



Guidelines for the major essay

SOSC 1341

- Date due:** Wednesday 8th March 2017
- Value:** 25% of the final grade. There are no re-writes for this assignment.
- Submission:** You email your assignment to your TA, and you must save the file with the course code and your name.
For example: *Hossein_Caroline_1341_critical reflection*

Major written paper

There are **two choices** for the major essay. You are to pick only one.

- 10-pages (not including bibliography)
- Your essay must draw on the literature and give examples from the course syllabus.
- Note that while much of the material relevant to this assignment is assigned to be discussed in class before the assignment is due, some of the readings assigned for the remainder of the course are also highly relevant, so you should read ahead. Failure to address the statement below will produce a failing grade.

1st CHOICE: The essay “Take Back the Economy” must have a main argument in the introduction, support your assertions with evidence and examples, and conclude by summarizing your findings and outlining any questions or avenues for future research. You must cite sources (at least 7 out of the 10 citations must come from the course syllabus) either in footnotes, endnotes or embedded in the text and provide a bibliography. The paper should have data and examples (e.g. statistics, country case studies, film, historical evidence etc.) that support your argument. It is your responsibility to read the text and draw on the syllabus readings and lecture

notes to supplement your paper's research. Students should come and meet their TAs to discuss their paper and to ensure they have developed a strong thesis statement and sub-arguments.

Your written assignment "Take Back the Economy" is an analysis of social economy. You are to read one of the two main books for the course: Quarter et al.'s *Case Studies for Social Change* (2015) **OR** Amin's *The Social Economy: International Perspectives on Economic Solidarity* (2009) in its entirety. Some of the chapters will be read in class but not all will be read, it is your responsibility to do so for this assignment. After you read the text, think about the material in the course, and then discuss the following statement:

All over the planet people have been engaging in diverse community economies to "take back the economy." Discuss the ways people around the world are engaging in the social economy.

You are to use the course literature, films, lectures, guest speakers and case studies to deepen your analysis.

2nd CHOICE: The essay "A social economy business plan" must be structured in a essay format and state clearly why such an organization is needed in your community. You get to create something very exciting! This will take time to do so if you like this option YOU MUST get started early/in December. You propose and design a plan for a social economy organization in your community (e.g. cooperative, ROSCA, non-profit, SHG, or social enterprise). You will need to state why your start-up social economy organization is needed and you will need to develop a mini-business plan. You must cite sources (at least 7 out of the 10 citations must come from the course syllabus) either in footnotes, endnotes or embedded in the text and provide a bibliography. The paper should have data and examples (e.g. statistics, country case studies, films, historical evidence etc.) that support your business plan.

Your written assignment "A social economy business plan" is the opportunity to create an organization that is financially viable and has a positive impact on society. You will need to develop the rationale for this organization and why it is needed. You must know what the SROI will be in this organization. What is the exclusion or issue in the society and how would this organization resolve the problem? What resources will you need to mobilize to start-up this venture? Your paper should address the following questions:

What is the name of this proposed organization? Why does this organization belong to the social economy sector? Why are you proposing this social economy organization? What is the mission? What is the SROI? Who are the target groups and why? What is the business model (human resources, finances)? What is the funding plan? What are the expected social impacts?

April 21st, 2017

LA&PS Writing Prize Committee, York University
4700 Keele St.
Toronto, Ontario
Canada M3J 1P3

**FACULTY OF
ENVIRONMENTAL
STUDIES (FES)**

Reena Shadaan
Doctoral Student

Health, Nursing and
Environmental Studies
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 508-0740
reenas@yorku.ca

To Whom It May Concern,

I am delighted to write this letter in support of Okello Oyat's nomination for the LA&PS Writing Prize. I have known Okello since September 2017 in my capacity as a Teaching Assistant. Okello was enrolled in SOSC 1341, Introduction to the Social Economy, taught by Dr. Caroline Shenaz Hossein. Here, Okello earned stellar grades, and quickly became a class leader – assisting his peers in understanding course concepts, as well as contributing significantly to class discussions.

