

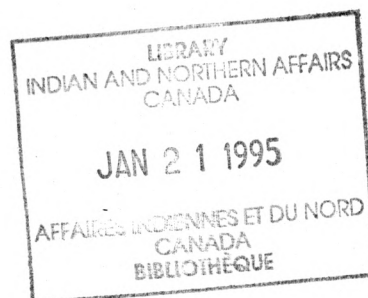
DEVELOPING WORLD LESSONS ON DEVELOPMENT
AND INSTITUTION STRENGTHENING WITH
APPLICATIONS TO STRENGTHENING
CANADIAN ABORIGINAL ECONOMIC DEVELOPMENT
INSTITUTIONS

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DEVELOPING WORLD LESSONS
ON DEVELOPMENT AND INSTITUTION
STRENGTHENING

*WITH APPLICATIONS TO STRENGTHENING
CANADIAN ABORIGINAL ECONOMIC DEVELOPMENT INSTITUTIONS*



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I N T R O D U C T I O N

When we look at the broad history of human, community, and institutional development each unfolding decade has revealed new dimensions, perspectives and approaches in confronting the task: initially the 40's revealed the need to transfer skills and technologies; the 50's showed the necessity of providing capital; the 60's brought fledgling attempts to initiate local community organization and participation; the 70's were marked by macro-movements towards achieving a "new international economic order"; and finally the 80's have been a unique period when planners and strategists at all levels have sought to bring the varied pieces of the development puzzle together.¹

The fact that the 80's have been marked by a generally weakened economic base, has provided an increased incentive to trim sails, to synthesize findings, and to spell out what works. In refining development methods into effective resources and tools, it is now increasingly accepted that it is essential to transfer primary skills; to provide incentive capital; to foster adequate and appropriate internal and external development structures and institutions. In the compelling words of D. Goulet "Development is not a cluster of benefits 'given' to people in need, but rather a process by which a populace acquires mastery over its own destiny".^{1.a.}

It has only been in the late 80's that "institutional strengthening" has come to the fore in those aid organizations which have accepted that local participation and empowerment are the key means to attaining development sustainability. This has arisen essentially from a growing recognition that over the past thirty years, the top down" approach to local development - as commonly practiced by large aid agencies and governments - has generally failed to

resolve key development challenges to any satisfactory degree.²

The newly emerging governmental-local institutional relationship has now been coined as a "partnership" for achieving development. In concise terms, this partnership encompasses the sharing of power, resources, information and experience based on negotiated and equitable relationships of trust, accountability and exchange. Continuing development experience suggests that the attributes of this partnership must include:

- . mutual respect and learning, arising out of open dialogue on respective values and roles;
- . mutual trust, with a concerted shift towards equality in all aspects of the relationship;
- . operational transparency and genuine reciprocal accountability;
- . sensitivity to and accommodation of the cultural, political, economic, and institutional environment of each partner;
- . recognition that relationships are evolutionary, i.e. the inevitability of change;
- . a long term commitment to the relationship; and
- . joint decision-making processes at all critical levels to ensure continued reciprocity, trust and mutuality.³

Indeed it is accepted that for such partnerships to be sustainable, the partners must evolve towards greater equality in all facets of their relationship. Partnership Africa Canada's recent study on third world partnership and institution building found that the greatest need of local institutions in the developing world was for the full respect of supporting aid agencies, and of their own governments. By this is meant the necessity for superordinate bureaucracies to recognize that local indigenous people and communities possess the ready or

latent capacities to effectively plan, manage, and evaluate, their own institutions and forms of development.⁴

As noted at the outset, national governments and international aid agencies have long been committed to supporting the socio-economic development of impoverished communities. However, support efforts have all too often floundered because either the need for local institutional development was ignored, or strategies for institutional development proved to be inappropriate or inadequate. This report seeks to highlight - in a condensed format - a range of critical lessons that have been learned about local institution strengthening in the developing world.

It also provides an annotated breakdown of vital strategic principles, and key approaches that have proven successful in achieving human, and community development. This has been done with the understanding that this is in fact the controlling and ultimate objective behind local institution strengthening in underdeveloped communities.

Finally, in the appendices are found an extensive shopping list of domestic and international informational resources as well as organizational, and human resource contacts relevant to local institution strengthening as a central strategy in community socio-economic development.

I. SIGNIFICANT STRATEGIES IN DEVELOPING WORLD SOCIO-ECONOMIC DEVELOPMENT, INCLUDING COMMUNITY-BASED INSTITUTION STRENGTHENING

Extensive review and analyses of maturing developing world programs and activities focussed on local human, community, and institutional development reveal the following significant strategic trends⁵:

1.1 Renewed Emphasis On Local Participatory Development -

There is an increasing emphasis on the rural poor and their communities becoming the central determinant and force in achieving their own development. It is accepted that development needs identification, planning, implementation, and evaluation are most effective when local people (the "target") are integral participants in this process. This self-help "bottom up approach" includes the utilization and or building of community based organizational structures and institutions, which in turn continue to support community wide decision-making and the local mobilization of human and material resources. There is also a correlative concentration of time and resources being given to local human resource capacity building.

1.2 Implementing Appropriate Forms of Industry

There is an increased reliance on harnessing appropriate and indigenous technologies, and industries that can be locally planned, implemented, and controlled. The focus of such development is to ensure that local industries and businesses maximize community employment and achieve long term sustainability.

1.3 Utilizing Local Resources

There is growing recognition that basic community needs for food, clothing and shelter are best met through the exploration and utilization of local natural resources. In extremely varied geographic and socio-cultural contexts it has been repeatedly demonstrated that there is sufficient (or potentially sufficient) arable land to provide for the basic food needs of local communities; timber, common minerals, stone or other natural materials in sufficient abundance for construction of durable buildings, equipment and tools; a sufficient (or potentially sufficient) variety of plant and animal life for food, fiber, fuel and textiles; as well as varied environmental amenities, e.g. wind, sun and waterways for local scale electric energy generation, and irrigation. Indeed out of such taken for granted and commonplace resources - increasingly informed, intelligent, and equipped communities are able to employ themselves in accessing, designing, and fabricating many of the essentials and comforts of life.

1.4 Strengthening Economic Institutions and Linkages

Considerable emphasis is being put on the strengthening of local economic institutions and development structures. Local institutional initiatives assume many forms such as concessionary credit and grants, rotating fund schemes, self-help group funds, and cooperative development. Outside agencies and banks are becoming increasingly supportive of these kinds of schemes, and often establish local outlets to help meet the needs of various local institutions and programs. Local financial and development structures are being designed to provide a

by investing resources and expending labour in meeting their own food and nutrition requirements. As well, considerable agribusiness marketing potential exists for communities having means of transport to larger communities and urban centres. The increasing adaptability and sustainability of low capital input forms of agricultural technology, have helped place this vehicle to local development on top of the priority list throughout most of the developing world.

1.8 Improving Community Environments

An important strategy being used in attaining community well being and self-reliance is the establishment of long term ecological programs such as reforestation, sanitation and drainage, water collection and storage, home gardens and other environmental health improvements.

1.9 Involving Women in Development

To an unprecedented degree women are assuming greater responsibilities both in regular development programs and institutions, as well as in distinctive women's organizations and group activities. Much of this involvement is in areas such as small industry development, community and family health, literacy and other forms of education, and cultural development. This has led to increased levels of cohesiveness within communities and strengthened local commitment to achieving development goals.

1.10 Education and Training for Development

A strong emphasis is being placed on the development of human capacities. A wide variety of adult, non-formal, and distance education is being provided to ensure that all sections of local society,

all age groups, and both sexes can effectively participate in and contribute to the development process. Training objectives usually take an intensely practical focus, and range from development of basic literacy and occupational skills to such areas as how to effectively, organize, manage and monitor local development activities and institutions. The instructional and learning methods being used tend to replace or complement conventional classroom type approaches with "hands on" experiential and experimental methods.

1.11 Strengthening Communications and Information Interchange

On a number of fronts there is a significant increase in the sharing of useful information and experience to, from and between developing communities. This includes - both as a means and as a result of development - an increase in local planning groups, information sessions and inter-community conferences. Much attention is being given to project effectiveness documentation and the sharing of vital development lessons, including the value of new technologies. There is as well, a growing demand and supply of practical how-to and self-help training resources.

In the broader international context there is growing emphasis on development information interchange and cooperation. This cooperative interchange takes the form of correspondence, materials and publications dissemination, conferences, group visits, and inter-organizational assignment exchanges. This in turn has led to the creation of computerized global data bases to facilitate the flow of timely information between

aid agencies, as well as to rural projects, groups, and institutions.

Across the world, there is a growing nucleus of informed protagonists who perceive common developmental needs, issues, plans, and implications for the eradication of poverty. Perhaps the most notable and universal phenomena being observed, is the drive of marginalized Indigenous populations for achieving meaningful self-determination, and practical self-development.

1.12 Community Finance Management

The need to move towards greater economic self-sustenance within local communities, has led to the establishment and maintenance of cooperatives, credit unions, and adequate markets. Community based cooperatives and credit union institutions play an increasingly key role in the acquisition and appropriate channeling of business venture capital and credit, and in the creation and expansion of markets. These institutions are thus able to provide a viable corporate base for external negotiation and internal finance management.

1.13 Integrated Development Strategies

An ever growing number of local communities and support institutions are shifting away from single-focus selective development strategies, to more comprehensive approaches that seek to integrate economic, socio-cultural, and educational elements. This shift entails comprehensive planning, implementation, and evaluation that takes into account all relevant community needs, issues and groupings, and incorporates maximum community participation.

"Development is not merely the allocation of a cluster of benefits to impoverished and marginalized social groups. Nor can it be externally induced by the injection of material, technical or financial resources and led through a series of discrete and predetermined stages. Non-material values are of vital importance...and a sense of control and ownership of the institutions that shape their lives is indispensable."

Paul Eprile, Strategies for Self Reliance, Canadian Native and Third World Community-Based Development, The Development Education Centre, Toronto, 1984.

development involves not just local people learning new patterns of expectation and performance, but also some learning on the part of national leaders and personnel".⁶

2.3 Institutional Support Bases

Another vital strategy in establishing a genuinely facilitative capacity for institution strengthening is the need for departments and in particular their development support staff to go beyond "fixed divisions of bureaucratic labour". Thus in order to maximize the impact of varied influences, activities, and resources accorded to the capacity building of local institutions, it is also essential that mechanisms and procedures be in place that can cross bureaucratic lines, in both the administrative and policy making contexts.⁷

It has been readily acknowledged that the role of non-governmental capacity building institutions like the Asian Institute of Management, or the Institute of Philippine Culture, have generally proven far more effective than government sponsored institutional development and strengthening. This has been attributed to their higher level of independence and flexibility in taking initiatives and in making decisions.⁸ Other positive factors commonly associated with NGO's is their quicker adaptability, responsiveness, and sensitivity in working at the grassroots level.

