance to in business sites within the community, outside of the program. Not only does this help to build confidence, but students may also discover new skills or interests as a result.

Figure #10

Displaying items

and merchandising

Figure #11 – Being creative

Figure #12 – Measuring and portioning

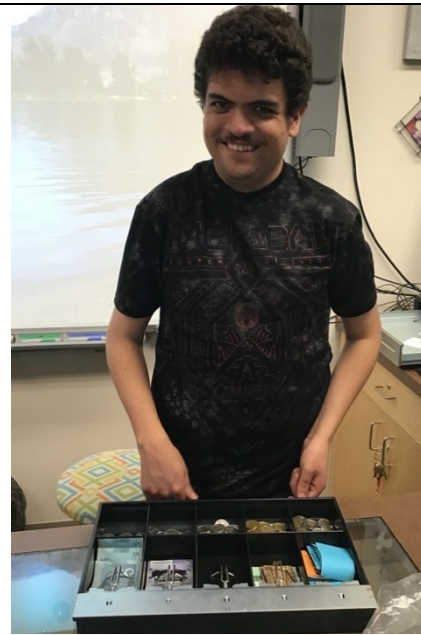Figure #13 - Being creative and setting up self-service

Figure #14 – Handling and counting money

Theme # 4 - Employability or transferrable skills. The students came up with a variety of other skills that they had developed that are considered employability or transferrable skills, assets that employers seek and that we often discuss in classes. Some of these skills

included being safety conscious, communication, organizing, taking initiative, helping others, and problem solving.

One of the students spoke about how he has improved his ability to manage multiple tasks independently and demonstrate initiative because he knows what needs to be done. I thought this was very insightful and something that I also observed over the two years that he was in the ESTR program. The year prior he needed lots of direction and affirmation before most tasks, yet by the end of second year, he was showing leadership and able to work independently. This is an excellent example of how experiential learning and training opportunities in social enterprises can help people develop a positive self-image and esteem that contributes to confidence and self-efficacy.

Some of the students identified that they improved their work speed and consistency. One student in particular stressed that "being time-sensitive was important" while also producing quality items. I could really sense in his voice and description that he took enormous pride in sharing a photo that depicted this.

Another employability skill that employers often seek are people who are willing to try new things and can adapt to situations. One of the students put this very well and indicated that "you need to get out of your comfort zone." Again, these types of experiential learning opportunities can offer safe places for students to try a variety of new jobs skills that they would not necessarily get through other work experiences. As a cumulative assignment or capstone, students complete a six-week community work practicum, and appear to have greater confidence as a result of their exposure to a variety of experiences prior to embarking on an independent practicum or paid employment.

Figure #15 Making Coffee, with focus and "in-tuned"

Figure #16 Washing lettuce, multi-tasking and working independently

Figure #17 Being precise and ensuring quality

Figure #18 Taking out the garbage

Instructor Photos, Perspectives, and Reflections

In the same way that students took photos, myself and my colleague, Saskia Stinson, each reflected separately on what we think students have learned through their participation in the

social enterprise experiential model, ESTR's Market. We also took photos to capture student-learning and skill development.

Reflection by Saskia Stinson, ESTR instructor. My colleague, Saskia Stinson, has been an instructor at Thompson Rivers University for over 15 years and worked with students with special needs extensively for many years. Also, she is a Home Share provider for a number of clients with Community Living BC. Saskia and I have worked collaboratively on this social enterprise model for the last six years, completing grant applications, proposals, presentations, and integration into the ESTR courses. The reflection below was written in her own words from her perspective.

Saskia's narrative and associations are taken from her written reflections and verbatim text is included in this section.

> This photo voice project gave the ESTR students in kitchen and retail an opportunity to apply self-reflection to identify and act on ways to improve knowledge, skills and attitudes. The students had to take five to ten pictures of meaningful activities when participating in ESTR's Market and share some of these in a talking circle. I also participated in the photo voice project and took pictures that I shared with the students as part of a talking circle. A new element was added to the presentation with the use of Zoom for virtual conferencing as a result of COVID-19. It was challenging because we all had to learn about new technology. It added another dimension to the talking circle. I appreciated how organized Leanne was in helping everyone learn about the Zoom App. It also helped that we did a test run prior to the actual talking circle so that the students could focus on the project and not so much on the technology. I thought it was funny that I had more trouble with the app then the students. They have all grown up with

technology and most of them have an aptitude for learning how to use new software. The real-time meeting was a success and everyone who had challenges got some help from other students or the instructors. It felt like that cohesiveness that develops between our students as they participate in the streams in our program was transferred to the talking circle that was held virtually. This transference of skills into other life situations is a valuable life skill and supports life-long learning as part of Workplace Essential Skills.