Okello's proposal for a Refugee Coaching Network is exceptional. He draws on key course themes and concepts, and roots his proposal in the needs of his place of residence – the Ifo Camp, which is part of the Dadaab Refugee Camps in Northern Kenya. Okello's proposal emphasizes the importance of community-led initiatives in achieving sustainable development. He writes this in response to bearing witness to 30 years of externally-led initiatives within the Dadaab Refugee Camps.

Okello arrived in the Ifo Camp in 1987 at age 25, after fleeing civil war in Uganda. He is now 54 years old, with five children. In Uganda, Okello had completed an Advanced Level Certificate in Chemistry, Physics, and Biology. However, he has been prevented from pursuing post-secondary education in Kenya, as his Primary and Secondary education certificates were destroyed in the civil war. While these records remain in Uganda's Ministry of Education, Okello is unable to return due to fear of persecution.

In 2013, Okello joined the Borderless Higher Education for Refugees (BHER) program, facilitated by York University and other partners. BHER's model is rooted in an awareness of the many issues that result from displacement, which – amongst other outcomes – can prevent access to post-secondary education. Through BHER, Okello is pursuing a Bachelor of Arts in Geography.

Moreover, Okello is a community leader – serving as Chairman of Foster Parents in the Ifo Camp, as well as being a member of the Food Advisory Committee, and the Community Health Committee. This is in addition to being employed as a teacher, laboratory assistant, and kitchen gardener, as well as pursuing entrepreneurial activities. Okello has stated that paid work is necessary to compensate for the minimal allowances given to Dadaab residents.

I highly recommend Okello Oyat's work on the Refugee Coaching Network for the LA&PS Writing Prize. Dadaab residents face a host of challenges – from threats of Camp closure, to flood conditions attributed to climate change, and limited access to basic needs. Through these and other challenges, Okello has demonstrated incredible drive, and overall excellence.

Best Regards,

Reena Shadaan
Doctoral Student
Faculty of Environmental Studies (FES)
York University





8th May 2017

Dear LA&PS Writing Prize Committee,

It is with much enthusiasm that I nominate York University's student Okello Mark Oyat for the LA&PS Writing Prize.

York University's Borderless Higher Education (BHER) for Refugee program has made it possible for students like Okello to enroll in my first-year foundation course SOSC 1341 Introduction to the Social Economy in the Business & Society program in the Department of Social Science. Okello took this course distance-learning on Saturday mornings, and he made every effort to make it to the on-site location to access internet to take this course.

Okello is an outstanding and superb student – he was one of only two students in the entire course of 134 students to receive A+ (90).

Okello's paper titled, *A Business Plan for a Refugee Coaching Network* received a A+ for its creativity. As a refugee in the Dadaab camp, he has first-hand knowledge of how social economy organizations can not only help vulnerable people but create viable livelihoods for its residents. Not only did he develop a complex and well-written business plan, but this work has the possibility of bringing substantive economic and social change to the lives of marginalized people in the Dadaab camp in Kenya. For too long Western non-governmental organizations have tapped into the expertise of residents without acknowledging that people from within the community can create contribute to society, while earning a living by doing this. Okello's brilliant business plan is a blueprint template for raising the profile of refugees to push for programming from within the community.

Okello faces enormous challenges every day. In spite of the many setbacks he endures, he attends York University (via distance-learning) and he has proven himself to be a thoughtful writer and excellent thinker. After 10 years of teaching, this student is remarkable and his assignment was most impressive at the undergraduate level.

Okello Oyat is a most-deserving student of this writing prize.

I thank the Committee for taking the time to review this nomination package for Okello Oyat. I am happy to discuss further any portion of this recommendation if needed, please do not hesitate to contact me at 647.270.2961 or email me at chossein@yorku.ca

Sincerely,

A handwritten signature in blue ink, appearing to read 'Caroline Hossein', with a stylized flourish at the end.