2.4 Bureaucratic Reorientation

Bureaucratic reorientation initiatives - for institution strengthening - have occurred to some extent in the developing world, but is limited within Canada to DIAND's efforts to transitionalize its own

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c development staff, from that of service
r, to that of advisor, facilitator and catalyst
engthening Aboriginal economic development
tions. Developing world experience suggests
major hurdle in implementing this kind of change
overcome the traditional legacy of distrust,
ment, and fear that the local poor hold toward
ents of central government.

side from government staff being able to acquire
ecial knowledge and specific skills essential to
new role, perhaps the most significant difficulty
required attitudinal and operational transition
exercising a genuine posture of equality and
t, with a commitment to providing unobtrusive
t. The prime difficulty is that such human
cannot be easily taught or in turn qualitatively
ted. It should be appreciated that this major
tion may come quite easily for some, and be next
ossible for others.⁹

An indispensable - and perhaps most critical -
ment of the reorientation training provided for
servants, should be on the principles of and
aches to facilitating participation, community and
tutional animation, and bottom-up development. A
h of experience has evolved around this kind of
ach. A wide variety of pertinent resource
ences on this method are appended to this report.

Khorat Example

A unique example of bureaucratic reorientation in
developing world, was that undertaken by the
nment of Thailand in the Khorat Rural Development
am. Federal officials at the provincial, district

and local levels were expected to stop acting as "donors" providing benefits and services to passive, receiving communities. They were to learn how to work at the community level and with the district, "Tambon" councils, (comparable to Aboriginal Tribal Councils) in a participatory mode. Another facet of the intended change was for greatly increased inter-ministry collaboration and cooperation.

The reorientation strategy was to provide Federal officials at the provincial level with intensive training, which included a series of special meetings, conferences, and seminars. These officials were prepared to serve as "A" level trainers, with responsibility for the reorientation of district-level Federal staff, who in turn became "B" level trainers. These district officials in turn worked with local Federal field staff representing the four ministries of Community Development, Education, Health, and Agriculture. Four locally based officials from these respective ministries were then constituted as working groups for supporting locally generated economic and social development activities in areas comprised of roughly 10 local communities.

With assistance from the inter-ministry working group, representative sample clusters of ten to fifteen households were organized in each community to evaluate their development problems, needs, and capabilities. These same groups were surveyed on an annual basis to ascertain the degree their primary socio-economic developmental needs were being met. This data was directly channelled to the community council for its own planning, and in turn transmitted to the local, district and provincial levels for planning purposes.

Year by year the data gathering and its quality has improved and provided appropriate direction and stimulus for development action at all levels.

Without going into extended detail, this particular effort at bureaucratic reorientation, demonstrated that it can be done effectively when incentives and personal appeals are combined with training efforts. Furthermore improvements in local institutional development can themselves promote bureaucratic reorientation by giving direction and applying pressure on the bureaucracy from below, for more effective and responsive performance.¹⁰

2.4.b Kinds of Change Required

It isn't alone paternalism that can pose a problem. If government support becomes too pervasive or too prominent, this too can defeat the expansion of local institutional responsibility and development. To be effective bureaucratic reorientation will need to encompass an appropriate combination of changes in the basic structure of organization, the doctrine of bureaucracy, operational procedures, staff career path planning, the criteria applied to promotion and incentives, the values and attitudes of personnel.¹¹

This complex social process - with all its structural, behavioural, objective and normative elements - is best carried forward in a "learning process" approach rather than a "blueprint approach".

An important feature of the learning process approach is that the intended "beneficiaries" are expected to directly and significantly contribute to the planning, implementation, and evaluation activities

alongside professionals, in a true partnership mode. This assures that both are engaged in the process of critical and adaptive learning for their respective and continuing development.¹²

Uphoff provides some very incisive recommendations on the issue of bureaucratic reorientation.

"Getting administrative and technical staff to work more respectfully and cooperatively with local... institutions involves a number of changes. The conventional prescription of training and indoctrination to change attitudes and values is not very promising unless coupled with various structural and career related changes... Building up local capacities is bound to be seen by many staff as threatening to their prestige and power if not their material interests. There needs to be some concrete rewards for working in a new mode with local, institutions, since such work is likely to be... most difficult... Along with individual incentives, there needs to be some structural reorganization creating collective incentives for the bureaucracy in question to reorient its efforts to serving the needs of local institutions."¹³

Peter's and Waterman's classic work *In Search of Excellence: Lessons From America's Best Run Companies*, suggests a range of useful principles that can be applied to bureaucratic reorientation. A commitment to put the "client" first, i.e. at the top of the agenda, with incentives to motivate this commitment from within, are posed as fundamental prerequisite to achieving success. Some of their specific recommendations include: staying close to and learning from the people being served; allowing greater staff autonomy in organizing and managing their work, including the acceptance of risks; acceptance of the principle that true productivity comes through people and their ideas (applying this criteria both internally and to the institutions being served); despite

encouraging greater individual autonomy, developing a strong and broadly shared sense of organizational direction and cohesion; and lastly providing an active "hands-on, value-driven" central leadership supporting all parts of the field.¹⁴

It is of interest to note at this point, that Leonard's study on the development of cooperative institutions in the U.S., surprisingly revealed that staff who are "technically incompetent but dedicated", actually demonstrated superior effectiveness to staff with the reverse qualities.¹⁵

2.5 The Spawning of Diverse Institutions

A vital observation is that the most fundamental local institution for profitable enterprise development is the local community economy, which can be thought of as an "institutional framework" though not an "organizational entity". As small local enterprises are initiated, these in turn can become established as "institutions", which can help buttress the capacity of local government and other institutions, both economically and technologically.

A good example of this process can be found in the Mraru Women's Group in Kenya. This Group was organized to raise funds to set up a regular transportation service to a nearby town, through the purchase and operation of its own bus. Once this activity was established, the Group used its profits to set up a small retail shop. In time, some space in the shop was used to provide regular community sewing and health classes, for which the Kenyan Department of Social Services contributed funds for sewing machines and a teacher's salary. This Group went beyond being simply

an enterprise to becoming a local institution, where community women now turn for both financial and social improvement.

The point here is that probably the most important characteristic of institutional capacity, is the institution's ability to diversify and modify its activities in response to emerging conditions and new opportunities. Another lesson of value, is that external agency support should not necessarily put all of its eggs into one basket, i.e. work through and strengthen just "one best" local institution, but rather seek to encourage ways and means for new local enterprises to grow into institutions that will progressively strengthen and enrich local economies and peoples.¹⁶

Too often an outside support agency will seek to develop strong vertical linkages only with itself in order to provide "guidance", if not actual control. This inhibits the exploration and establishment of vital horizontal linkages, or even other vertical linkages where there are potential sources of support.

2.6 Expanding Institutional Development

One important strategy in institutional development is to build upon and expand the role of existing community based institutions. Despite their inherent faults or weaknesses, such institutions have already accumulated some degree of local legitimacy, support and commitment over time. Entirely new local institutions will often end up competing with existing structures in obtaining the resources, time, and loyalties of the local population.¹⁷

One viable alternative to the foregoing local institutional adaptation strategy, is to have newly emerging or established institutions seek to build on the patterns of organization that are already well accepted and familiar to the community. For example, in Cameroon, a traditional informal rotating credit scheme, was used as a basis for developing a network of formal credit unions. Within twelve years this network developed into more than 180 credit unions with 26,000 members, and capital assets of 400 million CFA francs.¹⁸

2.7 Human Capacity Building and Training

Although the term "institution strengthening" brings to mind structures, procedures, and organizational performance capabilities, it should also call to mind the human aspects of institutional capacity i.e. the skills, motivation, and personal efficacy of individual people.¹⁹

2.7.a Diffused Versus Concentrated Training

Training efforts are now universally recognized as a vital component of institution building. Experience has demonstrated that the strategic design, nature, and inherent quality of training is far more critical than the quantity of training received. In strategizing training efforts for capacity building, experienced practitioners urge that the concentrated approach (i.e. targeted for one or a select few) is likely to create both monopoly powers, as well as vulnerabilities in local institutions. If only one has vital information or skills, this advantage can be easily manipulated to gain undue power and personal advantages. Moreover, when a person with more intensive training leaves the community (which becomes more likely if training has

been concentrated in him or her) the institution receives a setback.²⁰ Various experiments and comparative analyses of rural development experience has confirmed that where training is provided to all or a large number of interested members of a local community and or organization, the effects on community and institutional development are more salutary and longer lasting.²¹

The reason why this approach seems to be so effective, is that in bringing a wide range of local people and or institutional staff together: it opens their minds to new possibilities for self-development; provides first hand familiarization with institutional services and objectives; and opens new patterns of communication; and in turn cooperation. Where it is not possible to provide such widely diffused training, those who are to be "served" by the trainee(s) should have direct input into the selection of the training candidate(s). This will help foster a sense of partnership and responsibility for the local community(s), and thus enhance the acceptance and effectiveness of the institution.²²

2.7.b Training Techniques

As a rule, learning is best obtained horizontally, rather than vertically. If the objective of training is indeed to bring about more self-confident, self-directed, and self-sustaining efforts within local institutions, then the role of the trainer needs to be one of facilitator rather than "teacher". Local people and institutions obviously need to develop problem solving capabilities, and the key function of training should be to strengthen these through group knowledge sharing, reinforcing of positive attitudes, developing

appropriate skills, and promoting strategic thinking. Lectures and recitations are likely to be quickly forgotten, whereas role playing and group problem-solving, will serve to practicalize the training process. The focus needs to be on "developing" people rather than "training" them.²³

2.7.c Inter-Institutional Training

There is significant value in encouraging learning experience exchanges between local institutions. Engaging local institutional staff, community workers and leaders in networking type programs to share respective knowledge and experience, signals an important sign of respect for what they know, and encourages greater self-reliance. This can also serve as a vital means of disseminating timely and relevant information from those who have "learned the hard way". Various developing world programs have used this approach with significant success.²⁴

2.7.d Training Content

In the training of institutional staff the use of "canned" courses or modules are usually far less effective, than specifically tailored courses. Though rarely considered, a highly effective method of developing local capabilities, and of encouraging reflection on what the needs and goals of the institution are, is to involve local people and staff in planning and designing their own training. In and of itself this constitutes a form of valuable training. Outside support agencies can make available useful training models and materials to assist in this process.²⁵ It is also of interest that basic training to develop academic skills has proven most effective

when directly tied into the substantive activities of the institution.²⁶

2.7.e Periodic Participatory Evaluations - As Training

The use of an external consultant or expert resource person to facilitate periodic operational evaluations engaging all institutional staff in group dialogue, can prove extremely valuable. The processes of reporting on, discussing and evaluating problems (i.e. their causes, and how they can be resolved), followed by determining the lessons learned from success, can serve as an extremely practical, and dynamic approach to staff training and development.²⁷