During the talking circle I observed that the students often took pictures of items created or marketed ESTR's Market or they took pictures of peers. I also took pictures of students working together and that included our practicum students as well as our work study students. The students were proud and there was a sense of joy when they talked about the cooking, packaging, marketing and sales that took place in the market and in the kitchen. They shared information about the skills they had learned when making items such as biscuits, baking cookies and creating soups. They talked about the confidence they had developed as a result of being able to perform some of these tasks independently or with some help. Some of them were able to teach others how to do a task and showed developing skills in leadership and teamwork. They also expressed their respect and appreciation of other students who were part of the talking circle. When I shared my photos of foods that had been prepared, I also had a sense of pride and joy in seeing their work and the products they created. I have always enjoyed looking at and taste testing what has been created. All of the students have the option of taste testing and contributing to the presentation of the finished product. These qualities consist of taste, smell and visual appearance. My own confidence, pride and sense of

accomplishment in them has grown as well and often the students surpass my

expectations in what they can accomplish.

They also demonstrated their appreciation of the strengths of individual work

and expertise of a task, teamwork and relationships that have developed among

themselves during their participation in the social enterprise.

Figures #19 -21 Student-made products Sugar cookies	 Pumpkin and apple pies	 Chili

What has the social enterprise component contributed to student development? What are

the implications? ESTR's Market, a social enterprise, has contributed significantly to

student development in the following areas: confidence; self-esteem, a sense of purpose,

skill development specific to retail, hospitality and food service; social capital, customer

service skills, connection to community and sustainability. The students demonstrated that

they were able to develop workplace essential skills and skills specific to an area using

High Impact Teaching strategies that occur within a social enterprise that is delivered as

part of project-based theory and experiential learning. These skills developed extend

beyond a business that will provide them with future employment. The students are

actively involved in menu planning, marketing and product development which is

entrepreneurial, and they have the potential of developing their own businesses.

Figure #22 Pride in cooking bannock

Figure #23 Taking pride in his work

Figure #24 Making friends

Figure #25 Teamwork and having fun

Reflection by Leanne, ESTR instructor. It is difficult for me to narrow my focus on the learning that has occurred through student involvement in ESTR's Market as my perception includes all of the same categories as identified by students. This year marks the 6th year that this SE has operated, and it is amazing for me to think about how it has evolved and grown over the years, not only in terms of the increased sales, the amount of inventory, and the physical size, but in the types of services, products, and partnerships that have transpired. In the beginning, I recall the main emphasis of this initiative as project-based learning which uses experiential learning to engage students in real-life projects. The rationale was for students to better connect theory and practical through a hands-on and meaningful avenue. This evolved and became a SE where all of these principles still exist, but also serves to advocate for a social mission that promotes inclusion and equity.

Literacy and communication are areas that students with developmental disabilities struggle the most, and by incorporating "real-life" training that they would not normally obtain through typical practicum experiences or in traditional class settings has allowed students to practice skills and gain other benefits that were not even anticipated. For instance, during previous work experiences or training many of the students have not processed transactions, operated certain technology, or been given responsibilities in a kitchen such as baking or cooking. As instructors in this program, we often boast that the program strives to be strength-based and that disabilities are not viewed as deficiencies, but rather as diverse-abilities with tremendous value. Using photos from the project, I will explain in this next section how the social enterprise has given students opportunities to focus on their strengths and interests, which has helped to create a sense of pride, self-image, self-efficacy, and hopefully, an overall feeling of self-empowerment.

In September at the beginning of the first semester, I tell students involved in ESTR's Market that each year will be unique because the market is theirs - student operated - and as a result will depend on the interests of the current group of students. My colleague and I stress that students are to be involved in as many aspects as possible and it is the students that influence the direction of the enterprise, which has a new start and feel each year. While it is important for students to learn a variety of skills and tasks, they tend to discover what they excel in and what interests them the most.