Dr. Caroline Shenaz Hossein
Assistant Professor of Business & Society
Dept of Social Science, York University

Business Plan for a Refugee Coaching Network

York University

Name: Okello Mark Oyat

Introduction to the Social Economy (SOSC 1341)

Date: March 8th, 2017

Teacher Assistant: Reena Shadaan

Professor: Caroline Shenaz Hossein

Introduction

“Vision does occur in outer space or in the world of pure ideas. They grow in the minds of real people who live not in a real world.” (MacLeod, 1997, p. 53). The Refugee Coaching Network (RCN), which is called The Refugee Self -Management Project, will be established in Dadaab town in North-Eastern Kenya, a place surrounded by over four refugee camps. It will focus on addressing social exclusion, through a client-centered approach and will implement the sphere indicators used in the Refugee Camp Management Toolkit to breakdown the dependency syndrome in refugee camps. “Sphere is based on two beliefs: first, that all possible steps should be taken to alleviate human suffering arising out of calamity and conflict, and second, that those affected by disaster have a right to life with dignity and therefore a right to assistance. The Sphere is three things: a handbook, a broad process of collaboration and an expression of commitment to quality and accountability.” (Sphere Project, 2011). The Refugee Coaching Network will establish a coaching approach in the camps through partnering with the refugee clients in its implementation activities. This is to avoid creation of a vulnerable community, a community that is depicted by the UNHCR’s logo as people without legs, hands, eyes, and therefore very vulnerable. The RCN will give specific training to its clients on how to run ROSCAs, cooperatives, to be entrepreneurs, and involve them in creating an inclusive environment, which is socially and economically sustainable for all.

There is enough freedom and democracy available in the refugee camp to engage refugees “to” solve a social problem” (Yunus, 2010). It is expected that through involving the community to participate in their own affairs, it will have a positive and direct impact on their well-being. Women and girls are the majority in the refugee set up. And yet, they are the most vulnerable in the community. Culturally, they are seen and treated as secondary to their male counter parts; economically, in the camps, women and girls cannot compete for

livelihoods that mostly favour men; and, in an area close to the border of a volatile country, the prevailing insecurity affects women and children severely. Vulnerability here means exposure to risk and the inability to respond to risk in the case of women and girls, as compared to men and boys. The characteristics of a vulnerable female here is a single mother, a person living with HIV/AIDS, unaccompanied minors, a foster family, a broken family whether headed by a woman or man, the physically handicapped, survivors of rape, child mothers, and a girl at risk of forced marriage, sex work, and child labour. The Refugee Coaching Network, as a social purpose enterprise, will target these groups in its endeavor to uplift their lives and cause a social change that is geared towards egalitarianism and social inclusion. So, the main focus of the coaching network is on women and girls. This, however, should not mean that some vulnerable men and boys, who live in refugee camps, unaccompanied minors, the foster family, those living with HIV/AIDS, and those who are physically handicapped will be excluded from our services. They are the gender group that will be used to allow women in the community to achieve gender equality. They will receive the same services as our female clients.

The RCN will identify vulnerable women and girls, group them, and form support committees. Every Section (a larger administrative area) will be represented by a support committee of nine to fifteen or more members, depending on the size of that Section. It will work in partnership with these support committee groups to build social capital (Hossein, 2017). RCN intends to leverage the social capital through a community centered approach in which people are engaged into their own development through coaching. Each support committee member will be expected to successfully participate in a training program at the beginning of their work with RCN. This will provide them with knowledge and understanding of how to engage their community members in a workplan.

The committees will identify and prioritize the challenges and problems in their Sections, after which an action plan is drawn for a pragmatic approach and implementation in their respective areas. Each committee member is expected to mobilize the community members and plan a periodical (possibly weekly) work plan.

Statement of the Problems

Refugees in Dadaab camps are socially excluded from the local population. They are confined and not allowed to live freely in Kenya. Getting basic things to sustain one's dignity and comfort becomes a challenge. The most affected gender are the women, who are victims of exploitation at different levels by the economically privileged men and women – they can be refugees, the host community, or aid workers. As such, refugee camps have cases of child mothers, forced marriages, single mothers, abandoned children, child-headed families, gender-based violence, very many divorcees (both women and men), sex workers, women involved in illegal and risky businesses like the selling of illicit brews and drugs, and, lastly, they risk joining the insurgent group, Al Shabaab.