2.8 Leadership Development

In planning for leadership development and training it is important to bear in mind that effective leadership depends on the attitudes and actions of "followers", as much as on "leaders", viz it is a collective phenomena. One of the important lessons arising from the Saemaul Undong movement in South Korea, was that leadership selection should be a local community endeavour. This is especially true where leadership training and responsibilities are geared to exercising influence and accomplishing results at the community level. Obviously the key issue here, is how fully and freely local institutional leaders are accepted in their roles, by their constituencies.²⁸

To help ensure accountability of local leadership, provisions can and should be made for replacement of leaders who no longer enjoy the confidence of a majority within the institution's constituency, designated council, or board. Such replacement

procedures should be clear, well understood by all, fair and easily enforceable.²⁹

Another planning measure that can help promote accountability is provision for periodic (e.g. annual or biennial) rotation of officers and staff in their positions, so no personal monopolies of authority, or access to information and contacts can be maintained. This has the added advantage of spreading both experience and the development of skills within local institutions. Such rotation would need to be strategically planned and scheduled in order to avoid undue disruption of activities and services.³⁰

III. COOPERATIVE INSTITUTIONAL MODELS IN ECONOMIC DEVELOPMENT

3.1 Cooperative Principles and Philosophy

Conceptually the underpinning principles of cooperation are simple and straightforward. The social values implicit in the philosophy of cooperation include equality, equity, and mutual self-help. Organizational forms of cooperation take many forms and include employee owned business, service cooperatives, marketing cooperatives, credit unions, etc. The relationship between cooperative values and principles are illustrated below.³¹

3.1.a TABLE I. Values and Operational Principles In Cooperation

| <i>Fundamental Values of Cooperation</i> | <i>Essential Operational Principles of Cooperative Organizations</i> |
|--|--|
| 1. Equality | 1. Open and Voluntary Membership 2. Democratic Control |
| 2. Equity | 3. Limited Interest Levels 4. Surplus (profits) to Members 5. Egalitarian Education and Training |
| 3. Mutual Self-Help | 6. Cooperation Between Members and Between Cooperatives |

3.2 The Aboriginal Tradition of Cooperation

Historical and anthropological evidence clearly suggest that cooperative based principles were inherent to community organization, familial, and human relations within Aboriginal societies for millennia. In this context, it is of interest to note that the greatest levels of success in cooperative enterprise development among Canadian Aboriginals, has been among Canada's Inuit, in contrast to the Indian population. It may be reasonable to conclude, that this is primarily because the Inuit population have always lived in a much harsher physical environment where cooperative social values were more ingrained, because they were more critical to basic survival. Secondly it may relate to the fact that generally the time of exposure to Euro-Western individualistic cultural values has been significantly shorter for the Inuit, than for the more southerly Indian populations.

3.3 Some Notable Cooperative Success Models

Although in the developing world, there have clearly been some failures in instituting cooperative ventures, there have also been some very notable success stories. One simple but excellent example of a cooperative initiative becoming a viable economic institution is the Deedar Cooperative Society in Bangladesh. The Society began with a mere nine members setting up a regular small group cooperative savings account, funds from which were initially invested in purchasing two bicycle rickshaws, in order to help members to get out of their severe dependence, indebtedness and poverty. Within a year of its founding, the Society had grown to fifty-five members and owned eleven rickshaws, all purchased without obtaining any outside loans. As capital was built up,

the cooperative diversified into brickmaking, truck transport, and providing marketing facilities, among other activities. As of 1986 the Cooperative had 1,200 members with savings built up from a few annas per member per day, to share capital of almost 2 million thaka, and capital assets of over 6 million thaka.³³

Perhaps one of the most remarkable and well known of cooperative success stories is found, actually not in the Developing World but among an ethnic minority in a relatively developed nation of Western Europe. The Basque Mondragon Cooperative (employee) owner local production enterprises system in Spain can lay claim to some very incredible achievements.

Since 1956 a network of some 100 - mostly small scale - employee/owner industry cooperatives have evolved and are presently engaged in producing a wide diversity of products and consumer goods. The majority of these localized industries employ between 100 to 700 people. The following facts speak for themselves.

- . There have been no business failures whatever.
- . In its 30 years, the network has experienced only 1 strike (1974) which was swiftly resolved and occurred in only 1 of the 100 industries then operating.

The Mondragon cooperatives have conjointly established:

- a. their own bank, for the benefit of its 21,000 members;
- b. their own school system, including 31 primary and secondary schools, 6 post-secondary institutions, and a poly-tech engineering institute;

- c. their own research and development institute employing over 65 engineers and scientists;
- d. their own cooperative social security system (with a full range of benefits and providing superior compensation to that provided by the Federal Government to other sectors and populations in the country).

The system has also successfully expanded into cooperative agricultural, housing and consumer marketing. The Mondragon model provides us with a good example of both political and economic democracy at work, in that its counter-balancing management boards and councils are elected annually by the employer/owners, and thus remain fully accountable to them.³⁴

3.4 Cooperative Institutions - A Key To Local Development

Clarke's research on the role of cooperative movements in the context of rural community development in Canada, reveals the substantive role cooperative economics and approaches have served to play in such remote areas as Tignish, Cheticamp, and Escoumins. He suggests that Cooperatives are today a significant economic force in Canada and have in fact become the third sector of the economy, thus constituting an alternative to private and public sector forms of economics and employment. (Estimates are that at the beginning of this decade, 10.5 million Canadians belonged to some type of cooperative, 75,000 Canadians were employed in cooperative institutions, and the cooperative sector maintained assets in excess of \$40 billion.)³⁵

Clarke also identified that key control of much of the rural economy is maintained outside of the rural area (e.g. major multinational firms control much of Canada's forest industry). Investment, production, and processing decisions made by outside corporations do not arise from or necessarily respond to local economic and social needs, but rather from the financial and organizational priorities of the corporation.

In consequence, much of rural Canada suffers from a type of exploitive underdevelopment that closely parallels the developing world experience, i.e. that primary products are only rarely developed locally, instead they are transported to highly mechanized mega-processing and finishing centres, and then shipped back and sold - at a high price - via middle men or major marketing outlets. Thus rural dwellers become the losers in terms of potential employment; potential value of local primary products; and potential control of their economy; which is ever subject to the whims and changing interests of outside economic and industrial forces.

In Clarke's view local cooperative institutions and economic enterprises represent a challenge to multinational ownership, and have helped to increase and stabilize prices for primary producers.

As a democratic process for community ownership and control of industry and business, they act as a brake on the tendency for disparities in wealth to increase and no one becomes a millionaire... but many may secure an advance in their standard of living.³⁶

It is equally important to understand that the objective in forming cooperative institutions go well

beyond mere economic terms. They have as well a vital social purpose, i.e. in training people in the basics of community and democratic organization, the value of industriousness - and as part owner and participant in an enterprise a sense of fulfillment and dignity. Such institutions can thus play a critical role in mobilizing local people to meet their socio-economic needs.³⁷

IV. SPECIAL CONSIDERATIONS IN INSTITUTION STRENGTHENING

4.1 *The Dangers of Rushing "Success"*

The pressures to identify and build on "success", in local economic development institutions, often leads outside support agencies to seek shortcuts, to be overly enthused by any visible gains, and to plan, accelerate, or expand activities beyond the institution's available knowledge base, or the supply of seasoned or committed staff, all with unfortunate results.³⁸ Developmental change is a slow process and final outcomes may prove very different from initial appearances and expectations. In fact, perceived "successes" can collapse, and "failures" may well turn out to be very successful.³⁹

The rush for success can easily lead to premature conclusions, without allowing time for the targeted institutional development process to demonstrate its long term nature and potential. Hasty conclusions also subvert rationale evaluation of institutional growth, and undercuts long term objectives, including development of the human resources that are needed to meet them.⁴⁰

4.2 *Valuable Information Sources*

The current availability of complete appropriate technology and development libraries, on highly portable microfiche files provides an important advance in accessibility to development information resources.⁴¹ As well, the continuing expansion, decreasing costs, and greater availability of inter-linking development data base systems, and distance education/training technologies, is proving of

significant value in local institution strengthening. Continuing programming interchanges, inter-institutional communications, and community briefings also significantly aid the processes of informed decision-making, effective activity implementation, and continuing evaluation.

4.3 Diversity In Institution Strengthening Support

Partnership Africa's recent study found that the most common forms of developing world institution strengthening activities include:

- . computer training;
- . developmental program planning, management, and evaluation;
- . financial planning and management;
- . engaging women in development activities; and
- . environmental assessment training.⁴²

Other kinds of institutional support activities identified in the development literature include:

- . organization design;
- . sectoral specific training;
- . critical decision-making;
- . cooperative organization;
- . group savings and credit systems;
- . entrepreneurship, including business planning and management;
- . marketing mechanisms and surveys;
- . communications and networking;
- . rotating credit systems;
- . basic skills and literacy training;
- . intermediation;
- . negotiation;
- . community infrastructural design;
- . community development;

- . local government;
- . operations and maintenance;
- . political lobbying;
- . consultant selection and utilization;
- . personnel management and appraisal;
- . resource management and mobilization;
- . joint venturing;
- . social marketing;
- . manufacture and production systems;
- . institutional sustainability;
- . training of trainers; and
- . appropriate technologies.⁴³

4.4 Resource Mobilization

Various literature sources⁴⁴ clearly suggest that the direct mobilization and contribution of resources by local communities and their institutions are essential to their own development processes, including the strengthening of their financial bases and managerial capacities. It has also been observed that the higher their initial contributions are, the greater the ensuing levels of local participation, and the ability to acquire external support i.e. resources, programs, and personnel. Outside resources should be used only on an augmentative or need basis rather than substituting for resources that can and should be generated locally. There are no truly standardized approaches to local institutional resource mobilization. The success of particular techniques depend - to a great extent - on their appropriateness to the nature of the institution and its environment. Following is a partial listing of types of resource mobilization that are open to local development institutions.

