Glossary of Terms for the Black Youth Economic Empowerment Outcomes Framework

GLOSSARY

This Glossary defines key terms and concepts mentioned in the Outcomes Framework for the Economic Empowerment of Black Youth.

Activities[1]
Actions taken or work performed in a program or initiative through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs.

Anti-Black racism[2]
Prejudice, attitudes, beliefs, stereotyping, and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement and its legacy.

Apprenticeship[3]
A pathway to a rewarding career in the trades. As an apprentice, you take classes and learn your trade by working under the direction of experienced workers – and get paid while you do it.

Career pathways[4]
A series of structured and connected education programs and support services that enable students, often while they are working, to advance over time to better jobs and higher levels of education and training.

Collective power[5]
The capacity of a group to realize its common goals; it is the combination of organization, cooperation, morale, and technology that allows one group or nation to grow and prosper while another one falters.

Critical consciousness
The ability to recognize and analyze systems of inequality and the commitment to take action against these systems.[6] This includes supporting Black youth to critically reflect on the dominant ideologies and social constructions at play in their environments so they can recognize inequalities in power, assert their rights, and advocate for systemic change.

Cultural identity[7]
The definition of groups or individuals (by themselves or others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender).

Disaggregated data[8]
Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) "racialized" category into its component parts, such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White,`etc.

Discrimination[9]
Unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, and other categories.

Diversity[10]
The range of visible and invisible qualities, experiences, and identities that shape who we are, how we think, and how we engage with, and are perceived by, the world. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical or mental abilities, religious/spiritual beliefs or political ideologies. They can also include differences such as personality, style, capabilities, and thoughts/perspectives.

WANT TO LEARN MORE?
This Glossary is part of a collection of resources developed by YouthREX and focused on Black youth economic empowerment.

Dominant ideology[11]
The ideas, attitudes, values, beliefs, and culture of the ruling class in a society; usually also the function of these in validating the status quo.

Economic empowerment
The understanding of economic empowerment that underpins this body of work on Economic Empowerment for Black youth in Ontario adopts a multidimensional understanding of economic empowerment that takes account of the individual as well as institutional change processes that are required for equitable economic empowerment to take place. While building skills and capacities are a necessary component of empowerment, it is by no means sufficient. Empowerment that is truly transformative also needs to address the deep structural basis of inequalities that led to disempowerment in the first place. The understanding of economic empowerment adopted here is a process that occurs in four key areas of change. If Black youth are to be truly economically empowered, the following four components must occur simultaneously:

1. Shifting critical consciousness by combating anti-Black racism and empowering Black youth to perceive themselves as both able and entitled to act (see definition for critical consciousness).

2. Increasing equitable access to resources and opportunities for Black youth including opportunities to learn, earn and generate wealth.

3. A dismantling of exclusionary norms and informal practices that are not institutionally formalized, but are culturally embedded (see definition for exclusionary norms and practices).

4. Enforcing equitable formal policies and laws that support the economic empowerment of Black communities. (e.g., equitable hiring policies, equitable loan approval processes etc.)

Economic resilience
Resilience is the capacity to readily recover from a shock, depression or negative circumstances[12]. Economic resilience refers to the ability to recover from financial shocks and economic fluctuations. Economic resilience can be built over time through increased savings and assets.

Educational attainment[13]
The highest level of education an individual has successfully completed.

Employee empowerment in the workplace[14]
Based on the idea that providing employees with the resources, authority, opportunity, and motivation to do their work, as well as holding them accountable for their actions, will make employees happier and more efficient.

Entrepreneur[15]
A person who creates or is an early adopter of new technologies, organizational forms, and other opportunities.

Exclusionary norms and practices
This refers to social norms and practices within all levels of society that contribute to the exclusion of Black youth from accessing resources and opportunities. They are not formal policies and laws that are institutionally formalized, but they still exist within institutions as culturally embedded normative beliefs, understandings and ideas. For example, standards of professionalism often centre whiteness – a Black person who decides to wear their hair in dreadlocks may be deemed unprofessional based on such standards.

Financial capability[16]
The combination of attitude, knowledge, skills, and self-efficacy needed to make and exercise money management decisions that best fit the circumstances of one's life, within an enabling environment that includes, but is not limited to, access to appropriate financial services.

