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The past year has been one of self-evaluation and planning for the Institute. Much of this activity was precipitated by a decision of the Canadian International Development Agency (CIDA) to conduct an institutional evaluation. The primary purpose of the investigation was to determine whether the Institute could benefit from a new CIDA funding formula. The Loubser Evaluation Committee found the Institute was effective, efficient and capable of absorbing expanded programs. Its recommendations included expansion of the Institute's overseas program, extension of its Canada-based program to Canadian constituencies, and establishment of an advisory board to assist the Institute in policy formulation. The advisory board, which was established in late 1986 by the University, includes representatives of the University faculty and administration, members of the Institute staff and three external leaders in the field of human and institutional development.

During the past year, the Institute launched several new initiatives in Africa. These included work with the “rural banks” system in Ghana, the Silveira House Savings and Credit Scheme in Zimbabwe and credit union development in Senegal. A training program was also undertaken with the development division of the Ethiopian Evangelical Church Mekane Yesus (EECMY) which is instituting development work in resettlement areas of Ethiopia. These new African initiatives complement work already carried out by the Institute in Tanzania, Uganda, Zambia and South Africa.

As director of the Institute, I want to express appreciation to all those persons who supported the Institute during the past year. As in past years, the major part of our funding was provided by CIDA, however I should stress that this public support has been contingent upon the level of support from the private sector, particularly the contributions of our regular and long-time supporters, including the Canadian Catholic Organization for Development and Peace, Misereor, The Catholic Women’s League, The World Council of Churches, and the many contributors to the Antigonish Movement Fund. I want to acknowledge in particular, two significant financial gifts to the Institute in 1986. The first, for $75,000 (U.S.), was donated by Ms. Virginia Corbett in the name of the Corbett Foundation of Boston, Mass. The second donation, amounting to $34,500 (U.S.), came from the estate of Helen V. MacDonald of Waltham, Mass., who passed away in 1985. Her people moved from L’Ardoise, Cape Breton, to the United States in the early part of this century. Dr. Coady was a close friend of the family.

The program for 1987 is well in hand, and two new staff members have been employed, Ms. Olga Gladkikh and Dr. Wilf Bean. CIDA has approved our annual grant. Applications for our Canada-based programs have increased and proposals for our overseas training courses are coming in early. This will let us respond more constructively to requests from our overseas partners.
II. THE COADY INSTITUTE

A. Background and Mandate

The Coady International Institute is a department of St. Francis Xavier University, Antigonish. The University Board of Governors established the Institute in 1959 in response to mounting third world demand for training in the philosophy, programs and methods of social change, pioneered by the University's Extension Department and recognized internationally as the "Antigonish Movement." This movement arose out of the department's work with the farmers, fishermen and miners of local villages who were experiencing increasing poverty, deprivation and marginalization. The movement advocates a social reform process which works toward "the full and abundant life for all." This process is based on the initiative of the common people who individually and collectively organize to address the circumstances of their disadvantage. It is an adult education process based on group action. These insights form the foundation of Coady International Institute's work and are continually reflected on and revised in the light of continuing international development experience.

The mandate of the Coady International Institute (CII) is to provide an education in social leadership based on the Antigonish philosophy of development. To fulfill this mandate CII staff conduct training programs in Antigonish and abroad. The Institute operates as a self-contained unit within the University system. It has its own teaching and support staff, library, residential and instructional facilities, and technical support services for audio-visual presentations, data processing and printing. The teaching staff consists of a small core of trained professionals with considerable third world experience. It complements these resources by utilizing staff from the University, from government and non-government organizations, and from the co-operative and labour movements. Similar overseas resources are tapped for its training workshops in the third world.

Students in Antigonish have complete access to University facilities, including the library, sports complex and other services. The students, in fact, form a constituent part of the University student body.

The Institute is supported by several sources both in Canada and abroad. These include the University itself, the Canadian International Development Agency, the Council of Maritime Premiers, development agencies such as the Canadian Catholic Organization for Development and Peace and the German agency Misereor, co-operatives and credit unions and by several individual donors.

B. Development Philosophy of the Coady International Institute

The development philosophy of the Institute has evolved from the principles of the Antigonish Movement. These principles state that:

1. Each person is endowed by God with intellectual, volitional and physical faculties which must be developed to obtain a full and abundant life for all.

2. Major social institutions of society must be transformed to guarantee equal opportunity and full development of all persons.

3. Adult education and group action are the most effective means whereby the common people themselves will be able to transform social institutions by defining and controlling the nature and direction of social change.

4. The process begins when common people use adult education and group action to solve their immediate social and economic problems.

In today's world, these principles imply a program of integral development involving the personal and collective empowerment of poor and marginalized people and the transformation of the institutional and cultural structures of a society which exploits or oppresses them.

Personal development means an improvement in the health, nutrition, and overall physical well-being of individuals and families; it means a strengthening of the individual's confidence in his or her innate self-worth and an expansion of that person's understanding and awareness of society and the environment.

Tom Langley, Vice-President of St. Francis Xavier University, and Perpetua Mashelle of Tanzania.
Collective development means the growth of group solidarity and co-operation among the poor and marginalized; it implies an increase in the confidence and organizational ability of such groups to act to overcome the causes and conditions of poverty under which they live.

Personal and collective development are essential to the transformation of cultural and institutional structures. Transformation is a process leading to a more just system of social values, norms, regulations and laws, and to greater equity in the distribution and control of the wealth, resources and benefits of society.

The Institute tries in a modest way to provide some of the insights, skills and commitment necessary for this process of social transformation. Men and women participating in the Institute's program are encouraged to explore the personal, collective, structural, cultural and ecological bases necessary for development and transformation which lead to a society where all people are, in Moses Coady's words, "masters of their own destiny."

C. Strategy

In order to fulfill its mandate to promote social change the Institute supports the work of Third World development agencies engaged in human and institutional development and which share similar ideas on the purpose, nature, and process of social change. Accordingly, it works with many and diverse agencies in the government, non-governmental, co-operative, private, university and church sectors. These agencies are typically doing work with poorer and marginalized sections of their societies and the Institute attempts to support them by developing their organizational competence to facilitate self-reliant development within the constituencies in which they work.

Each year in Antigonish the Institute conducts a six-month diploma program in social development and shorter certificate courses in the implementation of development policy and evaluation research methods. Annually, about 100 persons attend courses and programs at the Institute. In addition, the Institute hosts an annual international consultancy on a recent development issue. The current consultancy program focuses on Third World co-operative innovations and adaptations. It is Institute policy to transfer these certificate courses and consultancy learnings to its overseas operation as soon as possible.

The overseas operations are always conducted in response to invitations extended by host agencies in the Third World. It is Institute policy to work for a limited period to ensure that a dependency relationship is not created and that the host agency has been able to adopt and use any changes it thinks are needed. A new feature over the last few years is a special projects program. This program consists of specially funded efforts concentrating on major problems the host agency is experiencing. Currently, the Institute has such projects in South Africa, Thailand, Belize and India.

The Institute-based program and the overseas program are conceived and operated as mutually supportive components of one overall training program for facilitating social reform. Roughly 40 percent of staff time and 33 percent of the budget (excluding special projects) are used for overseas programs. The balance is used for Institute-based programs in Antigonish.

D. Impact

Over the last 26 years more than 2,900 students from 111 countries have graduated from the Institute and another 9,700 have participated in its programs overseas. In many countries the graduates provide effective leadership in government ministries and departments of co-operatives, community development and social welfare, in educational and extension institutes and in non-government and co-operative development agencies. Graduates also provide significant leadership in regional and international development agencies, especially in the co-operative and credit union fields.

E. Special Honour

In August 1986 the Coady Institute was given special recognition by the World Council of Credit Unions when, at the International Credit Union Forum in London, the Institute received the first institutional Award for Distinguished Service. The award's purpose is to recognize and honour individuals and organizations whose contribution to credit union development represents the highest level of developmental concern and credit union involvement. The Coady International Institute was one of two organizations to receive this award for the first time, in recognition of the contribution the Institute has made over 25 years to credit union and co-operative development in the third world.