LOCALLY GENERATED

- . user charges
- . savings and credit schemes
- . revenue generation from productive schemes
- . collection schemes (e.g. competitions, raffles, lotteries, etc.)
- . in-kind contributions (e.g. land, supplies, equipment, etc.)
- . labour contributions
- . taxes (general or specific purpose)

EXTERNALLY GENERATED

- . block grants (public and or private)
- . matching grants (public and or private)
- . in-kind contributions (public and or private)
- . subsidies (private)
- . taxes (public - specific share in)⁴⁵

Some key observations on some of the methods just noted, follows:

- One of the most widespread methods in the developing world for mobilizing savings for private purposes has been rotating credit schemes. For example, the credit union movement in Cameroon, where such a mechanism has evolved into a nation wide system of savings associations is most impressive.⁴⁶
- Experience suggests that a wide variety of viable collection schemes can evolve when local institutions have wide latitude in exercising responsibility in the mobilization and management of resources for particular services or programs that local people value.⁴⁷
- Given that substantial levels of accessible cash is often a problem in underdeveloped communities, local institutions may find it helpful to arrange

or negotiate for contributions of local materials, equipment, land, or labour. This of course includes the possibility of exchange (bartering of services) for such required items.⁴⁸

4.5 Financial Accounting

Fortmann's research suggests that facilitating and transferring the skills of bookkeeping, inventory management, cost accounting, and investment decision-making should rate as a high priority in terms of the kind of assistance governmental or private aid agencies can offer. "Poor record keeping is one of the most frequent causes of misuse of funds and breakdown of trust, which leads in turn to institutional decay".⁴⁹

V. TRENDS IN DEVELOPMENT AND INSTITUTION BUILDING IN THE DEVELOPING WORLD

5.1 TABLE II. The Welfare-Empowerment Evolution

| | | | |
|-----------------------------------|---|---|-------------------------------|
| External Relief and Welfare | Conjoint Projects for Production | Knowledge and Skills Transferral | Control and Empowerment |
|-----------------------------------|---|---|-------------------------------|

This significant trend involves: the movement from externally devised and administered works of charity and welfare; to the co-opting of Indigenous communities to engage in productive projects; to expanded local human resource capacity building; followed by full Indigenous control and empowerment.⁵⁰

5.2 TABLE III. The Evolution of Local Institutions

| <u>Outside/Foreign</u> | | <u>Local/Indigenous</u> |
|------------------------|---------|-------------------------|
| Conception | | Conception |
| Personnel | | Personnel |
| Resources | towards | Resources |
| Cultural Ideology | | Cultural Ideology |

There has been a radical shift within Developing World societies toward a progressive "indigenization" of locally based institutions. Historically - during the colonialist and quasi-colonialist eras - we see local organizations being planned and prescribed externally, whereas in recent decades this has progressively shifted towards local community participation in the conception and design of institutions. Other co-related changes include:

- . change of controlling, executing, and evaluating personnel from external to indigenous;

- . change from reliance on external material resources to reliance on indigenous based resources;
- . change in development ideology from one that could be hostile or neutral to local interests and culture, to one that is at least seeking to be more pro-indigenous in its orientation.⁵¹

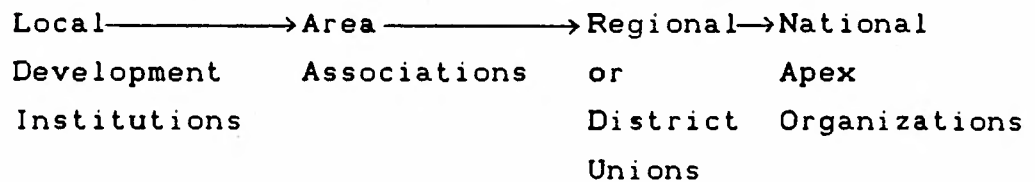
5.3 TABLE IV. Basic Forms of Support In Strengthening Local Institutions

| Origin(s) of Initiative in the Access of Support | Level of Local Local Institutional Capacity | | |
|--|--|--------------|--------|
| | Weak | Intermediate | Strong |
| | | | |
| Local |Directed Assistance | | |
| Shared | ...Collaborative Facilitation | | |
| Outside | External Promotion..... | | |

The kind of support given to strengthen local institutions depends primarily on the degree of existing capabilities, and the nature of the problems needing to be resolved. The crucial consideration in determining which form of assistance is being provided, is whose objectives are shaping and directing the effort, viz. in Assistance it is the local institution, in Facilitation it is both the institution and the outside agent, and in Promotion it is essentially the outside agent. It is important to bear in mind that the promotion mode need not and should not be dictatorial or unilateral, i.e. it is always of value to ensure careful consultation before offering and providing support of whatever nature.

In practice, the distinctions between these basic forms of support can be easily blurred. This arises from the fact - that these modes are in reality a continuum wherein frequent overlaps occur.⁵²

5.4 TABLE V. Local To National Groupings Evolution



Local development institutions generally remain community based. Despite this, in time they tend to group together on an inter-community basis, thus forming area and or regional cooperative/collaborative associations. Over time there is usually observed a growing recognition of need for increased networking and cooperation at a national level, leading to the formation of national organizations.⁵³

VI. CONCLUDING OBSERVATIONS ON INSTITUTION STRENGTHENING

Agencies engaged in the support of local institutions should understand that the primary goal is not to achieve certain "targets" through expenditures and staff mobilizations, but rather to strengthen local capabilities to meet those and other targets (chosen locally) on an increasingly self-sustained basis, utilizing insofar as possible local human and material resources. This will call for: locally manageable resource allocations; flexible supportive procedures; appropriate forms of assistance that do not create dependencies; adaptation to varying rates of change and expansion; experimental approaches, and reasonable expectations.

Perhaps the most significant factor to be appreciated in local institution strengthening, is that local communities - even where formal education and literacy is marginal - have considerable management capacity and a good (oft-times) superior sense of what will work.

Effective development should be conceived as a strategy of "assisted self-reliance". Such assistance - to be effective - must in practice abandon blueprint ideas and procedures, and employ a genuinely adaptive "learning process" approach. In this context it is important not to identify expenditures on institution strengthening as an indicator of achievement. The first paragraph of this section alludes to the fact that the precise achievement of "targets" is not a healthy way of viewing the process of institution strengthening. Such an emphasis can lead to focussing on superficial and even spurious "outputs", instead of the real achievements found in the actualization of local sustainable processes and capacities.

In the words of Rondinelli:

"The insistence of... central government ministries - on precise and detailed statements of objectives at the outset, in order to facilitate systematic planning, management and control often leads to game playing, phony precisions and inaccurate reporting that create severe administrative problems later on".⁵⁴

The establishment of performance indicators should be placed primarily on the institutions being strengthened, i.e. their progress toward sustained and effective institutionalization, as well as the level of acceptance and support they receive from the community(ies) they serve.

One very helpful design principle - for both bureaucracies and local institutions - is to avoid the conventional approach of separating the persons and the activities involved in planning, implementation, and evaluation. The "learning process" is always hampered by discontinuity. A very practical measure is to ensure that evaluation is done on a more frequent periodic basis throughout both the planning and implementation phases of project and institutional development. It thus ensures that ongoing learning is taking place throughout.

The learning process approach accepts that circumstances always change, and that even the best analysis is subject to some weaknesses, or lack of completeness. This approach thus construes that the act of taking periodic planning revisions and adjustments - as based on evolving experience - is far more an exercise of good judgement based in good faith, rather than an indication of poor planning or incompetence.⁵⁵

VII. SUMMARY OF KEYSTONES TO SUCCESS IN DEVELOPMENT

To conclude this paper, I've provided a set of common keystones to achieving success in development, as identified by a significant body of local development strategists and practitioners in various development workshop and symposia presentations around the globe.⁵⁶

The first five keys are closely linked to the issue of actualizing genuine grassroots participation in directly consummating the task of local development. The relevance and utility of these keystones to local institution strengthening is self evident.

7.1 Total Community Participation

People, at the community level, must be encouraged, facilitated and strengthened to play the role of primary expert in assessing, visualizing, planning for, and implementing their own development future. In this approach the community analyzes its own needs, identifies its problems and goals, and commits itself to seeing its own programs through. This includes its complete participation in monitoring and regularly evaluating its own progress in achieving its own goals, both programmatically and institutionally.

7.2 Natural Leadership Cores

It has been repeatedly evidenced that the processes of local development will not be sustained without the catalytic motivation and unflagging drive that internal natural leadership cores provide. This leadership element may, or in many cases may not be the

"official" elected leadership in the community. It should also be appreciated that natural leadership cores will invariably include women. Such leaders are best utilized in the development and deployment of broad-based community task forces, and emerging institutions. Their potential impact on local development is also greatly strengthened as they are afforded practical experiential and training opportunities.

7.3 Motivational Strategies

Plans for local development institutions, enterprises, and activities need to build into the very processes of implementation a strong motivity element. This is done by ensuring that clearly focussed, measurable, and attainable objectives are scheduled for involved teams and team players on a weekly and or monthly basis. The marking off and celebration of a series of short term victories, in turn triggers group motivation and helps to sustain critical momentum.

7.4 Cohesive Community Identity

Cultural renewal activities need to be regularly instituted at the community or inter-community level in order to maintain continuity with what is instructive and valuable in the past, to strengthen corporate cohesiveness, and enhance community self-identity. These cultural activities also serve to bridge divisions in community groupings, and thus alleviate misunderstandings, and counter-productive rivalries.

7.5 Pilot Demonstration Modelling

Local and cluster pilot projects and institutional activities should be designed to ensure maximum

potential for replication of achievements in other communities and development institutions. Cross fertilization is attained through strategic newsletter distribution, group exchanges, formal presentations, popular media space, and word of mouth. In countries such as Sri Lanka, Jamaica, Kenya and Korea, positive rippling effects have occurred at the local, regional and even national levels.

7.6 *Viable Local Economy and Resource Management*

Resources and their application is foundational to the development of a viable and self-sustained local economy. Communities must be encouraged to more fully appreciate and systematically unlock the potential of readily accessible natural and human resources. The selective use of outside technical assistance in identifying practicable applications for local resources, and introducing and adapting appropriate utilization technologies, is a critical requirement.

7.7 *Viable Local Economy and Institution Building*

An allied dimension in creating a viable local economy, is access to required capital through the institution of development corporations, credit unions, and cooperative companies. In the planning and building of such institutions, it is important that broadly represented local leadership committees play a central role. Insofar as possible, such initiatives will require the full cooperation and support of existing community authorities and organizations. In some cases it has proven less costly, and just as effective to work through and to build on existing community based structures and or institutions. The selective use of genuine capacity building forms of external assistance in local institutional

organization, business and production planning, marketing analyses, and economic impact evaluation can be crucial to success.

7.8 Human Resource Development

The human factor is by far the most basic, potent and far reaching in terms of planning for and actualizing development. Contextual to the needs of underdeveloped communities, human resource development must encompass three dimensions: motivity (image building) education; community focussed education; and specific skills transferral.

- Motivity education seeks to equip people with a strong sense of mission, motivations, and self-confidence. The purpose is to replace impossibility assumptions, with possibility thinking, thus permitting what was thought "impossible", to actually be achieved.

- Community focussed education recognizes the importance of both planning and providing for continuing education - academically, artistically, and vocationally - for all age levels capable of receiving it.

- Specific skills transferral, ensures that those privileged with possessing vital ideas, technology know-how, management skills, and other useful forms of knowledge (including visiting experts and professionals), are obligated to maximally transfer these vital resource capacities to those less equipped, and thus continually dependent on them.