For some students, they discover their strengths quite quickly and they become set in a routine that they enjoy and don't want to alter, whereas other students enjoy trying various tasks. The social enterprise has been an excellent venue that can provide students with enough variety to meet their needs and interests.   For instance, all of the students have created the daily menu signs on white boards or online, but one student this year took so much care, attention, and pride in doing this work that he ended up doing most of the signage. Another student in the kitchen program, preferred to be stationed at the dishwasher (a very slick and speedy commercial dishwasher). He did some prepping and cooking as well but ended up taking the dishwashing over as his own and did an exceptional job - he was committed, eager, and essentially developed a leadership role in this area.
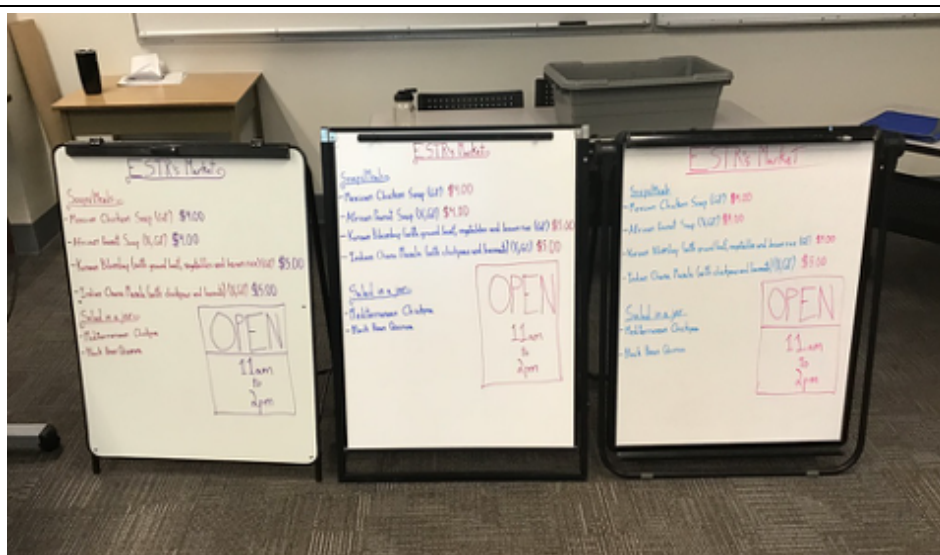
Figure # 26 – Using a Strength-based teaching approach

Students would be assigned positions or tasks throughout the week, but often volunteered to do what interested them or what they excelled in. I remember asking one student "would you like to set up the baking station or finish folding the laundry?" She replied with, "I will finish the laundry because laundry is very important too." I thought this was a great example of how students recognized and viewed all the tasks as essential and each one just as valuable as the other.

In the same way that students identified their own strengths throughout the year, their peers would also identify strengths in one another and would often make positive comments. For instance, I would hear things like "this person is great with technology or this person makes the best coffee." I believe this external recognition from peers is quite powerful in validating a student's self-image as well as adding to their sense of accomplishment and pride.

We had several regular customers who got to know the students and also expressed comments regarding what they had witnessed as the students' strengths or improvements. Many customers would complement students by telling them that they have noticed great

improvements such as work speed, or their confidence in operating the point of sale and serving customers. Each week, we would analyze the sales and transactions and I would ask students which is more significant. Of course, most of the students liked to evaluate the sales in order to see the money amounts and which products sold the most, however, I would stress that transactions were perhaps more important for student training and learning. Transactions equal people coming into the market, which meant students gained opportunities to serve, process purchases, and communicate and interact with a variety of people. These interactions, like the relationships that they made with each other, were integral to the experiential learning goals for ESTR's Market.

Finally, I think that the social mission of this enterprise, to promote inclusion and equity was developed and depicted in numerous ways. ESTR's Market values and reflects diversity in so many ways from the work team to the customers and partners. As mentioned by Lysaght et al. (2018) there is usually little distinction between those with disabilities and those without and the public can see that everyone works together. The work study and practicum students work alongside ESTR students to model or support but more often as teammates. Often other students on campus come in and ask for job applications and several people on and off campus have expressed interest in volunteering. These signs and interactions have enhanced the perceptions of the program and the abilities and strengths of the students. We have several comments that suggest a greater awareness on campus has occurred and that people enjoy the market atmosphere and not necessarily because of the products but the people - the students. With greater self-image and confidence that social inclusion can bring, individuals with ID may engage in more external activities that are varied and social (Lysaght et al., 2018). For example, many ESTR students ride public transit and have met numerous people that recognize them as part of the market, and as a result, offer compliments or have social interactions with them. In

the end, this sense of community and positive culture that was created within ESTR's Market, as

a result of the students and their relationship with the wonderful supporters, was probably most

significant in dispelling negative stereotypes while advocating for kindness, acceptance, and

inclusion.