The Coady International Institute received the World Council of Credit Unions Distinguished Service Award in 1986. Displaying the award are student president John Baudu of Ghana, lecturer Anthony Scottis, and assistant director Eric Amit.
In presenting the award, Council secretary Senor Edilberto Esquival observed that "students from around the world have benefited from the knowledge and instruction by Coady teachers, both at home and in Nova Scotia." The award was accepted by the Institute's acting director, Mr. H.R. Amit. In accepting the award, Mr. Amit paid tribute to the several alumni of the CII who were providing leadership in local, national, and international levels of the movement — many of whom were present at the ceremony. He thanked the several donor agencies who had made the CII work possible; in particular the Canadian International Development Agency and the German bishops' organization, Misereor, a co-recipient of the Distinguished Service Award. Mr. Amit paid tribute to the late Norman Riely of the Institute staff. Mr. Riely was instrumental in fashioning the Institute's credit union training program and many third world credit union leaders benefitted from his teaching and experience. Mr. Amit pledged that the Institute would continue its support of the movement. It would pay special attention to taking the credit union message to the poor and marginalized so "this unique tool of empowerment, the credit union, would help them in their search for justice and development."
III. THE COADY PROGRAM 1986 - 1987

A. Program Overview 1986 - 1987

The program for 1986-87 retained the successful pattern which has been developed over the last several years. This was a year in which the Institute reviewed its own planning procedures and underwent an external evaluation by CIDA. As a result of this and additional staff changes, the program, particularly the Diploma program schedule, may change somewhat in the coming year. It should be noted that a consultation on innovative approaches to co-operatives in Africa, originally scheduled for this year, was not held, and a similar consultation for Latin America was held in Bogota, Colombia. The Institute-based program included the following components:

—The Diploma course in Social Development;
—A Certificate Course in Evaluation Research Methods;
—A Consultation on Co-operative Innovations in Latin America;

while the Overseas program consisted of

—Training Workshops and Consultancies;
—Special Projects;
—Program Development.

B. Institute-Based Program

1. THE DIPLOMA COURSE IN SOCIAL DEVELOPMENT Participants:

In 1986 a total of 59 students participated in the Diploma course. Of these, 20 were women, the largest proportion of women we have had in the program in recent years. Enrolment in 1986 comprised students from:

Bangladesh (5) Egypt (1) The Gambia (1) India (15) Namibia (1) Nigeria (4) St. Lucia (1) Sierra Leone (1) Tanzania (1) Zambia (2)
Egypt (1) Fiji (1) Ghana (4) Kenya (4) Montserrat (1) Nepal (1) St. Vincent (1) South Africa (3) Sudan (1) USA (2)
Canada (1) Fiji (1) Ghana (4) India (15) Kenya (4) Montserrat (1) Nepal (1) St. Vincent (1) South Africa (3) Sudan (1) USA (2)

Of these, 30 worked with church-related or church-sponsored development agencies; 19 worked with non-governmental or independent development agencies; eight were involved with government-sponsored or independent co-operative and credit union organizations; and two others worked for government in health and banking.

The academic background of the participants included seven with Masters degrees and 20 with Bachelors degrees. All participants had secondary training in a variety of specialties, including agriculture, health, co-operative studies and education (see appendix i).
PURPOSE and OBJECTIVES

The purpose of the course is to train personnel of Third World development agencies so that these agencies will be able to implement their programs of social change more effectively. The specific objectives of the course are:

a) to increase knowledge of development issues and commitment to social change based on the philosophical orientation of the Antigonish Movement;
b) to increase knowledge of contemporary theories and strategies of development having particular application to rural conditions;
c) to develop leadership skills in adult education, communication and group process;
d) to develop skills in program planning, project management, and evaluation;
e) to increase knowledge of, and skills in, the promotion, organization and management of co-operative enterprises.

The method of teaching stresses a process of critical reflection on development and on the implementation of programs and projects. It encourages an awareness of contemporary thinking and experience in development, placing major emphasis on overcoming the personal, collective, structural, cultural and ecological constraints to development. The focus of the course is on the Third World.

COURSE COMPONENTS

The Diploma course includes the following components:

— a scheduled range of courses of 30 hours each;
— a number of interest workshops of 15 hours each;
— one week of field observation;
— preparation and presentation of an independent study.

The diploma course requires each participant to take four core courses and five electives. The core courses include:

1. Philosophy and Methods of the Antigonish Movement;
2. Methods of Adult Education;
3. Development Economics I;

The electives are:

— Accounting I;
— Accounting II;
— Co-operative Management I;
— Co-operative Management II;
— Credit Unions;
— Human Relations Methods for Co-operatives;
— Evaluation Research Methods;
— Strategies of Change;
— Development Economics II;
— Program and Project Management;
— Rural Modernization;
— Health and Nutrition;
— Ethics of Development.

Faculty members assist students in choosing their electives. The purpose is to enable the student to take the course combination best suited to his or her work situation. Specific provision exists to exempt a student from any course where it can be demonstrated to the satisfaction of staff that the student already has competence in the subject matter. In this event, the student designs and engages in an alternative learning program under staff direction. Thus, an effort is made to tailor the program to the specific requirements of each student.

INTEREST WORKSHOPS

Course work is complemented by interest-based skill workshops which focus on two purposes: first, to improve communication skills of student and, second, to enable the Institute to try out ideas for new courses in response to emerging needs. In 1986-87 we offered workshops on Women in Development, Audio-Visual Methods, Writing for Media, Graphics, Public Speaking and Popular Theatre. A student takes two workshops of his or her choice — one each term.

FIELD OBSERVATION

As part of their studies, students were required to participate in a field observation exercise from October 6 to 10. The purpose was to give students an opportunity to see some of the development work taking place in the Maritimes, and to compare and contrast it with their own experience. Students were divided into interest groups to meet people working within a number of development, government and co-operative agencies. In 1986, observation trips were made to:

— Co-operative Village, Tignish, P.E.I.
— Co-operative Village, Cheticamp, N.S.
— Community and Volunteer Resources, Belcourt Retreat Centre, P.E.I.
— Public Health Services, Sydney, N.S.
— Crafts and Industrial Arts, Holland College, P.E.I.
— Social Services, industrial areas of Cape Breton, N.S.
— Agricultural College, Truro, N.S.
— Community Development and Volunteer Resources, Guysborough, Richmond and Inverness counties, N.S.
— Community Development and Volunteer Resources, Wolfville, N.S.

DEVELOPMENT WORKSHOPS

A major purpose of the course is to help participants develop a broad personal understanding of development, and to provide meaning, commitment and guidelines for their daily work at home. To assist in this, time is set aside for participants to reflect upon their course work and attempt to integrate the various components into a larger view of development. How this is done is a matter of ongoing innovation and evaluation. For 1986, we decided on three development workshops:

— an introductory 1 1/2-day session during orientation week to open up the theme and to identify development experiences and interests;
— a three-day workshop in late August to expose students to the concept of integral human development; and
— a two-day workshop in October led by an outside resource person to facilitate an ethical reflection on development. The resource person in 1986 was Dr. Denis Goulet of Notre Dame University, author of The Cruel Choice and an internationally recognized authority on issues of ethics in development.

This approach enables a reflection, study and interaction process to take place. It offers students the opportunity to share and integrate their work experience, their course studies and the rich insights they gain from the experience of their colleagues.
INDEPENDENT STUDY

As part of the course requirements, each student undertakes an independent study. One outcome of this study is a major paper focusing on a program and action plan directed toward a particular social or economic problem in the student's home situation. The study gives particular attention on how the potential beneficiaries will be involved in the planning and implementation process. Each student is assigned an advisor from the Institute, University or community to assist with the study. Upon completion, the papers are deposited in the Marie Michael Library to serve as a reference for others.

Study topics this year present a broad range of development issues. A few examples of the over 50 independent studies completed include:

- "Designing a Staff Training Program: the Case of the Rural Banking System in Ghana."
- "Consumerism as an Alternative Strategy for Development" — Malaysia.
- "A Holistic Approach to the Emancipation of Rural Women Through Community Education" — Kerala, India.
- "Improving Health of Pre-School Children and Their Families and Communities" — Bangalore, India.
- "Janasaviya as a Means to Human Development for SEDEC in Sri Lanka."
- "A Project for the Rehabilitation of Youth and Ex-Prisoners" — Fiji Islands.
- "Combatting Youth Unemployment through Co-operatives" — Zambia.

Staff work with students on an individual basis for completion of the independent study.

PARTICIPANTS AND STAFF IN THE 1986 SHORT COURSE ON EVALUATION RESEARCH METHODS.

2. THE CERTIFICATE COURSE IN EVALUATION RESEARCH METHODS

From August 25 to September 19, 14 people from seven countries participated in the Evaluation Research Methods Course offered by the CII. The course is designed for more senior level personnel in government and non-governmental organizations to increase their skills in program evaluation. The research methodology is designed to permit maximum participation of the target constituency in controlling the research process. Program evaluation is considered at four levels: pre-program assessment, feasibility, monitoring, and impact assessment.

The course was taught by Dr. A.A. MacDonald. Participants were asked to prepare an evaluation plan relating to a particular project or problem they faced in their work. Among the presentations were an analysis of the problems related to establishing a new life for those displaced by the drought in Ethiopia, a consideration of the difficulties in implementing a water and sanitation project in Kenya, and a description of the struggle for economic self-reliance in post-Marcos Philippines.