7.9 Supportive Multi-Sectoral Coalitions

Local communities, institutions, and productivity ventures are most successful when they enlist and appropriately channel the cooperative support and resources of the public, private, and voluntary sectors. It has often proven strategically vital to obtain political acceptance, and at the same time tap into larger economic enterprises and dynamic power structures. Valuable and available resource supports thus obtained include relevant expertise, technology inputs, and capital funding. Indeed the broader one's support base - both internally and externally - the greater is the potential for achieving success.

7.10 Improved Information Networks and Systems

Practical information serves as a power tool, a technical resource, and motivational factor. Community programs and local institutions have found that regular access to valid, accurate, and useful information is indispensable in the processes of actualizing development at the local level.



and principles of their mutual working relationships. Such a document could include basic criteria by which each side could monitor and evaluate each others roles and contribution in reaching the common objectives of Aboriginal institutional, economic, and social development. The establishment of any success criteria should go beyond quantitative economic payoffs to include issues of both bureaucratic and Aboriginal institutional adaptability, responsiveness, and relevance to community social gains.

5. Aboriginal communities and economic development institutions should be afforded with specific information and consultative advisory assistance on the potential community benefits of utilizing cooperative economic development principles, practices, and institutional models. In proceeding with this endeavour, Dr. Jack Craig of York University, Toronto, should be consulted. (Dr. Craig is one of the world's leading experts on institutional cooperative development.)
6. Measures should be consciously explored and considered to help foster deeper understanding, trust, dialogue, and interaction between Aboriginal institutional management and service staff and the civil servants assigned to assist them. One possible measure would be to invite Aboriginal institutional staff to participate in DIAND planning, operational, and evaluation related sessions that directly or may indirectly impact on their institutional activities and objectives. Conversely local Aboriginal institutions should be expected to extend opportunities for supporting civil servants to co-contribute as

"partners" in institutional planning, operational, and monitoring sessions.

7. The primary Aboriginal Economic Development Institutional Support Functions - including provision of technical research, management training and information communications - should be ideally coordinated from within one quasi-independent secretariat in government, or alternatively from an Aboriginal controlled national technical institute. This proposal merits some careful study on what arrangement would be most appropriate, and precisely what would be the infrastructural requirements of this kind of coordination, and multiple services function. Whatever the conclusions may be, the earlier recommended intercommunications network system could be coordinated and developed by the governmental based secretariat, or Aboriginal controlled technical institute.
8. It would likely prove very useful to arrange some first-hand exposure of selected DIAND and Aboriginal Economic Development Institutional staff to projects and institutions in the developing world, that have utilized genuine participatory and learning process approaches in achieving institutional success. (For example, one national model that the World Bank hailed as "a rare example of successful local development initiative" is the Yemen Republic's Local Development Associations movement. Details on this particular model are found in annex eight of Uphoff's outstanding work on Local Institutional Development, reference in bibliography.)

Selection of Aboriginal staff could be consultatively made on a regional or sectoral basis, with the provision that they share the knowledge and experience gained with others in their region or sector. Selected DIAND staff should likewise be expected to thoroughly brief their colleagues.

(Canadian based development NGO's would likely prove the most useful for identifying potential models for visitation.)

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ANNEX IV.

*Reference Bibliography - Experiential Lessons On
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ANNEX V.A.

*Key Resource References On Local Economic Development
and Institution Strengthening*

Voices of Rural Practitioners, Vol. 2 in IERD Series, Self-analysis of local development initiators worldwide., Edited by: Institute of Cultural Affairs, Brussels, available from Institute of Cultural Affairs Canada (416) 691-2316 for \$30.00 (Pub. 1987, 474 pp.).

Approaches That Work, Vol. 3 in IERD Series, Reports and recommendations on collaborative innovations in local development., Edited by: Institute of Cultural Affairs, Brussels, available from ICA Canada as above, for \$30.00 (Pub. 1988, 340 pp.).

Rural Credit: Lessons for Rural Bankers and Policy Makers by K.P. Padmanabham, Intermediate Technology Publications, London. Credit programs in developing countries are examined, as well as how to organize projects to create self-sustaining rural institutions. Research for the book was based on a worldwide survey. Available from I.T. Publications, 103-105 Southampton Row, London, WC1B 4HH, England price not quoted. (Pub. 1988, 138 pp.).

The following five items are all available at the price as listed (covers postage) from: Development Initiatives Inc., P.O. Box 1204, Guelph, Ontario, Canada N1H 6N6

- . Community-based Planning: The Process. Planning for Community-based Economic Development, 1983, 70 pp., \$9.75
- . Community Economic Development in Canada and Other Countries - An Overview, 1984, 109 pp., \$12.75

- . Community Enterprise Centres: Entrepreneurial Development as a Strategy for Local Economic Development, 1985, 20 pp., \$4.25
- *. Community Profit: Community-based Economic Development in Canada. Toronto: Is Five Press, 1981, 158 pp., \$13.25
- . Financing Local Economies: Community and Social Investment, 1988, 20 pp., \$4.25
- ** Building Local Capacity For Sustainable Development, available from The Development Group for Alternative Policies, The Dev. GAP, 1010 Vermont Avenue, N.W., Suite 521, Wash. D.C. 20005 (published 1983, 61 pp.) for \$4.25 (U.S.) Tel (202) 638-2600

Financial Management For Credit Union Managers and Directors, an easy-to-read manual covering such areas as budget preparation, managing assets and liabilities, increasing and maintaining capital, evaluating financial risks, forecasting cash and liquidity needs, loans and investment basics, and the language of financial management. Available from, Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, Iowa 52001 U.S.A., for \$19.95 plus postage (U.S.) Tel. (800) 338-5578

- * These items are listed in earlier appendices in this report.
- ** Other key items not listed have been provided directly to DIAND Headquarters, Economic Development Planning and Operations Branch.

ANNEX VI.

Socio-Economic Development Videos

CREATING JOBS CO-OPERATIVELY, Co-operative Resources Ltd., Box 612, Truro, N.S. B2N 5E5, CDA\$50, purchase. A 90 minute video by Dr. Bob Briscoe (University College of Cape Breton), discussing co-operative principles and business principles, co-op types, and UK case studies.

WORKER CO-OPERATIVES IN CANADA: AN IDEA WHOSE TIME HAS COME, Canadian Co-operative Association, 510, 119 th Avenue, S., Saskatoon, SK S7K 5X2, CDA \$15 rental. Discusses the Canadian co-operative system and worker co-ops in Europe. Three case studies of Canadian worker co-ops. The CCA has a wide variety of excellent videos on co-operatives available for purchase or rental. Catalogue available.

COMMUNITY DEVELOPMENT, Co-operative Resources Ltd., Box 612, Truro, N.S. B2N 5E5 CDA \$50, purchase. A 90 minute video by Dr. Bob Briscoe (University College of Cape Breton) and Dr. Stewart Perry (Centre for Community Economic Development), discussing community development corporations in the USA.

SMALL IS BEAUTIFUL: Impressions of Fritz Schumacher, National Film Board of Canada, Various outlets across Canada. A 30 minute interview with Schumacher who discusses examples of mis-directed economics. Calls for decentralized, small scale local economies.

THE MONDRAGON EXPERIMENT, Canadian Co-operative Association, 510, 119 4th Avenue, S., Saskatoon, SK S7K 5X2, CDA \$7 rental. A 110 minute video that relates the origin and

development of worker co-ops in the Basque region of Spain.

THE MONDRAGON ACHIEVEMENT, Co-operative Resources Ltd., Box 612, Truro, N.S. B2N 5E5, CDA \$50 purchase. A 90 minute program in which Dr. Robert Briscoe reviews the Mondragon co-operative system and compares it to the business development approach in Canada.

WORKERS' OWN VIDEO, Worker Ownership Development Foundation, 348 Danforth Ave., Suite 212, Toronto, Ont. M4K 1N8, CDA \$5 rental, \$50 purchase.

TV ONTARIO, START YOUR OWN BUSINESS, Toronto: TV Ontario, Box 200, Stn Q, M4T 2T1, \$70, 1986.

NEW DAWN ENTERPRISES, Box 1055, Sydney, N.S. B1P 6J7, CDA. A 30 minute documentary on New Dawn from the CBC Program "Take 30". (Loan available from DUGUAY WILLIAMS Box 2565, Stn D., Ottawa, Ont. K1P 5W6.)

CREATING ALTERNATIVE FUTURES, Bullfrog Films, Oley, PA 19547, USA. \$49 US per program, \$425 for all 12 (purchase price). A series of 12 thirty minute videos hosted by Hazel Henderson on alternative socio-economic futures. Interviews with numerous well-known authors.

AS IF PEOPLE MATTERED, E.F. Schumacher, Bullfrog Films, Oley, PA 19547, USA. \$30 US rental \$70 US purchase. A 16 minute video of Schumacher presenting his arguments for an alternative economics.

HARVESTING HOWETOWN JOBS, National Association of Towns & Townships,

1522 K Street, NW, Suite 730,
Washington, D.C. 20005, USA. \$75
US purchase, \$35 US rental. A 13
minute video on job development in
small towns. 6 case studies.
(Loan available from DUGUAY
WILLIAMS, Box 2565, Stn D., Ottawa,
Ont. K1P 5W6).

COMMUNITY ECONOMIC DEVELOPMENT IN
B.C., SPARC OF B.C., #106 - 2182
W. 12 Avenue, Vancouver, B.C. V6K
2N4. Two case studies highlighted,
\$65.00 purchase.

ANNEX VII.A

*Human Resource Development-Training Courses
and Centres of Training*

I. Coady International Institute

1. Certificate Program in Development Studies - A set of three course components offered in a rotational basis - i.e. one per year over a three year period 1.

NGO's: Management For Change - designed for senior staff in non-government organizations 2. Participatory Program Planning and Evaluation Methods - appropriate for agency personnel engaged in human and institutional development 3. Implementation of Development Policy - designed for administrators engaged in human and institutional development activities.

2. Certificate Program in Cooperative Studies - an annual three week program, offering on a rotational basis over a three year period the following courses:

Cooperative Innovations for the 90's; Alternative Savings and Credit Models; and Social Audit Procedures for Cooperatives and Credit Unions.

Coady International Institute, St. Francis Xavier Univ., Antigonish, Nova Scotia B2G 1C0 (902) 867-3960

II. Canadian International Development Agency

1. Logical Framework Analysis (This 14 hour, 2 day course introduces the LFA planning, management and evaluation tool.)

2. Women in Development (14 hour, 2 day course).

CIDA, Operations Training and Development, 200 Promenade du Portage, Hull, Quebec K1A 0G4

III. Rural Education and Development Association

1. Adult Leadership Development Program(s) (three course levels: Introductory Leadership Level I; Intermediate Leadership Level II; and Advanced Leadership Level III) 2. Organizational Development Seminars (custom designed). 3. Board and Executive Development Seminar (2 day session). 4. Board of Directors Workshop (1 day session). 5. Goal Setting Workshop (1 day or 2 evening session(s)). 6. Management Skills Program (Mobile program, offered in Communities).