High-quality employment[17]
Employment that facilitates, rather than detracts from, personal wellbeing. The concept reflects the reality that jobs vary in how they contribute towards the material, physical, psychological, and social health of their occupant. The OECD assesses the quality of employment based on earnings quality, labour market security, and quality of the working environment.

Inclusive[18]

Inclusive processes, policies, services, programs, and practices are accessible to, and useable by, as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable, and respectful. Everyone can enjoy a sense of trust, belonging, and involvement, and everyone is encouraged to contribute and participate fully. In this way, inclusivity must be active, facilitating access and agency.[19]

Indicator[20]

A measure, which allows progress towards a goal to be tracked. For example, an initiative seeking to reduce young people's risk of offending might use their attainment at school as an indicator.

Inputs[21]

All the resources needed to carry out the activities of a program or initiative. For example, finance, staff, equipment and facilities.

Individual racism[22]

The beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what they are doing.

Institutional racism[23]

The ways in which institutional policies and practices create different outcomes for different racial groups.

Intergenerational inequality[24]

The extent to which differences in parental generations are passed on to the next generation, as measured by the intergenerational elasticity or the intergenerational correlation.

Intergenerational mobility[25]

Changes in the relative economic or social status between parents and children. Upward mobility occurs when the status of a child surpasses that of the parents. Downward mobility is the converse. A widely used measure of intergenerational mobility is the correlation between the positions of parents and children (for example, in their years of schooling or income).

Internalized racism[26]

When a racial group oppressed by racism supports the supremacy and dominance of the dominating group.

Interpersonal racism[27]

Occurs between individuals. Once private beliefs come into interaction with others, the racism is now in the interpersonal realm.

Intersectionality[28]

A term coined by Kimberlé Williams Crenshaw to describe the interactive effects of various forms of discrimination, including the specific kinds of challenges experienced by people in target groups with overlapping identities.

Labour force[29]

The number of people in the population of working age who are, or wish to be, in work outside the household. They are either employed (including self-employed) or unemployed.

Labour market[30]

In this market, employers offer wages to individuals who may agree to work under their direction. Economists say that employers are on the demand side of this market, while employees are on the supply side.

Logic model[31]

A program logic model provides a visual description of a program or initiative and links outcomes (both short- and long-term) with program inputs and activities and specifies the theoretical assumptions and principles of the program.

Marginalization[32]

A long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society.

Meaningful work[33]

Work that has an important positive impact on individual wellbeing; is associated with an important virtue or personal value; has an impact that extends beyond the immediate time frame or creates a ripple effect; and builds supportive relationships and a sense of community among people.

Mental health[34]

Mental health is a state of well-being in which an individual can realize his or her own potential, cope with the normal stresses of life, work productively and make a contribution to the community.

Mentoring[35]

A relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."

Microaggression[36]

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Oppression[37]

The combination of prejudice and institutional power that creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups"), while allowing dominant groups to exert and maintain control of target groups.

Outcomes[38]

Outcomes refer to the changes that occur as a result of program activities. Program outcomes should focus on short-term outcomes, but provide a logical sequence of the chain of outcomes from short-term outcomes (immediate changes in knowledge, awareness, attitudes, skills) and medium-term outcomes (changes in behaviour) to long-term outcomes (changes in the broader community, population). When thinking about program outcomes, it is important to also be thinking about ways that those outcomes can be measured.

Outcome evaluation[39]

Outcome evaluations assess the effectiveness of a program in producing change in the knowledge, attitudes, and behaviours of those participating in the program. Outcome evaluations focus on difficult questions that ask what happened to program participants and how much of a difference the program made for them. Impact or outcome evaluations are undertaken when it is important to know whether and how well the objectives of a project or program were met.

Outcomes framework[40]

An outcomes framework is a structure, often displayed in a table or short document, to help you define the most important outcomes, which might be achieved from an initiative or programme of initiatives, linking them with supporting research.

Outputs[41]

Outputs refer to what is done in a program (program length, number of sessions, etc.) and who is reached (participants).

Post-secondary pathways[42]

A person's individual journey, which includes experiential learning, school and community supports, and courses and programs that lead to a successful transition from grade-to-grade and then to a post-secondary destination (apprenticeship, college, community living, university, workplace).