Participants who evaluated the course said they appreciated the diversity of cultures and problems presented. Their major concern was the course was too short.
3. CONSULTATION ON INNOVATIVE APPROACHES FOR CO-OPERATIVE DEVELOPMENT IN LATIN AMERICA

From February 2 to 13, 1986, a consultation was held in Bogota, Colombia, on Innovative Approaches for Co-operative Development in Latin America. This was the second of three consultations held to explore current changes and innovations in co-operative development in relation to existing co-operative structures and public policy. The first of these for Asia was held in 1985, in Antigonish. Discussions are now underway to determine the best method to explore the subject in the African context during 1987-88. These consultations, in addition to providing participants with new and broader insights into the co-operative movement, also provide the Institute with a first-hand, up-to-date base of information and ideas which can be incorporated into teaching methods and content.

The Latin American consultation was held in “Los Pinares” retreat house, 12 km north of Bogota. Fourteen participants from 11 countries in Central and South America were each asked to prepare and present a paper based on their own experience and background with co-operatives. The papers provided a good perspective on the problems of co-operatives in the region, problems which include the low level of participation of peasant and marginalized groups, excessive dependence on government bureaucracies, the weakness of traditional educational programs, and the difficulties establishing and operating collective agricultural production co-operatives.

There was considerable emphasis on the need to develop rural co-operatives which are controlled by peasant farmers themselves.

Examples of specific topics or cases presented in the papers include “Campo Herrera”, a collective sugar-growing co-operative in Argentina; the “Caja Popular” in Mexico which operates without government supervision or involvement; a Mexican production co-operative movement formed by small Christian communities; a community action and awareness program among Ecuadorian highland Indians; a rural co-operative program in Paraguay based on small homogeneous and interlocking co-operative groups; and the adaptation of traditional sharecropping relations to former collective co-operatives in Chile.

What these papers and cases represent is the resurgence of a more critical approach to co-operatives, reflecting the need to develop a more fundamental or radical co-operativism. Underlying the whole discussion process was the belief of participants that co-operatives have a role in development; that they can offer a viable alternative to both capitalism and state socialism and are key tools in the creation of an alternative economy among the marginal masses of the sub-continent. To do this, co-operatives must develop a radical but realistic philosophy, clearly defined strategies, increased solidarity among themselves, and permanent critical educational processes.

C. Overseas Program

1. OVERVIEW

The 1986-87 Overseas program was based on the work of CII staff in Africa, Asia and Latin America. In all three regions, they worked with local resource people and agencies to plan and implement the program. This overseas work can be divided into three activities: training workshops and consultancies, special projects, and program development.

The most extensive of these activities are the training workshops and consultancies. These are conducted at the request of and in co-operation with public and private sector agencies engaged in the development process. Their purpose is to strengthen the operations of the host organizations. For most workshops the general pattern is to work with the host agency for three to five years during which three training workshops are held in successive years. The training workshops are developed jointly with the host agency and deal with the operational problems it identifies. This pattern helps the agency to analyse the problem and develop a problem-solving capacity. At the same time it ensures that no dependency relationship is created. The organization and administration of these workshops is the responsibility to the host agency. The Institute provides counterpart staff, programming assistance and, where required, some financial support.

In 1986-87, 25 training workshops were conducted in Africa, Asia and Latin America. Of these, 11 were with church-related agencies, two were with government or government-related organizations, and 12 were the private or academic institutions working in development. The program involved 654 participants. Nine of the 25 workshops were directly related to the formation or strengthening of co-operatives or credit unions.

| Table I |

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<th>OVERSEAS TRAINING WORKSHOPS 1986-87</th>
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10
2. TRAINING AND CONSULTANCY WORKSHOPS

AFRICAN PROGRAM

Location: Accra and Kumasi, Ghana


Host Organization: Association of Rural Banks (ARB).

Participants: 10 members of the ARB council and six directors from the rural banking department of the Central Bank of Ghana.

Purpose: To develop the philosophy of the rural banks in Ghana, to discuss methods and content of education for rural bank communities, and to examine proposed structural changes of the ARB and make relevant recommendations.

Location: Accra, Ghana


Participants: One registrar and three deputies, four Coady graduates, and the Secretary-General of Ghana Co-operative Council.

Purpose: To advise on the establishment of a co-operative promotion and development unit which would study local co-operative problems and make proposals for resolving them. Also, to consider the formation of a Coady graduates' association.

Location: Kumasi, Ghana


Host Organization: R.C. Diocese of Kumasi, Department of Socio-economic Development.

Participants: The departmental director and three professional associates.

Purpose: To advise on program formulation, implementation and evaluation for the diocese in the context of visits to various projects.

Location: Sunyani, Ghana


Participants: 24 participants, including managers and treasurers from local parishes where BACCSOD operates.

Purpose: To expose BACCSOD workers to the basic principles of co-operation and management using a case study approach and critical assessment of their current situation.

Location: Thies, Senegal


Host Organization: Credit Union Promotion Council of Senegal (CONACAP)

Participants: 16 participants, including seven women's milling project coordinators, two milling project office staff, two representatives from the Ministry of Social Development, and three from CONACAP.

Purpose: To develop a pilot project for rural women's credit unions in one region of Senegal over a one-year period.

PARTICIPANTS IN WORKSHOP ON CREDIT UNIONS FOR RURAL WOMEN, THIES, SENEGAL, JUNE 1986.
Location: Mukono, Uganda


Host Organization: The host for this workshop was the Uganda Co-operative Savings and Credit Union (UCSCU) and the co-sponsor was the Co-operative Union of Canada (CUC).

Participants: 35 participants, both co-operative trainers and trainees plus board members of UCSCU and representatives from the Department of Co-operatives and the Co-operative Alliance.

Purpose: To evaluate the impact and effectiveness of a CUC-funded, three-year training program designed and delivered by the UCSCU.

Location: Mukono, Uganda


Host Organization: Uganda Co-operative Savings and Credit Union.

Participants: 44 Credit Union leaders, including board members, field workers, and staff.

Purpose: To assess the successes and shortcomings of UCSCU over the past year, and to develop strategies to overcome the ravages of severe inflation.

PROGRAM DEVELOPMENT IN AFRICA

The Coady International Institute continues to expand its linkages with partner organizations in Africa, particularly in Ethiopia and Egypt. The assistant director, Mr. Amit, conducted workshops in Ethiopia, and he and Mr. Colin Stuart will have assisted with workshops in early fiscal year 1987-88. In addition, staff members Tony Scoggins and Charles Enriquez discussed the possibility of increased co-operation with organizations in Zimbabwe and Ghana.

This expansion in Africa is in response to the needs expressed by indigenous agencies, co-operatives and churches for increased skill training in development planning at the grassroots level. It is through the personal contact developed with Coady program participants that the need for increased African involvement became clear. Such an intensified focus is also consistent with the recognition by the world community of the diverse and urgent development needs of the continent.

The Coady Institute has, over the years, developed linkages with organizations in a number of countries in Africa. In Tanzania, the Institute has assisted with workshops and training programs at the Moshi Co-operative Training Centre. Our work continues in Uganda with the Uganda Co-operative Savings and Credit Union Ltd. and, in South Africa, we maintain our linkage with the Wilgespruit Fellowship Centre and SHADE (Self-help Associates for Development Education).

In Senegal, CII is working with the Conseil National Pour la Promotion des Caisses Populaires (CONACAP) in its efforts to promote the organization of women's community savings and credit structures. These savings groups or credit unions evolved out of a successful project in which women established and managed over 120 village-based grinding mills. The turnover and savings from these mills exceeded expectations and members of the milling co-operatives felt the need to invest in community-based income-generating projects. They saw credit unions or savings groups as a vehicle for doing this. To date, the Coady has been involved in one training workshop and is planning to assist with another which will evaluate the savings groups now established on a pilot basis, before proceeding to expansion throughout the country.

In Egypt, CII has responded to requests from both the Bishopric of Public Ecumenical and Social Services (BPRESS) of the Coptic Orthodox Church, and the Coptic Evangelical Organization for Social Services (CEOSS). One workshop was held with each organization in 1985, and two further workshops are planned for 1987. Students from both organizations have participated in the Diploma Program of the Institute and the short courses on planning and evaluation. One special study program for Bishop Serapion of BPRESS was also organized. Both organizations are working to move from a primarily service orientation to one which includes an increased focus on development.

Ethiopia has undergone tremendous change since the downfall of Haile Selassie and the proclamation of "Ethiopian Socialism" in 1974-75. Recently, drought and famine, combined with the continuing war in Eritrea and Tigre, have resulted in tremendous human suffering. The Ethiopian Evangelical Church, Mekane Yesus, has been faced with the task of caring for thousands of individuals and families who have been forced to resettle and establish viable new communities. The work is difficult and requires integrated planning and evaluation. The Coady has been asked to help provide Ethiopians with the needed planning and evaluation skills.