The Rural Education and Development Association, 14814-119 Avenue, Edmonton, Alberta T5L 2N9 (403) 451-5959

IV. The University of Lethbridge - School of Management

School of Management Native Management Studies Program leading to:

(1) Management Certificate, and (2) Bachelor of Management Degree (B.Mgmt.). The Program covers such areas as finance, marketing, accounting, policy, personnel, communications, law, and organization. Of special interest to Aboriginal Economic Development Institutions is their incorporation into the program of data and presentations on successful aboriginal enterprises, projects and strategies from across Canada and the U.S.A. Also, there is an emphasis in designing institutional models, processes, techniques and skills specific to the

implementation of Aboriginal economic development strategies.

The University of Lethbridge -
School of Management, Lethbridge,
Alberta (403) 329-2630

V. Nicola Valley Institute of Technology

The Nicola Valley Institute of Technology (NVIT) offers a two-year diploma program in Community Economic Development (CED). The only accredited course in Community Economic Development in North America, it focuses on CED as an integrated body of work. The objective of the program is to provide Aboriginal people with an opportunity to acquire key knowledge and skills necessary to undertake successful CED.

Accredited through the College of New Caledonia, the program offers a generic CED curriculum with specific courses in leadership, problem-solving, community development, community analysis, resource mobilization, business development, Indian economic development and law, marketing research, networking, institutional development, and accounting. Being a co-op educational program, it offers a combination of academic training and practical work experience where students alternate a semester in the classroom with a semester of direct work experience.

NVIT also runs non-accredited training programs in CED such as a special training course for Economic Development Officers (EDOs) at the Tribal Council level.

For more information contact:
Margaret Mahan, Program Manager,
Community Economic Development,
Nicola Valley Institute of
Technology, Box 399, Merritt, B.C.
VOK 2B0; (604) 378-2251.

VI. Native Education Centre

The Native Education Centre is an Aboriginal adult education institute in British Columbia. The Centre has been in operation since 1967 and has developed a range of innovative educational and cultural programs. A certified private trade school, the Centre is an Aboriginal controlled educational and training facility.

The Centre offers a program in Native Public Administration which is sponsored by the Urban Native Indian Education Society and the Canada Employment and Immigration Commission. One of the courses in this program is Community Economic Development - A Practical Approach (16 week course, two, two hour sessions weekly - contact Marty Frost or Elaine Young (604) 439-7977).

The Centre is also involved with outreach programs in Native communities. The basic philosophy of the Centre is community control over Aboriginal education and community participation in programming. A unique program is thus developed with each community. The focus of the seven outreach programs (at Surrey, Kamloops, Bella Bella, Port Hardy, Terrace, Blueberry and the Halfway Indian Band) is to assist communities in assessing their training and educational needs in order to dovetail with their economic development plans.

For more information contact:
Ms. Pat Baxter, Native Education
Centre, Urban Native Indian
Education Society, 285E. 5th Ave.,
Vancouver, B.C. V5T 1H2; (604) 873-3761.

VII. Aboriginal Peoples Business Association (Centre for Native Small Business)

The Aboriginal Peoples Business Association (APBA) was formed in July, 1985 to find ways to encourage, promote, develop and expand the entrepreneurial spirit among Aboriginal people. It was incorporated under the Societies Act of B.C. as a private, non-profit, 100% Native-controlled organization. APBA is committed to the development of Native enterprise and the fostering of Aboriginal economic self-reliance:

The Centre for Native Small Business, a project of APBA, was established in April, 1987 to provide training and assistance to both potential and practicing Aboriginal entrepreneurs. The APBA is a certified training institute licensed by the provincial Ministry of Advanced Education and Job Training. The training programs, delivered through the Centre for Native Small Business, focus on small business development, enterprise and Aboriginal business management. The Centre is also involved in the development of training curricula for specific requirements as requested by its

members and other Aboriginal groups. Members of APBA can receive assistance and support in the preparation of business plans and financing proposals. Other services offered by the Centre include a business resource library, the Native Entrepreneur Newsletter, and a Native business directory which lists all entrepreneurial members and their businesses.

For more information contact:
Gary Youngman, Executive Dir.,
Aboriginal Peoples Business
Association, Centre for Native
Small Business, Suite 800, 1155
West Georgia St., Vancouver, B.C.
V6E 3H4; (604) 687-7166

Other Centres of Training

MEMORIAL UNIVERSITY OF
NEWFOUNDLAND,
P.J. Gardiner Institute for Small
Business, (Teaching, Seminars,
Workshops, Research, and
Counselling) and Centre for
Management Development
(Customized Management Seminars,
Annual 2 week Management School and
Joint Initiatives) Faculty of
Business Administration, St. Johns,
Nfld. A1B 3X5; (709) 737-7977

WORKER CO-OP EDUCATION
Adult Ed. Division, Henson College,
Halifax, N.S. B3H 3J5; (902) 424-
2526 Mr. Grant MacDonald

MONTREAL REGIONAL DEVELOPMENT CO-
OPERATIVE - KG - Campus Co-Op
Program, 3514 Lacombe Ave.,
Montreal, Quebec H3T 1M1; (514)
340-6022

MANITOBA INSTITUTE OF MANAGEMENT,
INC., 193 Sherbrooke St., Winnipeg,
Man. R3C 2B7. Has extensive third
world experience in capacity
building for institutional
development, with experience in
such areas as: small enterprise
development corporations;
entrepreneurship development
training; business counselling and
support, etc.

COMMUNITY EDUCATION DEVELOPMENT
ASSOC. OF WINNIPEG, 12-545
Alexander Avenue, Winnipeg, Man.
R3A 0P1; (204) 774-2408, Mr. Bob
Wood, Director

CENTRE FOR THE STUDY OF CO-
OPERATIVES, Diefenbaker Centre -
Univ. of Saskatchewan, Saskatoon,
Saskatchewan S7N 0W0; (306) 966-
8503

CO-OPERATIVE COLLEGE OF CANADA,
141-105th Street West, Saskatoon,

Saskatchewan S7N 1N3; (306) 373-
0474, Ms. Brenda Mager

UNIVERSITY OF SASKATCHEWAN,
Division of Extension & Community
Relations, Room 132 Kirk Hall,
Saskatoon, Saskatchewan S7N 0W0;
(306) 343-5779, Dr. Harold Baker

WOMEN'S SKILL DEVELOPMENT SOCIETY,
4340 Carson Street, Burnaby, B.C.
V5J 2X9; (604) 430-0450, Ms.
Melanie Conn

PROVIDENCE FARMWORK TRAINING
PROGRAM, 1843 Tzouhalem Road,
Duncan, B.C. V9L 4T6; (604) 748-
8112, Mr. Chris Rawlston

MALASPINA COLLEGE STUDENT
DEVELOPMENT CORPORATION, 900 Fifth
Street, Nanaimo, B.C. V9R 5S5;
(604) 753-3245, Mr. Ed Sutherland

FRASER VALLEY COLLEGE COMMUNITY
PROGRAM, 32335 Fletcher Avenue,
Mission, B.C. V2V 4N3; (604) 826-
9544, Mr. Ron Coreau

THE CATALYST EDUCATION SOCIETY,
P.O. Box 99, Lillooet, B.C. V0K
1V0; Ms. Judith Plant

TRENT UNIVERSITY, Department of
Native Studies, Peterborough, Ont.
K9J 7B8.

DEVELOPMENT TRAINING INSTITUTE,
4806 Seton Dr., Baltimore, Md 21215
USA; (301) 764-0780, National
Internships in Community Economic
Development

TUFTS UNIVERSITY, Institute for
Management and Community
Development, Medford, Massachusetts
02155 USA

ANNEX VII.C.

Training and Learning Resources for Human Capacity Building

Community Resource Development - A Community Education Guidebook, Cassidy, M. and F., Provincial Ministry of Education, Victoria, 1985.

Human Resource Development Sector Strategy Paper, McGinnes P.S., Canadian International Development Agency, Hull, 1989.

A View from Canada: Education and Training Know-How: Priorities in Training Cooperators, Axworthy, C.I., The Centre for the Study of Cooperatives, Univ. of Saskatchewan, Saskatoon, 1986.

Alternative Routes to Formal Education - Distance Teaching for School Equivalency, edited by Perraton H., John Hopkins Univ. Press, Baltimore, 1982.

Cooperation and Community Life - (resource manual designed for use at elementary school level) and Cooperative Outlooks - (resource manual designed for use of secondary school level), both available from: Cooperative Resource Materials Project, c/o Rural Education Development Assoc., 14815-119 Avenue, Edmonton, Alberta, T5L 2N9.

Lessons from Existing Entrepreneurial Training Programs For Low Income Clients, Jones M., The Corporation for Enterprise Development, 1725 K. St. N/W, Washington, D.C. 20006, 1986.

"BRAC: Building Human Infrastructure to Serve the Rural Poor" - In Coombs, P.H., Meeting the Basic Needs of the Rural Poor,

editor, Pergamon Press, London, 1980.

Bureaucratic Reorientation for Participatory Rural Development, Korten, D.C. and Uphoff N., NASPAA Working Paper No. 1, National Association of Schools of Public Affairs and Administration, Wash., D.C., 1982.

Credit and Enterprise Development Training That Reach the Small Producer Majority in Burkino Faso, Lassen C., Partnership for Productivity, Washington, D.C., 1985.

Political Considerations in Human Development, Uphoff N., In Implementing Programs of Human Development, P. Knight, ed., 3-108, Staff Working Paper No. 403, World Bank, Washington D.C.

U-LEARN/A Catalogue of Learning Materials, University of Saskatchewan, Division of Extension and Community Relations, Saskatoon, Saskatchewan, S7N 0W0. An excellent range of instructional materials covering several subjects within areas such as: Community and Rural Dev.; Agriculture; and Home and Family Studies.

The Home-Based Business Manual, Community and Regional Services, Ministry of Regional Development, Parliament Buildings, Victoria, B.C. V8V 1X4.

Status Indian Community Based "Cooperative" Enterprises and Related Training Across Canada, Ottawa: Indian and Northern Affairs, 1982, M. Kaplansky.

"Learning for Self-Determination"
Canadian Journal of Native Studies,
2(1), 1982, T. Jackson.

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F. Cassidy, Vancouver: B.C.
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1985.

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Rocky Mountain Institute, Snowmass,
CO: \$US20, 1988.

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Perlman, Washington, DC: Council of
State Policy & Planning Agencies,
1984.

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Regional Centre for Rural
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Regional Centre for Rural
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Business, Washington, D.C.: 1981.

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Ghosh, (eds), Washington, D.C.:
U.S. Government Printing Office,
1979.