The Refugee Coaching Network (RCN) will be able to identify this group of people from their communities using the support committees. RCN believes that vulnerability becomes more serious when potential victims are not engaged in a meaningful manner. There are things that these people can do to alleviate their plight. The women will be engaged in ROSCAs activities (Grant, 2002), so that they become banker ladies (Hosseini, 2013). Specific training will be done for people to be social entrepreneurs: They will run credit unions and micro credits (Hosseini, 2016), women will form cooperatives, and some will be in beadwork, handicrafts, and organic farming. Engaging these people to solve their own problems will be a learning process for them, which they will remember and live with forever, even after camp settlement.



Body

1.1. Breaking the dependency syndrome

The logo of the United Nation High Commission for Refugees depicts a refugee as a very vulnerable individual: Someone without legs, eyes, ears, and hands that cannot do anything for himself or herself. The RCN depicts its client, a vulnerable refugee, as someone like a spider, who has everything in herself or himself to make ends meet. Coming out of one's country of origin should not prevent one from working for oneself to make life better (You can do it! The Antigonish Movement, 2009).

1.2. RCN, through its motto, will ensure its clients make their life better through a community centered approach. It should be known that most cooperatives, and social enterprises in the refugee camps still have elements of colonialism. Most of them are manipulated by people who are not members (Hosseini, 2017). Because of this, RCN will not be at the center to direct how their clients should run their affairs. It will facilitate them to learn from their mistakes and successes. Our greatest responsibility is to create a democratic environment and network with other stakeholders to help our clients achieve their social and economic goals.

2. Use sector support committee members

2.1. Recruiting already trained support committees. These are people who will work as volunteers. They will have a working duration of six months. Consequently, new members will be trained to replace them. So, this will:

- (a) Allow many community members to learn skills that they can apply later in their lives.
- (b) Create trust and the spirit of volunteerism among refugees as they become involved in making decisions that directly affect them.
- (c) Provide easy networking among the committees from different parts of the camp as they share ideas.
- (d) Provide leadership skills and practice that will help refugees in future. The knowledge they get will remain with them forever.

3. The use of coaching method

3.1. Why should coaching be a most preferred approach? In 2014, the Danish Refugee Council lost more than \$100,000 (US) in the form of grants among refugees. The money was given to different business groups. Some divided the money there and then, losing the

meaning of the reason why they were given grants. The following years, DRC changed its strategy through buying items worth a specific amount to groups that pass their criteria. Refugees, on assessing the values of items bought by DRC, found that they were being cheated. At times what they receive is only a half the price in their market. Most training in these agencies, year in year out, is just the same thing. It lacks dynamics and does not consider that with time, things change as well as people. So, the same gender based violence training in Save the Children or DRC is never upgraded. This is what RCN wants to change: Train the people with what they want to know in a way that can make their lives better. In this way, time and resources are minimized.

3.2. Aid workers, who are either national or international staff, do not stay long in the camps. After sometime, when their contracts have ended, they leave their jobs. And yet, refugees will continue living in their camp. All RCN staff will be refugees. These are people who will be carefully selected, through a transparent manner, to serve their fellow refugees. Here, in Dadaab, it is also an added advantage, due to insecurity, that at times there is a paralyses of movement of aid workers into the camps.

4. Staff and Administration

The Project will employ people of refugee status: Three full-time and six part time staff, namely:

- The Project Director (full-time). Responsible for hiring project staff, overseeing project development and operation, establishing and maintaining links with partner agencies, and the budget. The Project Director will be Okello Mark Oyat (the author of this proposal).

- The Project Coordinator (full-time). Responsible for establishing a training venue, develop working relationships with formal and informal sectors officials and community leaders, establishing links with NGOs. and scheduling programs.
- Volunteer Coordinator (full-time). Responsible for recruiting support committees, establishing and maintaining working linkage with Ifo Camp clients, and scheduling them for services in the community. The Volunteer Coordinator will have background knowledge on community service and is a coach.
- Two Project Evaluators (part time). Responsible for collecting data, information and conducting periodic assessment of activities prioritized, changes in level of knowledge, comprehension, and application of information. Also responsible for developing and implementing a system for periodic evaluation of the work plan in the field.
- Field Assistant (part time). Responsible for maintaining the structure, furniture, and everything at the training center (venue), routine correspondences, and other forms of communication with refugee participants in the community.
- Driver (part time). Responsible for driving, maintaining and servicing the vehicle. S/he should be flexible to duty time.
- Two Cleaners (part time). Responsible for maintaining general cleanliness within RCN premises, watering trees, flowers and grass.