In each of these initiatives the policy of the Institute is to maintain a commitment of at least three years, a commitment which includes the training of participants in the Diploma and other Antigonish-based programs, and follow-up with the agency through the training of field workers in-country. In some instances, this commitment extends beyond three years, but the basic philosophy remains, namely, that the role of the Coady is to assist with appropriate training which will increase the self-reliance and autonomy of the agency and eliminate any tendency for long-term dependence on the Coady.

In 1986-87 the Coady Institute planned a consultation on innovative approaches to co-operatives in Africa. After some discussion and correspondence it was decided to forego the consultation and concentrate instead on consultations or workshops in particular countries where innovations are occurring, or where new ideas and actions are developing.

In both Ghana and Zimbabwe, exciting innovations in co-operative and collective action have been underway for some time, innovations which recognize the fundamental role that co-operative labour, especially the labour of women, must play in genuine change at the village level. In both Ghana and Zimbabwe initial discussions are taking place with agencies in those countries to see how CII can contribute and support these local efforts. Staff members of the Coady have visited each of these countries and expect new collaborative efforts to emerge in 1987-88.
ASIA PROGRAM

Location: Health Centre, Sir William Wanless T.B. Hospital, M.P., India


Host Organization: Kolhapur Diocesan Council.

Participants: 23 development workers of the diocese and fraternal organizations in adjacent dioceses.

Purpose: This workshop introduced participants to the concept of participatory development, and encouraged the growth of specific skills through the sharing of experiences at the grassroots level.

Location: Shantinilayam, Tiruvalla, Kerala, India


Host Organization: Backward Peoples Development Corporation (BPDC) — an autonomous development agency established by the Kerala Council of Churches to work with the marginalized and poor.

Participants: 32 full-time staff of BPDC and fraternal organizations working in Kerala.

Purpose: To help participants understand poverty and its causes, and with this understanding to develop a conceptual framework for a people-centred response. Participants were expected to review their own development experience critically and seek ways to co-operate among themselves and the various organizations they were associated with.

Location: Dayalbagh Agricultural Training Institute, Ujjire, India


Host Organization: Capuchin Krishik Seva Kendra.

Participants: 25 village leaders of Kalmanja.

Purpose: To facilitate the workshop and introduce participants to the process of community-based planning. Participants would plan for the coming season.

Location: Secunderabad, Andhra Pradesh, India


Participants: 25 final-year B.D. and B.Th. students, plus 10 faculty observers.

Purpose: To provide pastors in training with an orientation in social development as a part of their ministry.

Location: Vellore, Tamil Nadu, India


Host Organization: RHUSA — Christian Medical College.

Participants: 16 participants completed the workshop. All were trainees in the RHUSA community development program.

Purpose: To develop an exemplary written comprehensive curriculum outline for one five-day training program, or equivalent course. This was accomplished through active dialogue among the participants.

Location: RHUSA Campus, North Arcot District, Tamil Nadu, India


Host Organization: Peoples Multipurpose Development Society.

Participants: 30 staff of social action groups belonging to the Federation of Social Action Groups (FSAG).

Purpose: To have participants develop skills in facilitating the growth of grassroots movements, and to consolidate FSAG and develop a common strategy for future action.

Location: Manila, The Philippines


Participants: 35 development workers from a variety of organizations.

Purpose: To increase awareness of the role of adult education and co-operatives in development. Also, to share experiences among Coady graduates.
PROGRAM DEVELOPMENT IN ASIA

In 1986-87, CII staff members were on overseas assignments in Sri Lanka, India, Thailand and the Philippines. The assignments included the expansion of contacts and linkages with development agencies in these countries. In Sri Lanka, Mr. Amit worked with SEDEC, the development agencies of the Sri Lanka Bishops Conference, in reviewing organizational problems and priorities. This meeting was especially timely as a change of directors was underway.

In India, Mr. Amit met Archbishop Padiatra of Erakulam diocese and the director of the diocesan development agency. They examined how the Institute could help in orienting clergy and staff to a concept of development which is participatory rather than paternal or hierarch-ical. The meeting proposed a strategy and program where CII could assist in meeting this challenge. This proposal is under consideration for implementation in 1987-88.

Mrs. Rieky Stuart visited with NGOs in Thailand, in particular the Thai Volunteer Service, the Local Development Assistance Program, the Rural Integrated Development and North East Thailand projects, and with a number of women development workers at the village level. As a result of these contacts, representatives of these organizations will visit CII in May of 1987 as part of a "Canadian Experience" program organized for them by the Canadian International Development Agency (CIDA).

The director, Dr. MacDonald, met with representatives of the following organizations in the Philippines: the Institute for Social Work and Community Development, University of the Philippines, Quezon; the Centre for Community Service, Ateneo de Manila University, Quezon; the Co-operative Education Centre at Consolacion Convent; the Asia Social Institute, Makate, Manila; and Philippine Business for Social Progress, Manila. Several of these organizations have CII graduates as senior staff.

Contacts were established with five new agencies. Two of them were the Agricultural Credit and Co-operative Institute, University of the Philippines; and the Assisi Development Foundation, Manila. Three other organizations represented consortia of several Philippine development agencies. These were the Philippine Development Assistance Program, the Association of Foundations, and the Philippine Partnership for Development of Human Resources in Rural Development — all located in Makate, metro Manila. Interest was expressed by these organizations in CII work and programs.

LATIN AMERICAN PROGRAM

Location: Temuco, Chile
Participants: 26 participants from six different organizations. They included lay religious workers, agricultural promoters, social workers, and nurses.
Purpose: To share community education experience and to establish some informal guidelines for future practice.

Location: Recife, Brazil
Host Organization: Centre for Social Communications in the Northeast (CECOSNE).
Participants: 40 participants from 12 different organizations. They included educators, community and social workers, and lay religious workers.
Purpose: To share community education experiences and to establish common guidelines for work in popular education.

Location: Guatemala City, Guatemala
Host Organization: Centro de Adiestramiento de Promotores Sociales (CAPS) — University Rafael Landivar.
Participants: 30 participants including 17 who were leaders from co-operatives established in rural areas. The balance were educators, or health workers from rural areas.
Purpose: To reinforce local institutions and grassroots organizations which work in collaboration with CAPS in social development among indigenous and peasant communities.

Location: Tegucigalpa, Honduras
Host Organization: Sociedad Amigos de los Ninos — Aldeas SOS.
Participants: 24 participants representing social workers, nurses, foster mothers and administrators.
Purpose: To assist in an assessment of the results of previous years' operations and decisions.

Location: Los Pinares, Bogota, Colombia
Host Organization: Colombian Conference of Volunteer Workers.
Participants: 28 participants most of whom were professionals working with volunteer organizations. They included nurses, secretaries, teachers and retired women.
Purpose: To assist in the formulation of clear objectives and to evaluate ongoing programs.

Location: Chepen, Peru


Host Organization: Centro de Estudios Sociales y Desarrollo Rural.

Participants: 30 participants (13 women, 17 men) representing Christian grassroots communities, co-operatives, and adult education programs.

Purpose: To assist the participants in systematizing and evaluating the adult educational experience of the local organizations, and to study possible adult education methodologies which could be usefully applied to the educational process in the area.

Location: La Victoria, Chiclayo, Peru


Host Organization: Cooperativa San Jose Abrero.

Participants: 22 participants representing credit, consumer and agricultural co-operatives. All had executive positions within their respective organizations.

Purpose: To assist participants in understanding evaluation methods for co-operatives; to review co-operative principles and plan educational and promotional programs.

Location: La Victoria, Chiclayo, Peru


Host Organization: Cooperativa San Jose Abrero.

Participants: 22 participants representing credit, consumer and agricultural co-operatives. All had executive positions within their respective organizations.

Purpose: To assist participants in understanding evaluation methods for co-operatives; to review co-operative principles and plan educational and promotional programs.

Location: San Juan de Jarpa, Huancayo, Peru


Host Organization: Centro de Promocion y Capacitacion de Adultos (PROCAD).

Participants: 25 participants, 20 of whom were extension workers from PROCAD. The balance were from similar organizations.

Purpose: To provide the organization with the opportunity to engage in a program of self-evaluation with a view to revitalizing, changing or eliminating some of their programs.

PROGRAM DEVELOPMENT IN LATIN AMERICA

During the past year, consultations and new linkages were developed in Latin America with several organizations.

The Mexican “Cajas Populares,” as part of its 40th anniversary, has requested a workshop in 1987 on the philosophy and techniques of the Antigonish Movement. The relationship with the “Cajas Populares” goes back to 1948 when the first of its pioneer workers came to study at St. Francis Xavier University.

In Costa Rica, the “Escuela Cooperativa sin Paredes,” a training centre for people from the co-operative sector, has requested Coady assistance, both for workshops and to send participants to the diploma course.