Figure #27 - 30 – Examples of the special events (Wellness Centre Open House, ESTR Open House)

Figure #29 VIP TRU's President, Brett Fairbairn

Figure #30 Fruit platter for Open House

Figure #31 Gift Baskets and bow making

Figure #32 Meeting new people (Student consignor)

Figure #33 Setting up each week and merchandising

Chapter Conclusion

Overall, as implied by Ouimette and Rammler (2017) and showcased through this photovoice project, all of the benefits generated from participation in SEs can help individuals with ID better transition to workplaces and discover their career interests and skills. The responses to these queries, from both students and instructors, highlighted the significance of social connectedness and building community as well as confirmed much of the research on the social enterprise in providing positive experiential learning opportunities.

Chapter 5 – Final Discussion

This project has been extremely rewarding. Using photovoice as a means to capture and highlight the learning and skill development for students involved in ESTR's Market offered more than I anticipated in terms of students' engagement and enthusiasm. I knew students were committed and felt a sense of ownership to this social enterprise, but I did not know how they might react to participating in a voluntary project that was outside of their responsibilities in the program Yet, they took ownership of their photos and in articulating what they had accomplished. Their eagerness to participate and their descriptions of the photos was endearing, insightful, and made me feel so proud of all of them. The process in itself was an excellent way to reflect and perhaps reinforce their learning.

Implications for Social Entrepreneurship and Enterprise. As indicated in the literature, social entrepreneurship and enterprises can experience challenges, especially in an educational setting where it is imperative to balance the social, financial, environmental, and educational goals (Queen, 2015). ESTR's Market aligns well with the institutional strategic priorities and program outcomes, and incorporates assessment and reflection within the program, which McRae et al. (2018) stress as fundamental elements for experiential learning to be effective. To date, the SE has been financially sustainable, as well as explored and implemented numerous environmental initiatives. Yet at the same time, it will require commitment on the part of instructors and administrators to be innovative and continually assess and evolve with on-going changes and challenges.

In the face of COVID-19. This pandemic that we are currently experiencing across the country and world will no doubt alter many things that we do, including delivery methods in education and business, both private and non-profit or social economy. As a result, ESTR's Market will need to evaluate its future direction temporarily and long-term, however, there are

also incredible opportunities to again be creative, innovative, resilient, and adaptable. For

instance, ESTR's Market may have to generate a more online service and presence.

Sustainability in every sense is possible, and it is my belief that students and faculty are capable

of overcoming and succeeding in the new situation.

It is my hope that social entrepreneurship and enterprise will continue to be valued in

education as an innovative approach to integrating experiential learning opportunities as I have

witnessed numerous ESTR students, instructors, customers, and others on and off campus

positively impacted by this initiative. As well, the photovoice project is a suitable and

worthwhile initiative that could be used in future classes or a method for future research in this

area.

Alignment with Personal Teaching Philosophy. Although I am not a new teacher,

educational philosopher, Maxine Greene's message reminds me that teachers are 'perpetual

beginners' and in this sense must continually self-reflect, seeking ways to resist 'habitual

patterns' by taking intentional actions and questioning, as well as identifying oneself as agents of

change (ColumbiaLearn, 2014). I recognize that I personally experience multiple privileges but

realize that by learning about the oppression and inequities of marginalized groups, I can

influence social justice through teaching and education.

Central to my own educational philosophy and pedagogical approaches is relationship

building and what philosopher and educator, Nel Noddings (2005), describes as the ethics of

care. I have learned that every student is unique and that there is no ideal model of student.

Demonstrating care for and with students involves relationships that may require different

approaches that promote equity over equality, focusing on the strengths, interests, and abilities of

all students.