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National Youth Bureau, 1983.

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To Manual, R. Mustedde, et al,
North Central Regional Centre for
Rural Development, Ames, Iowa:
1984.

Handbook Of Tools For Community
Economic Development Group, W.
Morehouse (ed), Croton-on-Hudson:
Intermediate Technology
Development Group, 1983.

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Leaders, S. Kahn, McGraw Hill,
1982.

Lessons from Existing
Entrepreneurial Training Programs
for Low Income Clients, M. Jones,
Washington, D.C.: The Corporation
for Enterprise Development, 1986.

A Self-Help Manual for Tribal
Economic Development, S. Haberfeld,
et al, Boulder, CO: Native
American Rights Fund, 1982.

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Dodd, Ranglely, MN: Dodd Blair
Associates, \$US5 each, 1984.

"Linking Community Education to
Economic Development", P. Delargy,
Journal of Community Education,
7(1), 1988.

Co-operatives: An Introductory
Home Study Course, W. Koczka,
Saskatoon: Canadian Co-operative
Association, 1988.

ANNEX VIII.

*Key Expertise On Community Economic and
Institutional Development*

Mr. Jim Lotz, Jim Lotz Associates,
Box 3393, Halifax South P.O.,
Halifax, N.S. B3J 3J1, (902) 423-
3263. (community development).

Dr. Floyd Dykeman, Mt. Allison
University, Sackville, New
Brunswick, (506) 364-2200 or 2394,
(community and rural development).

Dr. Julio Teressierra, Concordia
University, Montreal, Que. (514)
848-2165/55, (Latin American
Indigenous institutions).

Dr. Jack Craig, York University,
Toronto, Ont. (416) 736-5015 ext.
7999, (cooperative economics and
development, in domestic and
international contexts).

Dr. Ted Jackson and Mr. Del
Broadhead, E.T. Jackson & Assoc.,
Suite 100, 858 Bank St., Ottawa,
Ont K1S 3W3 (613) 230-5221,
(institutional capacity building,
Third World and Canadian Aboriginal
experience).

Mr. David Pell and Ms. Susan
Wismer, Development Initiatives
Incorporated, Guelph, Ontario (519)
836-9885, (community based economic
planning and development
corporations).

Mr. Marty Donkervoort, Coady
Consulting, 88 Coady Ave., Toronto,
Ontario M4M 2Y8 (416) 778-4744,
(worker cooperatives).

Dr. Carl Duguay and Mr. Paul
Williams, Duguay/Williams 1312 Bank
St., Ottawa, Ontario K1S 3Y4 (613)
738-9148, (community socio-economic
development)

Mr. Peter Usher, P.O. Box 4815, Stn
E, Ottawa, Ontario K1S 5H9 (613)
238-8556, (Northern Socio-Economic
Development).

Mr. Jeremy Hull, The Working
Margins Consulting Group, 200-651
Croydon Ave., Winnipeg, Manitoba
R3M 0W3, (employment generation).

Dr. Harold Baker, University of
Saskatchewan (Committee for Rural
Area Development) (306) 966-5591,
(development training and
institutional capacity building).

Mr. George Melnyk, Box 3683, Stn A,
Calgary, Alberta T2M 4M4 (403) 270-
7210, (economic development).

Ms. Lynn Hanley, Communitas, 10551-
123rd St., Edmonton, Alberta (403)
482-5467, (community socio-economic
development).

Dr. Peter Boothroyd, University of
British Columbia, Vancouver,
British Columbia (604) 228-4155,
(Aboriginal community based
planning).

Dr. Glen Eyford, Professor Emeritus
in Community Development and Adult
Education, University of Alberta,
Edmonton, Alberta (403) 459-4863
(Aboriginal and Third World
development and training).

ANNEX IX.A.

Canadian Economic Development Newsletters

THE ENTREPRENEURSHIP DEVELOPMENT REVIEW, Entrepreneurship Institute of Canada, 22 King St., Suite 500, Waterloo, Ont. N2J 1N8; CDA \$40 - 4 yr.

NEWSLETTER, Centre for Community Economic Development, P.O. Box 357, Sydney, N.S. B1P 6H2; CDA occasional, (Reports on community economic development in Atlantic Canada.)

EMPLOYMENT INITIATIVES, YMCA Canada, 1452 Drummond, Montreal, Que. H3G 1V9; (Entrepreneurial and employment training with an emphasis on youth.)

WORKER CO-OP, Worker Ownership Development Foundation, 348 Danforth Ave., Suite 212, Toronto, Ont. M4K 1N8; CDA \$17 4/yr., (Articles and case studies on worker cooperatives.)

CONSTRUCTIVE CITIZEN PARTICIPATION, Development Press, 5096 Catalina Terrace, Victoria, B.C. V8Y 2A5; CDA \$15 4/yr., (Articles and reviews on public participation and consultation.)

COMMUNITY INITIATIVES DIGEST, C.I. Publications/SPARC of BC, 106-2182 West 12th Ave., Vancouver, B.C. V6K 2N4; CDA \$30 4/yr. (CED Project updates, news from B.C. communities, coverage of CED projects across Canada and Internationally, special features in every issue including - Sustainable development and CED; Community investment and CED; Local government and CED, information about CED publications and resources, a review of current economic trends; and listings of new CED initiatives.)

ALTERNATIVES, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ont. N2L 3G1; CDA \$17.50 4/yr., (Articles on ecology, and sustainable socio-economic development.)

TOGETHER, George Melnyk, P.O. Box 3683, Stn B, Calgary, Alta. T2M 4M4; CDA \$5 4/yr., (Focuses on creating dialogue among people involved in co-operative and community development.)

ANNEX IX.B.

U.S. Economic Development Newsletters

RURAL DEVELOPMENT PERSPECTIVE, Superintendent of Documents, Washington, DC 20402 USA; \$10 US 3/yr., (Focus on rural socio-economic development in the USA.)

RESOURCES FOR COMMUNITY-BASED ECONOMIC DEVELOPMENT, National Congress for Community Economic Development, 2025 Eye St. N.W. #901, Washington DC 20006 USA; \$48 US, (Focus on community economic development resources in USA including areas such as management, training, Native Americans, investment, etc.)

WEDCO EDGE, Women's Economic Development Corporation, 1885 University Ave. W., Suite 315, St. Paul, MN 55104; \$15 US 4/yr., (Reports on activities of WEDCO and issues involving women's self-employment development.)

REPORT, National Economic Development & Law Centre, 1950 Addison St., Berkeley, CA 94704 USA; \$20 US 6/yr., (Articles and case studies on community economic development initiatives in the USA, with a focus on minority communities and community development corporations.)

TOES/NA, The Other Economic Summit North America, Box 567, Rangeley, ME 04970 USA; \$20 US, occasional, (Reports on issues related to the building of the 'new economy'.)

HUMAN ECONOMY, Box 14, Economics Department, Mankato State University, Mankato, MN 56001 USA; \$15 US 4/yr., (Articles on community economic development.)

THE ENTREPRENEURIAL ECONOMY, Corporation for Enterprise Development, Suite 701A, 1211 Connecticut Ave., NW, Washington, DC 20036 USA; \$78 US 12/yr., (Reports on activities in both public and private local enterprise development.)

EMPLOYEE OWNERSHIP, National Centre for Employee Ownership, 1611 S Walter Reed #109, Arlington, VA 22204 USA; (Research and materials on employee and their role in community development.)

COMMUNITY MATTERS, The Community Workshop on Economic Development, 59 East Van Bruen St., Suite 2020, Chicago, IL 60605-1219 USA; \$10 US 4/yr., (Information on church involvement in CED in USA.)

COMMUNITY ECONOMICS, Institute for Community Economics, 151 Montague City Rd., Greenfield, MA 01301 USA; \$10 US 4/yr., (News and information about community land trusts, community loan funds and other innovative community development activities.)

COMMUNITY CHANGE, Centre for Community Change, 1000 Wisconsin Ave., NW, Washington, DC 20007 USA; (Community economic development in the USA.)

CHANGING WORK, Centre for Social Change Hiller School, Brandeis University, Box 9110, Waltham, MA 02254-9110 USA; \$14.50 US 4/yr., (Articles, case studies, resources on work, technology, culture and community. Focus on worker-community ownership.)

ANNEX IX.C.

European Economic Development Newsletters

LEDIS, The Planning Exchange, 186 Bath Street, Glasgow, Scotland, G2 4HG; INT 80 pounds sterling, 12/yr., (Extensive reviews of community economic development programs and initiatives worldwide.)

REVIEW OF INTERNATIONAL CO-OPERATION, International Cooperative Alliance, 11 Upper Grosvenor St., London UK W1X 9PA; 4.5 pounds sterling, 4/yr., also at ICA - London, Co-Operative News Service, 2 pounds sterling, 12/yr. (Other reference materials are available ICA/see Annex VI.C., ICA, New Delhi, for list of publication subjects.)

NEW ECONOMICS, Paul Ekins, The New Economics Foundation, 88/94 Wentworth St., London, UK E1 7SE; INT 15 pounds sterling, 4/yr., (Articles and reviews of the 'new economics' which gives due weight to the satisfaction of the whole range of human needs, personal development and social justice, sustainable use of resources and conservation of the environment.)

TURNING POINT 2000, Allison Pritchard, The Old Bakehouse, Cholsey, OXON, U.K. OX10 9NV; INT 6 pounds sterling individuals, 20 pounds all others, 2/yr., (Extensive, concise coverage of what's happening in community-based social, economic and health development.)

COMMUNITY WORK, Routledge & Kegan Paul, Broadway House, Newtown Rd., Henley-Thames, UK RG9 1EN; INT.

COMMUNITY DEVELOPMENT JOURNAL, Oxford University Press, Walton St., Oxford, UK OX2 6DP; INT, 24 pounds sterling, 4/yr., (Scholarly articles on community social and economic development.)

COMMUNITY CURRENTS, Community Projects Foundation, 60 Highbury Grove, London, U.K. N5 2AG; INT, 14 pounds sterling, 6/yr., (Extensive annotated bibliography on local economic development primarily U.K. focus.)

COMMUNITY BUSINESS NEWS, Strathclyde Community Business, Six Harmony Row, Govan, Glasgow U.K. G513BA; INT, 20 pounds sterling, 12/yr., (Coverage of what's happening in the community and co-operative business movement in Scotland.)

NEW TECHNOLOGY, WORK & EMPLOYMENT, Centre for Labour & Management Studies, Department of Adult Education, University of Nottingham, Nottingham, UK NG7 2RD; INT.

NEWS, European Centre for Work and Society, Box 3073, NL-6202 NB Maastricht; n.a. INT. 3/yr., (Focus on employment, unemployment and social change.)

INNOVATION & EMPLOYMENT, Genevieve Lecamp, OECD - ILE Programme, 2, rue Andre-Pascal, 75775 PARIS CEDEX 16; INT 170 French Francs, 4/yr., (Reviews of local employment initiatives throughout the European Economic Community.)