The “Instituto Hondureno de Estudios Cooperativas” and CII are discussing the possibility of a three-month training program in social leadership for co-operative workers in Central America.

In Ecuador, the National Federation of “Cooperativos do Ahorro y Credito” has requested three workshops on program planning and evaluation for its administrative personnel.

The “Asociacion Colombiana de Cooperativas” has requested a series of workshops over four years for its leadership.

Each of these proposals is being followed up through correspondence and discussion.

CARIBBEAN PROGRAM

1986 saw the conclusion of an active period of Coady involvement in the Caribbean. We have completed the five-year training program done in association with the Caribbean Confederation of Credit Unions, and an evaluation was initiated of the CII/Co-operative Development Foundation Technical Assistance Project, the results of which should be available in 1987.

The Institute is maintaining its links with the Caribbean and continues to accept applicants in the Diploma course, out of which new regional training programs will develop. We are, for example, accepting students from St. Vincent and St. Lucia, sponsored by credit unions on those islands. In addition, CII staff members visited Jamaica and strengthened contact with Co-operative College there and with graduates of CII working in Kingston and coastal fishing villages. Staff members attended the annual meeting of the Caribbean Confederation of Credit Unions, and had preliminary discussions about training workshops in Grenada related to its revision of the Co-operative Act. Similar discussions explored the possibility of workshops in Belize and Antigua.

1986 also saw extension of the Special Program for Training for Agricultural Cooperatives in Belize, jointly sponsored by the Coady and CIDA. Originally the program was to have concluded in 1986 but, because of management changes, the project was delayed and plans now are to complete the project in 1987, at which time a final evaluation will be conducted. The objectives of this program, which began in early 1984, are the development of a general knowledge of co-operatives in the agricultural sector, and the development of practical co-operative organizational and management skills, both leading to the formation of new co-operatives. An interim evaluation was conducted in 1986, indicating that seven new co-operatives had been formed in three different districts of Belize.

3. SPECIAL PROJECTS

These are specific projects the Institute undertakes with third world agencies. Each project generally lasts from three to five years, and is jointly funded by CIDA and the host agency. The funding provided by CIDA is specific to the project and falls outside the normal operating budget and ongoing program of the Institute. The Institute’s role is to act administratively as Canadian project holder and to provide training and management services as required. Currently the Institute has four such special projects — in South Africa, Thailand, India, and Belize (reported on above). Expenditures for these programs are noted in the statement of revenue and expenditure.
In the five-year period from 1980-85, the Coady was involved in a special program entitled the Institutional Leadership and Development Program (ILDEP) which had among its objectives the development of grassroots leadership, management and organizational skills, and the development of indigenous training facilities for the racially and economically oppressed blacks and coloreds in South Africa. The sponsoring agency in South Africa was SHADE, operating out of the Wilgespruit Fellowship Centre, an agency of the South African Council of Churches. As part of this program, four or five candidates have come annually for the diploma course.

In 1985, the ILDEP program was evaluated by the Coady Institute and it was recommended that we continue our involvement in an appropriate manner. After considerable discussion the Coady Institute agreed to extend its involvement for an additional three years by contributing its experience and advice to the development of the Ubuntu Social Development Institute (USDI), a project of SHADE and the Wilgespruit Fellowship Centre. Our specific contribution, with funding support from CIDA, would be in the area of curriculum development over a three-year period, as well as continued training of South Africans in the Diploma course. Other aspects of USDI costs would be borne by a consortium of international partners. Recently, more severe restrictions on travel to and from South Africa have made the Coady contribution to USDI difficult to achieve. At this time we are searching for ways to overcome these restrictions.

University of Poona, Village Development Project

During 1986, 18 Indian communities participated in an Integrated Village Development Program sponsored by the University of Poona with assistance from the Institute and CIDA. In 1984, each of nine colleges affiliated with the University of Poona adopted two villages in which an integrated development program was initiated. The program is being implemented by a team of professors and students from each college under the supervision of the Continuing Education Department of the university. In March 1987, Dr. A.A. Macdonald visited five of the participating colleges and was shown a wide range of development projects being carried out by disadvantaged groups under the scheme. These include: a self-help housing project by 40 single women bidi workers; well deepening by small farmers in a drought-stricken area; land reclamation by an isolated low-caste community; a water supply system and sanitation facilities in an urban slum; and several balwadi schools for pre-school children. The most significant aspect of the program is the fact that most of the projects are planned and implemented by disadvantaged peoples for their own benefit.

Development of People’s Organization Project (DPO), Thailand

The Thai Department of Community Development (CDD), the Coady International Institute and CIDA are collaborating for the third year on this project. Its objective is to improve the skills, collective knowledge and confidence of people’s groups in 863 villages in northeast Thailand. Evidence of improvement would include, for example, formation of well-managed savings groups, purchasing co-operatives, and day-care or nutrition groups.

The project has three components. First is the training of CDD staff and village volunteer leaders. The training focuses on how to initiate, build, and maintain people’s organizations. The second component is to upgrade the technical capacity of the department in the north-east to support the activities of people’s organizations. This would include the skills needed to undertake feasibility studies for income-generating activities, marketing know-how for new crops, and bookkeeping for savings groups. Finally, the project has a revolving loan fund, controlled at the district level for the purpose of supporting income-generating projects.

Over the life of the project, CIDA will contribute $4.63 million and the CDD will contribute significant departmental resources in time and personnel. The Coady Institute as the Canadian executing agency is accountable to CIDA for the project, although the CDD is responsible for the ongoing management and execution of the work. The Coady assists with any technical advice necessary, drawing either on Coady resources or recruiting skilled personnel from outside.
D. Evaluation of the Coady Institute

The Coady Institute underwent a comprehensive evaluation by CIDA in 1986-87. Since planning and evaluation are an integral part of the teaching and practice at the Institute, we welcomed the CIDA evaluation as a useful and necessary part of this overall process of evaluation at the Coady. This evaluation has been completed. However, as agreed among CIDA, the University and the Coady, the report would be presented to CIDA by the evaluator (Loubser Consultants Inc.) and CIDA would then pursue discussions respecting the recommendations with Coady and the University. As of March these discussions had not been completed. It is useful to set out below, in summary form, the purposes of the evaluation, the findings and the recommendations made by CIDA by the evaluator.

The purpose of the evaluation was fourfold:

— to assess the effectiveness of Coady as an institution involved in international development;
— to assess the efficiency of the management systems of the Institute;
— to assess the viability of Coady in terms of non-CIDA-funding sources;
— to assess Coady's absorptive capacity for program expansion.

The evaluators found:

— the Coady's approach to international development continues to be valid and congruent with that of CIDA's program orientation. Coady's effectiveness in achieving its objectives is good;
— the Coady is efficient in its operations;
— the Coady would be viable without CIDA funding but at a much reduced level or scale;
— the Coady could absorb considerable expansion of its programs if this was desirable and the resources were available;
— the Coady continues to demonstrate a significant impact on its participants;
— program funding for Coady would not involve any new risks to CIDA.

Each of the findings was coupled with recommendations for improving or strengthening the work of the Coady. The evaluator recommended that planning, program development and staff development be strengthened.

It was also recommended that the Institute review its operations and consider the following:

— moving to an eight- or nine-month program concurrent with the University academic year. Here maximum utilization of facilities was the major consideration.
— increased research on the development environment in which the Coady operates to ensure that it remains responsive to the needs of its constituency.
— improved geographical representation of participants and increased representation of women in its programs.

There were other recommendations dealing with the administrative efficiency of the Coady, including improved financial reporting procedures from overseas partners, more consistent evaluation procedures and strengthening of information management.

These recommendations are now being discussed by the Institute and the University. Among the recommendations made to the University was one for the establishment of an Advisory Committee to the Coady. This type of committee existed already as a university committee, but has now been strengthened by the addition of three new external members: Mr. Bruce Thordorson of the International Co-operative Alliance in Geneva; Mr. Tim Broadhead who recently completed a research project on NGOs for the North-South Institute in Ottawa; and Ms. Peggy Antrobus who has worked for the Women and Development Unit of the University of the West Indies. This Advisory Committee will meet on a regular basis and take an active part in reviewing the Coady program.

Finally, there were two other significant recommendations to the University. The first was a recommendation to establish a special commission or task force to study and consult, in Canada and abroad, on the Coady's future. Such a commission would take a long-term view of the Institute's activity, both retrospectively and for the future. Secondly, it was recommended that the University work closely with CII on the development of a fundraising campaign and the establishment of an endowment fund for the Institute.

We anticipate that over the coming year all of these recommendations will be responded to in a manner acceptable to CIDA, the Coady Institute and the University.