Nineteenth century educator Johann Pestalozzi proposed taking a humanistic approach that demonstrates a balancing of both the affective and cognitive domains. He realized that education needed to focus on the "intellect, the will, and the body – simultaneously and harmoniously" (Gutek, 2015, p. 140). My goal as an educator is to balance these by developing genuine relationships, facilitating authentic experiences, as well as integrating ethical curriculum and pedagogy.

Experience is integral to learning and I have been influenced by the many great philosophers that have encouraged this such as Locke, Montessori, Pestalozzi, Froebel, Aristotle, Dewey and Noddings. I believe this project and the social enterprise have reflected and aligned with my teaching philosophies and contribute to what Canadian educator, Jackie Seidel (2014), refers to as "A Curriculum for Miracles" - a flexible and the natural progression of wonder, creativity, and learning. I end with this beautiful quote by Seidel:

"A curriculum for Miracles is ecological, bursting forth from the understanding that the more diverse an environment is, the more creative and emergent the possibilities" (p.13).

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Appendices

Appendix A

**Informed Consent by Students to Participate
in a Master of Education Final Project (Photovoice and Talking Circle)**
*Title: Using a Social Enterprise Experiential Model with students with
Intellectual Disabilities*
Requested by Leanne Mihalicz

January 10, 2020

This semester I am excited to be starting a Final Project that is part of my completion of the Master of Education program at TRU. It is important to me to apply my learning to work that I am passionate about, which is why I have created a project that involves ESTR's Market, a social enterprise experiential model integrated into the Education and Skills Training program. I am eager to learn student's perspectives regarding their own personal learning and skill development as a result of their participation in ESTR's Market.

To gain insight into student's perceptive, I am asking for volunteers to participate in a Photovoice and Talking Circle project. The first part will involve each student participant to take several photos over a 4-week period in order to answer the following questions:
1. What can students learn from their participation in a social enterprise experiential model?
2. What can students do as a part of their participation in a social enterprise experiential model?

The second part will involve a reflection and debriefing event in the form of a Talking Circle. During the talking circle students will be asked to share their photos and any insights as to why they chose these photos as representative of what they have learned and/or what skills they have developed. An audio recording of the talking circle will be taken in order to recall the details that are shared and for use in my final paper and presentation (audio will not be played for others).

A work study student will assist you with taking photos and storing them in a secure location. The photos do not need to include people. However, if you want to include people in your photos, confidentiality and permission forms need to be signed. Please ask individuals before taking their photo if they would sign a media release form in order to use their picture for this project. The other option would be to only take back photos and not include anyone's face. Also, names of people shown in photos will not be shared and kept anonymous.

The photos, audio recordings, consent forms, and media releases will be stored within a locked drawer in my office. Any of the data, recordings, photos, and consent forms will be deleted within five years.

Attached is a Media Consent allowing the use of photos for my final presentation. The final presentation will be open to the public and I welcome any of you to attend.

Thank you for your constant enthusiasm and for consideration to participate in my final project in the M.ED. Program.

Please let me know if you have any questions or concerns.

With sincere gratitude,
kukwstsétselp

Leanne Mihalicz
250 571 0141 cell, lmihalicz@tru.ca

Appendix B

VERBAL ASSENT
for Adult students with Intellectual Disability over the age of 18
Master of Education Final Project (Photovoice and Talking Circle)

Title: Using a Social Enterprise Experiential Model with students with
Intellectual Disabilities
Requested by Leanne Mihalicz

January 10, 2020

Description of research project will be read out verbatim by a 3rd party to potential research participants:

Your instructor, Leanne Mihalicz, is working on her Final Project for her Master of Education Program at TRU and is asking for student participation. She has created a project that involves ESTR's Market called *Using a Social Enterprise Experiential Model with students with Intellectual Disabilities*.

You do not have to join this study. It is up to you. You can say okay now. You can also say no. You can say okay and then you change your mind later. If you want to stop, then all you have to do is tell us you want to stop. No one will be mad at you if you don't want to be in the study or if you join the study and then change your mind later and stop.

To gain student's perspectives, she is asking for volunteers to participate in a photovoice and talking circle assignment. The first part will involve each student participant to take several photos over a 3 or 4-week period in order to answer the following questions:
1. What can students learn from their participation in a social enterprise experiential model?
2. What can students do as a part of their participation in a social enterprise experiential model?