Precarious work[43]

While there is no legal definition, the term "precarious" is used to refer to`a type of work that is poorly paid, unprotected, and insecure. In practice, this`captures`situations where workers are not aware of their employment status, lack an employment contract, and have no access to basic employment rights such as paid leave or breaks. More seriously, this includes workers who are paid cash in hand, below the national minimum wage, and who may inadvertently be working on the black market.

Prejudice[44]
A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or group toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

Process evaluation[45]
Process evaluations document the process of a program's implementation. Process evaluations help stakeholders see how a program outcome or impact was achieved. The focus of a process evaluation is on the types and quantities of services delivered, the beneficiaries of those services, the resources used to deliver the services, the practical problems encountered, and the ways such problems were resolved. Stakeholder satisfaction with the program or initiative is also assessed in a process evaluation.

Program evaluation[46]
A systematic set of activities carried out towards understanding how, why, and to what extent a program or initiative is achieving its goals and objectives.

Provincial-level variables
In contrast to program-level variables, which focus on activities and outcomes related to a specific program, provincial-level variables are those that track the progress of broader multi-system level change strategies and can be tracked across the province of Ontario. They are broader and more large-scale than program-level variables and indicators.

Race[47]
Classification of people into groups based principally on physical traits such as skin colour that are not based in science or biology, but on socially constructed differences with significant consequences for people's lives.

Racism[48]
A system in which one race maintains supremacy over another race through a set of attitudes, behaviours, social structures, and institutional power.

Racial equity[49]
The condition that would be achieved if root causes of inequities – such as racist policies, practices, and attitudes – were addressed, and one's racial identity no longer predicted, in a statistical sense, how one fares.

Racialization[50]
The very complex and contradictory process through which groups come to be designated as being of a particular "race", and on that basis subjected to differential and/or unequal treatment.

Situation[51] (as used in a Logic Model)
The situation is the context or 'reality' that the program is operating in. This includes stakeholder engagement, defining the root problem or issue that the program was designed to address, and acknowledging relevant social, political, and economic factors. Understanding and acknowledging the broader context should always be the first step in logic modelling.

Skills mismatch[52]
A discrepancy between the skills that are sought by employers and the skills that are possessed by individuals. Simply put, it is a mismatch between skills and jobs. This means that education and training are not providing the skills demanded in the labour market, or that the economy does not create jobs that correspond to the skills of individuals.

Social capital[53]
A concept in`social science`that involves the potential of individuals to secure benefits and invent solutions to problems through membership in social networks. Social capital revolves around three dimensions: interconnected networks of relationships between individuals and groups (social ties or social participation), levels of trust that characterize these ties, and resources or benefits that are both gained and transferred by virtue of social ties and social participation.

Social construct[54]
An idea that has been created and accepted by the people in a society.

STEM identity[55]
A type of social identity concerning the extent to which individuals identify as members of a specific Science, Technology, Engineering & Mathematics (STEM) field (e.g., physics major, physicist) and see themselves and others in terms of specific prototypes of the STEM field (e.g., "physicists are nerds").

Stereotyping[56]
An exaggerated or distorted belief that attributes are characteristic to members of a particular group, simplistically lumping them together and refusing to acknowledge differences among members of the group.

Structural barriers[57]
Obstacles`that collectively affect a group disproportionately and perpetuate or maintain stark disparities in outcomes.`Structural barriers`can be policies, practices, and other norms that favour an advantaged group while systematically disadvantaging a marginalized group.

Structural racism[58]
A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing, ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with "whiteness" and disadvantages associated with "colour" to endure and adapt over time.

Systemic racism[59]
When institutions or systems create or maintain racial inequity, often as a result of hidden institutional biases in policies, practices, and procedures that privilege some groups and disadvantage others.

Theory of Change[60]
A theory of change defines the building blocks required to bring about a given long-term goal. This set of connected building blocks is depicted on a map known as a pathway of change/change framework, which is a graphic representation of the change process.

Underemployment[61]
Underemployment is a measure of employment and labour utilization in the economy that looks at`how well the labour force`is being utilized in terms of skills, experience, and availability to work. People who are classified as underemployed include those workers who are highly skilled but working in low-paying or low-skill jobs, and part-time workers who would prefer to be full-time. This is different from`unemployment`in that the person is working but not at their full capability.

Unemployment[62]
The unused supply of labour in the labour force.

White privilege[63]
Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white.

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ENDNOTES

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