Underlying all these recommendations is a challenge to the Institute to improve its day-to-day work and maintain a balance between the increasing demands for skill development and professionalism, and the need to exemplify and renew in contemporary theory and practice the basic principles of the Antigonish Movement.
IV. FINANCES

A. 1. Sources of Revenue

B. Funding Sources

The programs of the Coady International Institute are funded by the Canadian Government, corporate and private sector donors, religious and fraternal church organizations, and co-operatives and credit unions.

These charts illustrate the proportions of funding from various sources. The Canadian International Development Agency (CIDA) has been the largest donor during the past number of years. CIDA has provided funds for both the multinational programs in Canada and overseas ($838,668 — 1987), and for Special Programs carried out by the Institute ($920,215). The Institutional Evaluation of Coady Institute commissioned by CIDA in 1986 points out Coady's dependence on the magnitude of CIDA funding. Although the evaluation supports CIDA funding of Coady, the amount of funding from CIDA is not likely to increase significantly in the foreseeable future. Coady must look to sources other than government to meet any increased costs and/or new programs.
### C. Statement of Revenue and Expenditures

#### FOR YEAR ENDED MARCH 31

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<thead>
<tr>
<th>Description</th>
<th>1987</th>
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<tr>
<td><strong>Revenue</strong></td>
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<tr>
<td>CIDA — General</td>
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<td><strong>Total Revenue</strong></td>
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<tr>
<td>University Contributed Services</td>
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<tr>
<td>Other Contributed Services</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>3,076,527</td>
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<th>Description</th>
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<td><strong>Expenditures by Object</strong></td>
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<td>CIDA — Special Projects</td>
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<tr>
<td><strong>Total Expenditures by Object</strong></td>
<td>2,170,077</td>
<td>2,618,478</td>
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<tr>
<td>University Support Services</td>
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<td>Other Support Services</td>
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<td>351,400</td>
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<tr>
<td><strong>Total Expenditures</strong></td>
<td>3,076,527</td>
<td>3,526,878</td>
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<tr>
<th>Description</th>
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<th>1986</th>
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<td><strong>Expenditures by Program</strong></td>
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<td>University Support Services</td>
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<tr>
<td><strong>Total Expenditures by Program</strong></td>
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<td>3,526,878</td>
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V. APPENDICES

(i) 1986 Diploma Program Participants

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<tr>
<th>NAME</th>
<th>ACADEMIC</th>
<th>COUNTRY</th>
<th>ORGANIZATION</th>
<th>POSITION</th>
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<tr>
<td>Abraham, P.P.</td>
<td>M.A.</td>
<td>INDIA</td>
<td>Association for Sarva Seva Farms</td>
<td>Counsellor</td>
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<tr>
<td>Adhikari, Antonio</td>
<td>College Cert. Course</td>
<td>BANGLADESH</td>
<td>Rural Dev. Project of Social and Institution Board</td>
<td>Administration</td>
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<tr>
<td>Adomako, Anthony A.</td>
<td>Diploma in Agriculture, Diploma in Education</td>
<td>GHANA</td>
<td>The Agricultural Program of the Diocese of Sunyani, Ghana</td>
<td>Agricultural Extension Worker and Teacher</td>
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<td>Bahadur, Bishan Singh</td>
<td>Diploma in Teaching</td>
<td>MALAYSIA</td>
<td>Fed. of Malaysian Consumers Teacher Associations (FOMCA)</td>
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<tr>
<td>Bala, Paul Bibhuti B.</td>
<td>B.A.; Diploma in Personnel Management</td>
<td>BANGLADESH</td>
<td>Dhatka Young Men’s Christian Association</td>
<td>Program Secretary</td>
</tr>
<tr>
<td>Baledrokadroka, Meli</td>
<td>Primary Teaching Cert.; Cert. in Small Project Management</td>
<td>FIJI ISLANDS</td>
<td>Methodist Youth Fellowship &amp; Wainibuka Rehabilitation Committee for Ex-Prisoners</td>
<td>Teacher</td>
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<td>Banahene, Fosaaba A.M.</td>
<td>Specialist Cert. in Business Education</td>
<td>GHANA</td>
<td>Catholic Diocese of Kumasi</td>
<td>Teaching/Development Work</td>
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<td>Biswas, Sushanto</td>
<td>B.Comm.</td>
<td>INDIA</td>
<td>Catholic Relief Services</td>
<td>Field Worker</td>
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<td>Bolus, Bahig Tadres</td>
<td>Faculty of Agriculture</td>
<td>EGYPT</td>
<td>CEOSS</td>
<td>Head of Follow-up Program</td>
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<tr>
<td>Buadu, John E.</td>
<td>B.A. (Social Science); Diploma in Management</td>
<td>GHANA</td>
<td>Rural Banking Dept., Bank of Ghana</td>
<td>Assistant Manager</td>
</tr>
<tr>
<td>caballero, Constancia</td>
<td>B.B.A.</td>
<td>PHILIPPINES</td>
<td>Agricultural Credit &amp; Co-operatives Institute (ACCI)</td>
<td>Training Specialist II</td>
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<td>Cardoza, Rev. Rockey</td>
<td>University Degree</td>
<td>INDIA</td>
<td>Catholic Diocese of Jhansi</td>
<td>Parish Priest</td>
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<td>Chakraborty, Shibani</td>
<td>B.Sc. and M.Sc.</td>
<td>INDIA</td>
<td>Bengal Rural Welfare Service</td>
<td>Nutritionist</td>
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<td>Chol, James Goanar</td>
<td>Diploma in Theology</td>
<td>SUDAN</td>
<td>Sudan Council of Churches</td>
<td>Community Dev. Officer</td>
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<td>Christudas, C.</td>
<td>SSLC</td>
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<td>Corraya, Nicholas</td>
<td>B.Sc.</td>
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<td>Barisal Development Society</td>
<td>Trainer</td>
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<td>Egwemi, John O.</td>
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<td>NIGERIA</td>
<td>Diocese of Idaho</td>
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<td>Fernando, K.J. Cecil</td>
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<td>CANADA</td>
<td>Association Quebecoise pour l'avancement des Nations Unie (AQANU)</td>
<td>Teacher</td>
</tr>
<tr>
<td>Hamajata, Peter</td>
<td>Certificate 01 Levels</td>
<td>ZAMBIA</td>
<td>Christian Council of Zambia</td>
<td>Projects Assistant</td>
</tr>
</tbody>
</table>

(Development Officer)
23. James, Rhoda Ada  
Cert. in Leadership Course for Women: Certificate in Management  
NIGERIA