A work study student will assist you with taking photos and storing them in a secure location. The photos do not need to include people. However, if you want to include people in your photos, confidentiality and permission forms need to be signed. Please ask individuals before taking their photo if they would sign a media release form in order to use their picture for this project. The other option would be to only take back photos and not include anyone's face. Also, names of people included in photos will not be shared and will be kept anonymous.

The second part will involve a reflection and debriefing event in the form of a talking circle. During the talking circle students will be asked to share their photos and explain why they chose these photos as representative of what they have learned and/or what skills they have developed. An audio recording of the talking circle will be taken in order for Leanne to use in her final paper and presentation (the audio will not be played for others).

The photos, audio recordings, consent forms, and media releases will be stored within a locked drawer in Leanne's office. Any of the data, recordings, photos, and consent forms will be deleted within five years.

A Media Consent is also required to allow the use of photos for her final presentation. The final presentation will be open to the public and any of you are welcomed to attend. **Before you say yes or no to participating in this project, I will answer any questions you have.**

Appendix C

THOMPSON RIVERS UNIVERSITY

**Informed Consent by Students to Participate
in a Master of Education Final Project (Photovoice and Talking Circle)**
Requested by Leanne Mihalicz

January 10, 2020

My signature on this form indicates that I understand the information regarding this project, including all procedures and that I voluntarily agree to participate in this project as a student participant.

I understand that I may refuse to participate or withdraw my participation in this project at any time without consequence. My involvement or non-involvement in this project is in no way related to my status as a student.

If I have any questions or issues concerning this project, I may also contact the Chair of the Research Ethics Committee – Human Subjects, telephone number, 828-5000. I have received a copy of this consent form and a media consent form.

Name: (Please Print)

_____

Participant's signature _____   Date _____

Investigator signature _____   Date _____

....

I agree to have the talking circle **audio recorded**. The photos, audio recording, consent forms, and media releases will be stored within a locked drawer in my office. Any of the data, recordings, photos, and consent forms will be destroyed within five years.

Signature _____

Date _____

Appendix D
Media Release Forms

THOMPSON RIVERS UNIVERSITY

Media Privacy Notification & Consent Form

Name: _____

Email Address:_____

Event/Location: Participation in MED Final project for Leanne Mihalicz (including Photovoice and Talking Circle)
Thompson Rivers University (TRU) collects, uses, discloses and retains personal information in compliance with the
BC Freedom of Information and Protection of Privacy Act (the FIPPA).
TRU takes photographs of, and interviews individuals for the purposes of university promotion in various media (e.g.
printed materials, website, social media). The collection of this personal information is permitted under Section
26(c) of the FIPPA.

Consent
I consent to the use and disclosure of all images and interviews of or including me, and/or information gathered
about or including me, by TRU or by any nominee of TRU (including any agency, client, publication or other
organization or institution) in whole or in part, in all forms and media, for distribution to the general public for the
purposes of publicity and university promotion in various media (e.g. printed materials, website, social media).
I further consent to the reproduction or use of the photographs/information with or without my name, and consent
that TRU may seek copyright of the photographs/information in their name. In giving this consent, I release TRU
and its nominees from liability for any violation of any personal or proprietary right I have in connection with any
sale, reproduction or use of the photographs/interviews. I certify that I am 19 years of age or older.
☐ By checking this box, I also consent to being tagged on social media.

My preferred channel (e.g. Facebook, Instagram) is: _____

My username is:_____

I have read the above, understand it, and agree to it.

_____   _____
Signature   Date

_____   _____
Signature of Guardian *(if individual is under 18 years of age)*   Date

For information about TRU Marketing and Communications please email **marcom@tru.ca** or call **250-828-5389**.
For information about this privacy notice please contact the Privacy office at **250-828-5012**, **privacy@tru.ca**. or by post to: TRU Privacy Office, 900
McGill Rd., Kamloops, BC, V2C 0C8