4.3. Project evaluation will be the responsibility of the Project Evaluators and consist of two different evaluation strategies - formative and summative.

- Formative evaluation: Primarily qualitative in nature, it will be conducted through interviews and open ended questionnaires. The participants questions to provide

feedback for ongoing improvement of the Project. The staff will meet and share findings from the evaluation effort and use them to improve the Project operation.

- Summative evaluation: Primarily quantitative in nature, it will begin with the establishment of baseline data at the beginning of the Project (using random sampling of community members to assess knowledge gained from RCN). This is conducted at 6 months intervals, just before each groups of volunteers have completed their services).

A yearly report will be issued that presents the formative and summative findings.

4.4. BUDGET:

EXPENDITURE	COST in \$ US	TOTAL in \$ US (for one year)	NOTES
Advertisement on media	3000	3000	
2000 posters, T-shirts, caps & 15000 fliers	3000	6000	
Office equipment and furniture	5000	5000	
Staff salary:			
Project Director	3000 per month	36000	
Project Coordinator	2500 per month	30000	

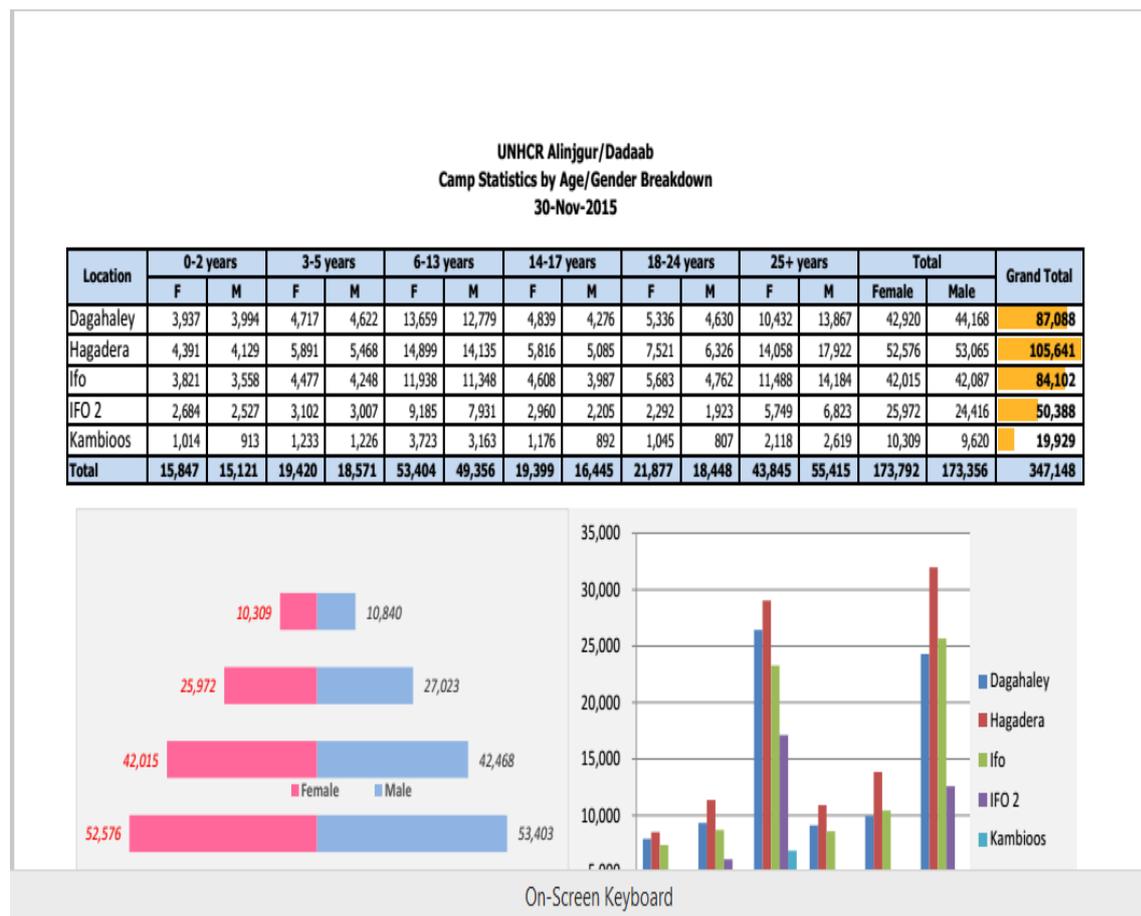
Volunteer	1500 per month	18000	
Coordinator	700 per month each	16800	
2 Project Evaluators	400 per month	4800	
Field Assistant	500	6000	
Driver	200 per month each	4800	
2 Cleaners			
Transport:			
Land cruiser car	12048	12048	
Training and coaching	2000	4000	
Administration	1500	18000	
Contingency		18029.28	
Total		180292.8	