24. Kafi, Sharif Abdullahel  
SSC, HSC, BA & MA  
BANGLADESH

25. Kijangan, Rev. Paul  
Bachelor of Theology  
INDIA

26. Kojino, Bowers Omondi  
Cert. of Primary Ed.; Div. Two "O" Level  
KENYA

27. Kunnath, Sr. Amala J.  
Dip. of General Nursing  
INDIA

28. Lobo, Bertha Flavia  
Diploma in Stenography  
INDIA

29. Magahud, Sr. Raquel P.  
Cert. in Co-operatives  
PHILIPPINES

30. Marcus, Frederick  
Social Worker  
INDIA

31. Mariaratnam, R.C.  
SSC (English Medium)  
SRI LANKA

32. Mashelle, Perpetua M.  
Secondary Certificate; Secretarial Course  
TANZANIA

33. Mathew, Thresiamma  
University Degree  
INDIA

34. Meade, Juliana Ester M.  
3 "O" Level Certificate  
MONTSERRAT

35. Motha, Idah Thokozile  
College Diploma: Certificate in Counselling  
SOUTH AFRICA

36. Mulenga, Peter  
High School Certificate  
ZAMBIA

37. Nalini, Akasapu J.D.  
B.A.; Nursery Certificate  
INDIA

38. Ntsepe, Jacob Ntuni  
Jr. Matric; Diploma and Ministry  
SOUTH AFRICA

39. Nwosa, Geraldine U.  
1st Sch. Learning Certificate: Trs. Grade III Certificate  
NIGERIA

40. Nvaga, Justin Mugo  
CPE Cert.; EACE Cert.; Diploma in Public Health  
KENYA

41. Nvagudi, Patrick  
B.A. (Econ. & Govt.) Diploma Adult Education  
CANADA/KENYA

42. Ogbonna, Dominic M.  
Co-op College Certificate  
NIGERIA

43. Olwal, John Okelo  
Cert. in Agriculture  
KENYA

44. Prempeh, Joseph  
GCE "O" Level  
GHANA

45. Rahman, Md. Lutfor  
SSC; Higher Secondary; Cert. (H.Sc./B.Sc.)  
BANGLADESH

46. Rajendram, Rev. Bala  
Priestly Education  
SRI LANKA

47. Rana, Dhanu  
B.A., M.A. (Economics)  
NEPAL
<table>
<thead>
<tr>
<th>NAME</th>
<th>ACADEMIC</th>
<th>COUNTRY</th>
<th>ORGANIZATION</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rani, Modesta Anil</td>
<td>B.Sc.; M.Sc.</td>
<td>INDIA</td>
<td>Church of South India</td>
<td>Child Care Officer</td>
</tr>
<tr>
<td>Romeo, Leon Jerome D.</td>
<td>GCE (London) Commerce Economies; GCE (Cambridge) English Language, English Literature</td>
<td>ST. VINCENT</td>
<td>St. Vincent Union of Teachers</td>
<td>Tutor</td>
</tr>
<tr>
<td>Sarr, Ousman G.M.</td>
<td>Sec. High School; Vocational Teachers Training</td>
<td>THE GAMBIA</td>
<td>Rural Vocational Training</td>
<td>Metal Work Teacher</td>
</tr>
<tr>
<td>Saturnino, June P.</td>
<td>B.S. Social Work; Community Trainer Cert.</td>
<td>PHILIPPINES</td>
<td>Medical Social Service, UP-PGH Medical Center</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Schlitt, Sr. Rose Ann</td>
<td>High School Dip.; B.Ph. in Spanish; Teacher Certificate</td>
<td>U.S.A.</td>
<td>Adrian Dominican Sisters</td>
<td>Religious Educator</td>
</tr>
<tr>
<td>Smith, Scott</td>
<td>B.S., M.S. (Social Sciences)</td>
<td>U.S.A.</td>
<td>Presbyterian Fellowship</td>
<td>Project Co-ordinator, Agricultural Consultant</td>
</tr>
<tr>
<td>Sreekant, Gowda S.</td>
<td>B.Sc.; M.S.W.</td>
<td>INDIA</td>
<td>Dev. Thru Education (DEED) Community Organization</td>
<td></td>
</tr>
<tr>
<td>Suriva, Susila</td>
<td>B.A.; M.A.S.W.</td>
<td>INDIA</td>
<td>Christian Medical College</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Thempalangattu, Fr. Phil. School Leaving Certificate; Pre-Degree; M.A. Sociology</td>
<td>INDIA</td>
<td>Malanadu Dev. Society</td>
<td>Assistant Director of Social Works</td>
<td></td>
</tr>
<tr>
<td>Titi, Lim</td>
<td>Higher School Certificate; B.Sc. (Hons.); Cert. of Co-op Management</td>
<td>MALAYSIA</td>
<td>Co-operative Dev. Dept.</td>
<td>Co-operative Dev. Officer</td>
</tr>
<tr>
<td>Toni, Mzolisi Michael</td>
<td>Matric (STDID)</td>
<td>SOUTH AFRICA</td>
<td>World Vision of South Africa Project</td>
<td>Co-ordinator</td>
</tr>
<tr>
<td>Vleermuis, Paul</td>
<td>Matric; B.A. Arts</td>
<td>NAMIBIA</td>
<td>Council of Churches in Namibia</td>
<td>Community Co-operative Projects Advisor</td>
</tr>
</tbody>
</table>

(ii) 1986 Evaluation Research Methods Course Participants

NAME
1. Azim, Anwarul  
2. Das, Linus Adhir  
3. Dube, Dumisani Sydney  
4. Gaikwad, Prof. Pramod  
5. Mandanna, Kiran  
6. Mathe, Sipho Vimba  
7. Mkandawire, Naomi

ACADEMIC
- B.Sc.; Dip. in Journalism
- Certificate of Graduation
- B.A.; B.A. (Hon.); M.A.
- B.A. Econ.; Dip. in Social Work; Master of Arts in Social Work; Diploma in Business Management
- B.Sc.; Dip. in Agriculture
- B.A. Social Work; Dip. in Social Dev. (Couidy); Masters in Social Sciences
- B.Social Science; Majors in Economics and Statistics; Master of Arts in Development Economics

COUNTRY
- BANGLADESH
- BANGLADESH
- SOUTH AFRICA
- INDIA
- INDIA
- SOUTH AFRICA
- MALAWI

ORGANIZATION
- Association for Social Advancement (ASA)
- Barisal Development Society & Barisal Training Center
- Edendale Lay Ecumen. Center
- Center for Studies in Rural NSS Co-ordinator (Training)
- MYRADA
- Dept. of Health & Welfare
- Center for Social Research, University of Malawi

POSITION
- Project Director
- Assistant Director
- Director
- NSS Co-ordinator (Training)
- Extension Leader
- Acting Sr. Social Worker
- Assistant Research Fellow
8. Nthiwa, Edward Mutinda Teacher Training; Theological KENYA
   Training; Christian Education;
   Post-Grad. Dip. in Social
   Service Administration

9. Raiji, Thomas Kiriinya Advanced Level Certificate; KENYA
   B.A. in Social Work

10. Tadesse, Tezera Work High School Certificate ETHIOPIA
11. Togonon, Flordeliza M. High School Cert.; B.A.
    (Pre-Law); B.Sc. in Education PHILIPPINES
12. Vas, Sr. Santosh B.A. INDIA
    (Trecy Vas)
13. Vattamattam, Jose SSLC; L.Ph.; L.D.; M.A.
    (Personnel Management); M.
    Phil. (Economics) INDIA
14. Yadeta, Megerssa Master of Science degree in ETHIOPIA
    Educational Administration

National Council of Churches Field Officer
Kenya Water for Health Organization
Community Training Liaison Officer
United Nations Children's Fund (UNICEF)
Program Assistant
Malita Multi-purpose Co-operative, Inc.
Project Manager of Special Projects
Slum Development Scheme Technical Advisor and
Community Training Program Co-ordinator
Liaison Officer

(iii) 1986 Consultation on Innovative Approaches
For Co-operative Development in Latin America — Participants

<table>
<thead>
<tr>
<th>NAME</th>
<th>ACADEMIC</th>
<th>COUNTRY</th>
<th>ORGANIZATION</th>
<th>POSITION</th>
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</thead>
<tbody>
<tr>
<td>1. Maria Cecilia Henriquez</td>
<td>Diploma — Bus. Admin.</td>
<td>COLOMBIA</td>
<td>Central de Co-operativas Agrarias Ltda (CENCOA)</td>
<td>Administrator</td>
</tr>
<tr>
<td>2. Dr. Antonio Colomer V.</td>
<td>Ph.D. Civil Law</td>
<td>SPAIN</td>
<td>Instituto Inter культурального Producto para la Autogestion y la Accion Comunal (INAUCO)</td>
<td>Director</td>
</tr>
<tr>
<td>3. Mario Carota</td>
<td>M.A. Engineering</td>
<td>MEXICO</td>
<td>Federacion de Co-operativos Christiansas</td>
<td>Organizer</td>
</tr>
<tr>
<td>4. Marcial Solis Da Costa</td>
<td>Licentiate — Economics</td>
<td>HONDURAS</td>
<td>Instituto Hondurense de Estudios Co-operativistas</td>
<td>Director</td>
</tr>
<tr>
<td>5. Juan Francisco Carcabelos</td>
<td>Licentiate — Sociologia</td>
<td>COSTA RICA</td>
<td>Escuela Co-operativa Sin Paredes</td>
<td>Director</td>
</tr>
<tr>
<td>6. Florencio Eguia Villaseor</td>
<td>Licentiate — Education</td>
<td>MEXICO</td>
<td>Confederacion Mexicano de Cajas Populares</td>
<td>Executive Secretary</td>
</tr>
<tr>
<td>7. Daniel Navas Vega</td>
<td>Licentiate — Philosophy and Education</td>
<td>CHILE</td>
<td>Instituto Chileno de Educacion Co-operativa</td>
<td>Director</td>
</tr>
<tr>
<td>8. Elizabeth Perez</td>
<td>Diploma — Administracion de Empresas</td>
<td>URUGUAY</td>
<td>Centro Cooperativista Uruguayo</td>
<td>Program Co-ordinator</td>
</tr>
<tr>
<td>9. Alfredo Gutierrez</td>
<td>Diploma — Communications and Adult Education</td>
<td>HONDURAS</td>
<td>Asesores Para el Desarrollo</td>
<td>Director Recurcios Humanos</td>
</tr>
<tr>
<td>10. Hermes Juan Garcia</td>
<td>Diploma — Co-op. Studies</td>
<td>PARAGUAY</td>
<td>Centro Paraguayo de Co-operativos</td>
<td>Program Director</td>
</tr>
</tbody>
</table>
### Staff Resources: 1986-87 Program

#### A. Full-Time Teaching and Administrative

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institute Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A. MacDonald, Ph.D.</td>
<td>Director*</td>
<td>Director*</td>
</tr>
<tr>
<td>H.R. Amit, M.A.</td>
<td>Assistant Director, Overseas Program**</td>
<td>Assistant Director, Overseas Program**</td>
</tr>
<tr>
<td>Charles Enriquez, Ph.D.</td>
<td>Co-ordinator, Co-operative Studies</td>
<td>Co-ordinator, Co-operative Studies</td>
</tr>
<tr>
<td>Alexander MacKinnon, B.A.</td>
<td>Co-ordinator, Latin American Program</td>
<td>Co-ordinator, Latin American Program</td>
</tr>
<tr>
<td>Anthony Scoggins, M.A.</td>
<td>Lecturer, Credit Union Program</td>
<td>Lecturer, Credit Union Program</td>
</tr>
<tr>
<td>Colin Stuart, M.S.W.</td>
<td>Lecturer, Research Methods</td>
<td>Lecturer, Research Methods</td>
</tr>
<tr>
<td>Rieky Stuart, M.Sc.</td>
<td>Lecturer, Human Relations</td>
<td>Lecturer, Human Relations</td>
</tr>
<tr>
<td>Berthold Mackey, M.L.Sc.</td>
<td>Librarian</td>
<td>Librarian</td>
</tr>
</tbody>
</table>

(Note: New staff, Dr. Wilf Bean and Ms. Olga Gladkikh began work May 1, 1987.)