Appendix E

Table 2 - Data Collection

Note: Only a portion of the photos are included

Student/Work Study	Anecdotal comments (summarized and direct quotes)
Student 1 Kitchen Retail Stream Figure #2	Photos showed the skills needed to work at the market. "Being time-sensitive was important and aware of what needs to be done." There was opportunity for lots of "camaraderie and teamwork", but it was also important to be efficient and consistent to ensure quality. Donavan said, he worked hard on improving his speed and consistency. He really enjoyed the teamwork and felt everyone knows what to do and how to work together in order to get things done and operating smoothly. He loved really loved making bannock with Elder Doreen. The oil was really hot, and everyone work hard.
Student 2 Retail Program Stream Figure #12 Figure #15	She learned patience and determination. She learned how to make coffee and how not to burn herself on the hot coffee. She said she look so "in tuned" in the photo of her making coffee. She was very focused during the tasks. She also learned mathematical skills (measuring and using a scale). She also needed to ensure the quality. She enjoyed the food, the "hospitality" and all the art projects and the ribbon roses– and being creative. Loved watering the plants.
Student 3 Retail Program Stream Figure #27	He is proud of his signs and his good printing – he took ownership and pride in doing this each week! "I' a little bit proud of that" He also worked on Excel and is good at being organized, which helped him complete this task well. He improved his technology, and working the POS system and front of store. He liked feeling a sense of accomplishment. His favorite part is the feeling that he was a positive contributor in operating the market, which made him feel good. He was also able to problem solve (for example: fixing and loading the pricing gun with paper)
Student 4 Kitchen Program Stream Figure #8 Figure #9	The "Soup boy" "The Soup Nazi" (an inside joke from the sitcom Seinfield) He learned patience and how to work as part of team (a large number of people). He enjoyed serving soup on market days.

	He also developed his communication skills and knife skills. He said, "liked seeing the long line up of customers and being able to brighten their day up with soup or the special". This made him feel happy, great, and something to do - productive.
Student 5 Kitchen Program Stream Retail 2019/20 Figure #16	Working under pressure, multi-tasking. Cody said, this is something he could not do last year and now he can work independently and handle more responsibility and tasks. He took initiative and helped others as well. He spoke of the interpersonal skills he developed and is way more open and talkative. "We all worked so well as a team and connected so well – it was really awesome to get to know everyone."
Student 6 Kitchen Program Stream Figure #3 Figure #11	Making haystacks – easy but also challenging because the chocolate is hot and solidifies fast. Learned FoodSafe, how to bake and the opportunity to be creative. She enjoyed seeing the customers coming in and being happy. The "It warms my heart" "bring joy to me" It amazed her to see how happy the customers were, and the customers would ask them for recommendations. Setting up for self-service. Learned to work independently and knowing what tasks to do (taking initiative). It helps you to get out of comfort zone and as a result you learn more skills. She liked being creative and setting up self-service. In photo she was making the cutlery into flowers. She liked to be creative and think of new ways to alter a recipe, etc.
Student 7 Kitchen Program Stream Figure #5 Figure #10	Learned how to make new stuff like desserts, soups, salads and tacos. She described her photos which included sanitizing the counter, measuring the butter and taking out the garbage. She liked making dream catchers – which was something different from baking. Working with Eve, a Work Study student on making cookies, haystacks, and rice krispies. I also learned cleaning and FoodSafe. Favorite part was creating new things, meeting new people and making friends.
Student 8 Retail Program Stream	Setting up the displays and making gift baskets – being creative. Serving customers and interacting with them.

Figure #14	Favorite aspects of ESTR's Market was working the point of sale system "because it was easy, but also challenging" which she enjoyed. She became very efficient operating POS.
Student 9 Kitchen Program Stream Retail in 2019/20 Figure #1 Figure #4	Daniel loved the customer service part of the market. He really enjoyed retail and the frontend part of making customers feel good because everyone loved the biscuits. He also felt that he really liked the team building and getting closer to classmates. They "bonded over the amount of biscuit making" (Shelby, Cody, Daniel). He felt students in the groups really bonded and worked well as a team. His favorite moment or day was chicken tacos because they were so popular, and Brianna on the Ramen jars was so much fun and he really enjoyed it!
Student 10 Retail Program Stream Figure #13	Dealing with customers Handling money and point of sale, making sure products information matched what was in the system. "Everyone was so friendly, I opened up to others" Like learning new things
Student 11 Retail Program Stream Figure #6 Figure #7	Working with customers, co-workers, and peers Getting to know new people Liked the special events
Work Study Student	She indicated that she enjoyed her time working with students in ESTR's Market. She also indicated that she was grateful for all of the relationships she made and how everyone was so welcoming and open. She showed a photo of her and Audrey working during the Open House and explained "everyone was working so hard and doing so well and it was such a great day."