Conclusion

Refugee Coaching Network, with its refugee-centered approach, will make running and managing refugee camps to be some sort of joy. Community members will have things that engage them physically and mentally. They will learn to cooperate with one another despite their differences. This makes camp settlement a big school in which one cannot leave without

gaining knowledge and experience. Here in the camp, many agencies duplicate the work of others.

The RCN will also act in assessing the accountability and transparency of other agencies as it will act independently within the already existing system. This is very important in giving trust in situations where donors cannot directly reach to assess the validity of the spending of their resources. The long term effect is very important for the life of refugees who are not destined to stay permanently in a refugee settlement. Those on repatriation can only learn new skills or leadership in a free and democratic space provided in a camp settlement. Through this, most misconceptions and biasness that people normally carry into the camps can be sorted out so that things improve even when one goes back home.



Refugee Coaching Network will apply for funding from the Canadian International Development Agency (CIDA).

Bibliography

- Amin, Ash (2009). *Chapter 1: "Locating the social economy."* *The Social Economy: International Perspectives on Economic Solidarity*. London, Zed Books.
- Bornztein, David (2007). *Chapter 1: "Restless People."* *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York: Oxford University Press.
- Grant, William, and Hugh Allen. 2002. "CARE's Mata Masu Dubara (Women on the Move) Program in Niger: Successful Financial Intermediation in the Rural Sahel." *Journal of Microfinance* Vol. 4.2,
- Hossein, C. (2013). The Black Social Economy: Perseverance of Banker Ladies in the Slums. *Annals of Public and Cooperative Ethics*.
- Hossein, C. (2016). *Ancient Collectives: ROSCAs and Self-Help Groups*.(October 9th -18th).[Video] Retrieved from York University, SOCO 1341, www.moodle.yorku.ca
- Hossein, C. (2016). *Canada's Social Economy and Cooperative Legacy* (Oct 16-22) [Video]. Retrieved from York University, SOCO 1341, www.moodle.yorku.ca
- Hossein, C. (2016).*The Non -Profit and Voluntary Sector* (Oct 30 -Nov 5). [Video]. Retrieved from York University, SOCO 1341, www.moodle.yorku.ca.
- Hossein, C. (2017).*Politics, Elites and the C-option in the Social Economy*, Week 19 Retrieved from York University, SOCO 1341, www.moodle.yorku.ca
- Hossein, C. (2016). *Understanding the Social Economy* (Oct 2 -8). [Video]. Retrieved from York University, SOCO 1341, www.moodle.yorku.ca.
- Hossein,C.(2017).*Women and Building Ethical Economies* (Feb 11-18). Retrieved From York University, SOCO1341, www.moodle.yorku.ca
- MacLeod, Greg. (1997). "Inside Mondragon." *From Mondragon to America Experiments in Community Economic Development*. Cape Breton, NS University Press.
- The Camp Management Toolkit*, Edition May, 2008.Norwegian Refugee Council.
Camp Management
- The Sphere Project/ The Sphere Handbook* 2011Website: www.sphereproject.org/.../a-trainers-perspective-on-the-sphere-handbook-2011-edition.pdf.
- UNHCR - Africa www.unhcr.org/africa.html
- You Can Do It! The Story of the Antigonish Movement* (2009). [Film]. See Bright Production
- Yunus, Mohamad, (2010). *Chapter 1. "Why Social Business?" Building Social Business"; The New Kind of Capitalism that Serves Humanity's Most Pressing Needs*. Pages 1-3.