#### B. Full-Time Support Staff

- Donna Ashe: Printing and Supplies Officer
- Carmen Cameron: Maintenance
- Catherine Chisholm: Domestic
- Leo MacDougall: Maintenance
- Nancy MacLean: Secretary
- Betty McLean: Secretary
- Mildred Toogood: Secretary

#### C. Part-Time Support Staff

- Maritime Information Agency
- Marilyn Milner/Moira MacIsaac (contract concluded December 31, 1986): Public Relations/Communications
- Allan MacDonald: Statistics
- Hugh Landry: Accounts

#### D. Part-Time Lecturers

- Donald Barry, M.A.: Credit Union Education
- John Dobson, Ph.D.: Adult Education
- Lucy Hamboyan, B.Sc.: Nutrition
- Andrew Hogan, M.A.: Ethics of Development
- Hugh Landry, B.B.A.: Co-op Management/Accounting
- Small Business Consultant
Donald MacDonald, M.A ............................................................... Workshop Co-ordinator/Popular Theatre
St. F.X. Extension Department
Dan MacInnes, Ph.D ................................................................. Antigonish Movement
St. F.X. Department of Sociology
Phil Milner, Ph.D ................................................................. Workshop Co-ordinator/Media Writing
St. F.X. Department of English
Ria Rovers, Ph.D ................................................................. Health and Nutrition
St. F.X. Department of Nursing
Ron Ryan, B.B.A ................................................................. Strategies of Change
Guysborough, N.S.
Hubert Spekkens, Ph.D ........................................................ Workshop Co-ordinator/Audio-Visual Aids
St. F.X. Department of English

(v) Overseas Resource Persons

AFRICA

Mr. R. Buachi Aphram
Registar of Co-operatives
Ministry of Local Government and Rural Development
Ghana

Dr. S. Dufu
President
Association of Rural Banks
Ghana

Mr. A.B. Keita
La Direction Co-operative
Senegal

Mdm. Gloria Nikoi
Vice-President
Association of Rural Banks
Ghana

Mr. Opoku-Manu
Project Co-ordinator
Catholic Diocese of Kumasi
Ghana

Mr. Nana Owusu Pemba
Manager
Ghana Credit Union Association
Ghana

Mr. J.A. Yawson
President
Diocesan Lay Council
Sunnyani Diocese
Ghana

ASIA

Rt. Rev. I.P. Andrews
Bishop
Diocese of Kolhapur
India

Mr. A. Arokiasamy
President
Peoples' Multi-purpose Development Society
India

Prof. K.P. Chandrashekar
Rural Development Foundation Ujire
India

Dr. V.C. George
Home Officer, KNF
Kolhapur Diocesan Council Church of North India
India

Mr. Simon John
Director
Backward People's Dev. Corp., Kerala
India
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
<th>Country</th>
</tr>
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<tbody>
<tr>
<td>Sri Ahmad Kutty</td>
<td>Training Director, D.R.D.S., Mangalore</td>
<td>India</td>
</tr>
<tr>
<td>Mr. Rajan Mathew</td>
<td>Church Auxiliary for Social Action</td>
<td>India</td>
</tr>
<tr>
<td>Sri C. Menezes</td>
<td>Rural Development Foundation, Ujire</td>
<td>India</td>
</tr>
<tr>
<td>Dr. Mepradhaker</td>
<td>Christian Institute for the Study of Religion in Society, Bangalore</td>
<td>India</td>
</tr>
<tr>
<td>Rev. K.J. Michael</td>
<td>Bangalore Slum Development Service</td>
<td>India</td>
</tr>
<tr>
<td>Sri Sundar Naik</td>
<td>Jilla Parishat, Mangalore</td>
<td>India</td>
</tr>
<tr>
<td>Mr. C. Perianayagom</td>
<td>Federation of Social Action Groups</td>
<td>India</td>
</tr>
<tr>
<td>Rev. David Raji</td>
<td>Andhra Christian Theological College</td>
<td>India</td>
</tr>
<tr>
<td>Dr. P.N. Veigas</td>
<td>Veterinary Services, Mangalore</td>
<td>India</td>
</tr>
<tr>
<td>Mr. S. Vetrivelal</td>
<td>Institute for Dev. Studies, Sussex</td>
<td>India</td>
</tr>
<tr>
<td>Dr. Francis Xavier</td>
<td>Asian Institute for Development, Bangalore</td>
<td>India</td>
</tr>
<tr>
<td>Padre Pepi di Bernardi</td>
<td>Centro de Promocion y Capacitation de Adultos</td>
<td>Peru</td>
</tr>
<tr>
<td>Senora Susana Silva de Escobar</td>
<td>Colombian Conference of Volunteer Workers</td>
<td>Colombia</td>
</tr>
<tr>
<td>Dr. Kevin LeMorvan</td>
<td>Universidad de los Andes</td>
<td>Venezuela</td>
</tr>
<tr>
<td>Padre H. MacDougall</td>
<td>Parroes San Jose Obrero</td>
<td>Peru</td>
</tr>
<tr>
<td>Lic. Beatrice Vasquez de Ramirez</td>
<td>Colombian Conference of Volunteer Workers</td>
<td>Colombia</td>
</tr>
<tr>
<td>Padre Fernando Rojas</td>
<td>Centre for Social Studies and Rural Development</td>
<td>Peru</td>
</tr>
<tr>
<td>Sr. Juan Rosales</td>
<td>CAPS, Universidad Rafael, Landivar</td>
<td>Guatemala</td>
</tr>
</tbody>
</table>
(v) Reports, Monographs and Presentations — 1986-87


"Integral Development: Concept and Implementation Strategies for Community Development Trainers", ITSA, Minia, Egypt. 1986.


"Organizing Community Participation for Health and Development", RHUSA Campus, K.V. Kuppam, N. Arcot, Tamil Nadu, India. 1986.


"Consultancy for the Training Institute for Co-operatives in Taiwan, R.O.C.", Taiwan. 1986.


"Course in Techniques for Motivating and Organizing Rural Communities in the Diocese of Pereira", Colombia. 1985.


Following are workshops or consultations held in F.Y. 1986-87 which are not included in main body of report. Data from these workshops are incorporated in Table I.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Title</th>
<th>Sponsor</th>
<th>Staff</th>
<th>Participants</th>
<th>Country</th>
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<tbody>
<tr>
<td>May 5-17, 1986</td>
<td>Moshi, Tanzania</td>
<td>Introduction to Co-operative Union Savings</td>
<td>CII/MCC</td>
<td>Scoggins</td>
<td>16</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Jun 30-Jul. 2, 1986</td>
<td>Atlanta, Georgia</td>
<td>Towards an Understanding of People-Based Development</td>
<td>CII/Div. of Intl. Mission, Presby. Church</td>
<td>Amit</td>
<td>42</td>
<td>U.S.A.</td>
</tr>
<tr>
<td>Feb. 16-20, 1987</td>
<td>Tamilnadu</td>
<td>Evaluation Research</td>
<td>CII/RUHSA</td>
<td>Amit Arockisamy</td>
<td>22</td>
<td>India</td>
</tr>
<tr>
<td>Feb. 24-28, 1987</td>
<td>Eshowe</td>
<td>Credit Union Training Program</td>
<td>CII/D.ofE.</td>
<td>Scoggins H. Barry</td>
<td>3</td>
<td>S. Africa</td>
</tr>
<tr>
<td>Mar. 20-26, 1987</td>
<td>N. Delhi</td>
<td>Indian Social Institute/ CARITAS</td>
<td>CII/ISI/CARITAS</td>
<td>Amit R. Lobo</td>
<td>9</td>
<td>India</td>
</tr>
</tbody>
</table>

In addition to the 756 participants in the workshops and consultations (Table I), a further 90 participated in the special project consultation at Poona (page 16).