ANNEX X.A.

Canadian Community Development Corporations (Non-Aboriginal)

NEW DAWN ENTERPRISES LTD., P.O. Box
1055, Sydney, N.S. B1P 6J7; (902)
539-9560, Mr. Rankin McSween.

HUMAN RESOURCES DEVELOPMENT ASSOC.,
5555 Young Street, Halifax, N.S.
B3K 1Z7; (902) 453-2982, Mr. Daniel
Hunter.

COMMUNITY EMPLOYMENT STRATEGY
ASSOC., P.O. Box 199, Guysborough,
N.S. B0H 1N0; (902) 533-2770, Mr.
Daniel Gillis.

WATERSHED AREA DEVELOPMENT
ENTERPRISE, P.O. Box 2832, E Postal
Stn., Dartmouth, N.S. B2W 4R4;
(902) 435-4648, Mr. James
Francoise.

OCEANSIDE ASSISTANCE GROUP LTD.,
Renwick Place, 108 - 17 Commercial
Street, Glace Bay, N.S. B1A 3B9.

RICHMOND COUNTY DEVELOPMENT CORP.,
P.O. Box 658, Louisdale, N.S. B0E
1V0; (902) 345-2432.

NORTHWEST STUDY CONFERENCE SOCIETY
Box 446, Smithers, B.C. V0J 2N0;
(604) 847-4948, Mr. Walt Taylor.

NANAIMO COMMUNITY EMPLOYMENT
ADVISORY SOCIETY, 2-124 Nicol
Street, Nanaimo, B.C. V9R 4S9;
(604) 753-6414, Mr. Don McMillan.

WILLIAMS LAKE COMMUNITY DEVELOPMENT
CORPORATION, 366 Yorston St., 2nd
Fl., Williams Lake, B.C. V2G 4J5;
(604) 392-3626.

ANNEX X.B.

Canadian Economic Development Organizations (Non-Aboriginal)

ANTIGONISH ECONOMIC DEVELOPMENT
ASSOCIATION, P.O. Box 1124,
Antigonish, N.S.; (902) 867-2447,
Ms. Barbara MacDonald.

CHETICAMP DEVELOPMENT COMMISSION,
P.O. Box 565, Cheticamp, N.S. B0E
1H0; (902) 224-3349, Mr. Winston
Merry.

WEST COLCHESTER RURAL DEVELOPMENT
ASSOC., Masstown, Colchester Co.,
N.S. B0M 1G0; (902) 662-2407.

SPRINGHILL AREA INDUSTRIAL
COMMUNITY, P.O. Box 1000,
Springhill, N.S. B0M 1X0; Mr. John
Allban.

PARRSBORO AREA INDUSTRIAL
DEVELOPMENT COMMISSION, P.O. Box
303, Parrsboro, N.S. B1M 1S0.

CUMBERLAND COUNTY DEVELOPMENT
CORP., P.O. Box 546, Amherst, N.S.
B4H 4A1; Mr. John McAllister.

WEST PRINCE VENTURES LTD., Westland
Centre, Alberten, P.E.I. C0B 1B0;
Mr. John Cain.

RENFREW COUNTY BUSINESS DEVELOPMENT
CENTRE, 270 Lake St., Pembroke,
Ont. K8A 7Y9; (613) 735-3951, Mr.
Doug Gillies, Manager.

KINGSTON AREA ECONOMIC DEVELOPMENT
COMMISSION, Box 275, Stn A,
Kingston, Ont. K7M 6R2.

NORTHWEST ENTERPRISE CENTRE, P.O.
Box 398, Thunder Bay, Ont. P7C 4W1;
Mr. Dennis Dunn, Advisor.

WINNIPEGOSIS ECONOMIC DEVELOPMENT
BOARD, Box 89, Winnipegosis, Man.
R0L 2G0; (204) 656-4936, Mr.

Raymond Moskowec, Development
Officer.

INDUSTRIAL TRAINING CENTRE, 903
King Edward Street, Winnipeg, Man.
R3H 0P8; (204) 783-7031, Mr.
Nichols Cameron, Manager.

NORTHWEST ECONOMIC DEVELOPMENT
COUNCIL, 1165-100th St., Box 1718,
North Battleford, Sask. S9A 3W2;
(306) 446-3201, Mr. Roger
Vogelsang.

RURAL DEVELOPMENT PROJECT NO. 4,
P.O. Box 160, Holden, Alta. T0B
2C0; (403) 688-3981, Mr. Mel
Warren.

KITIMAT-STRIKINE ECONOMIC
DEVELOPMENT COMMISSION, 14-4644
Lazelle Ave., Terrace, B.C. V8G
1S6; (604) 635-7251.

CASTLEGAR ECONOMIC DEVELOPMENT
COMMISSION, 601-18th Street,
Castlegar, B.C. V1N 2N1; (604) 365-
7232, Mr. Richard Maddox.

DAWSON CREEK ECONOMIC DEVELOPMENT
COMMISSION, P.O. Box 659, Dawson
Creek, B.C. V1G 4H7; (604) 782-
1055, Ms. Elaine Deterson.

THOMPSON AREA DEVELOPMENT
ASSOCIATION, Box 1480, Ashcroft,
B.C. V0K 1A0; (604) 523-6466, Mr.
R. Gieselman.

DOWNTOWN EASTSIDE ECONOMIC
DEVELOPMENT SOCIETY, 235 Columbia
St., Vancouver, B.C. V6A 2R5; (604)
683-3558, Ms. Valerie Taylor.

ISLAND FUTURES COMMUNITY ECONOMIC
DEVELOPMENT SOCIETY, P.O. Box 1382,
Ganges, B.C. V0S 1E0; (604) 537-
2822.

MATSQUI, ABBOTSFORD COMMUNITY SERVICES, 2420 Montrose Street, Abbotsford, B.C. V2S 3S9; (604) 859-7681, Mr. Walter Paetkau.
NORTH SHORE ENTERPRISE DEVELOPMENT CENTRE, 301-145 West 15th St., North Vancouver, B.C. V7M 1R9; Ms. Susan M. Bell, Manager.

HOWE SOUND COMMUNITY FUTURES COMMITTEE, Box 2539, Squamish, B.C. V0N 3G0; (604) 892-5227, Dr. Laverne Kindree.

MT. WASHINGTON COMMUNITY FUTURES COMMITTEE, 203-301 Dogwood St., Campbell River, B.C. V9W 2Y1; (604) 287-2655, Mr. Randy Grout.

NORTH CARIBOO COMMUNITY FUTURES COMMITTEE, Box 4706, Quesnel, B.C. V2J 3J9; (604) 992-3906, Ms. Karen Borsato.

NORTH COAST COMMUNITY FUTURES COMMITTEE, 115 West 1st Ave., Prince Rupert, B.C. V8J 4K8; (604) 624-9498, Mr. Danny Leighton.

NORTH SHORE COMMUNITY FUTURES COMMITTEE, 7749 Dunsmuir St., Mission, B.C. V2V 4B7; (604) 435-7977, Ms. Marilyn Boswyk.

CRANBROOK KINBERLEY AREA COMMUNITY FUTURES COMMITTEE, 34 11th Ave. S., Cranbrook, B.C. V1C 2P1; (604) 426-8277, Mr. Brian Adams.

COWICHAN VALLEY COMMUNITY FUTURES COMMITTEE, 351 Festubert St., Duncan, B.C. V9L 3T1; (604) 746-1004, Ms. Joan Gillatt.

CENTRAL KOOTENAY REGIONAL DISTRICT COMMUNITY FUTURES COMMITTEE, Box 3056, Castlegar, B.C. V1N 3H4; (604) 365-7242, Mr. Richard Maddocks.

CENTRAL ISLAND COMMUNITY FUTURES COMMITTEE, 271 Pine St., Nanaimo,

B.C. V9R 2B7; (604) 753-3366, Mr. Earle Patterson.

ALBERNI-CLAYOQUOT COMMUNITY FUTURES COMMITTEE, Box 164, Port Alberni, B.C. V9Y 7M7; (604) 723-0066, Dr. G. Garnet Reynolds.

THOMPSON COUNTY COMMUNITY FUTURES COMMITTEE, 236 St. Paul St., Kamloops, B.C. V2C 6G4; (604) 828-4691, Mr. Richard Olesen.

SUNSHINE COAST COMMUNITY FUTURES COMMITTEE, Box 1591, Sechelt, B.C. V0N 3A0; (604) 885-2639, Mr. Bill McKinnon.

SHUSWAP COMMUNITY FUTURES COMMITTEE, 421 Hudson St. NE, Box 978, Salmon Arm, B.C. V0E 2T0; (604) 832-8194, Mr. Frank Phillips.

SIXTEEN-THIRTY-SEVEN COMMUNITY FUTURES COMMITTEE, Box 622, Terrace, B.C. V8G 4B8; (604) 635-7995, Mr. Detlef Beck.

REVELSTOKE COMMUNITY FUTURES COMMITTEE, 300 First St. W., Revelstoke, B.C. V0E 2S0; (604) 837-5345, Mr. Ken Magnes.

PRINCE GEORGE COMMUNITY FUTURES COMMITTEE, 1102 6th Ave., Box 1408, Stn A, Prince George, B.C. V2L 4V4; (604) 562-8271, Mr. Colin Kinsley.

POWELL RIVER REGIONAL COMMUNITY FUTURES COMMITTEE, 4539 Marine Dr., Powell River, B.C. V8A 2K5; (604) 485-2255, Mr. Stewart Alsgard.

PEACE-LIARD COMMUNITY FUTURES COMMITTEE, 9912-106th Ave., Fort St. John, B.C. V1J 2N9; (604) 785-1810, Ms. Ella Fraser.

OKANAGAN/SIMILKAMEEN COMMUNITY FUTURES ASSOCIATION, 1531 Fairview Rd., Penticton, B.C. V2A 5K3; (604) 493-2204, Mr. Mel Cook.

OKANAGAN NORTH COMMUNITY FUTURES
CORP., 3700-33rd Street, Vernon,
B.C. V1T 5K7; (604) 545-0771, Ms.
Claudette Everitt.

CARIBOO-CHILCOTIN ECONOMIC FUTURES,
251 850 Oliver St., Williams Lake,
B.C. V2A 3W1; (604) 392-4169, Mr.
Ron Ehrenholz.

HAY RIVER AND AREA COMMUNITY
FUTURES SOCIETY, P.O. Box 1306, Hay
River, B.C. X0E 0R0.

GREATER TRAIL COMMUNITY FUTURES
SOCIETY, 1145 Cedar Avenue, Trail,
B.C. V1R 4B8; (604) 364-0999, Mr.
William Profili.

ANNEX X.C.

Canadian Employment Generation Organizations

YOUTH OUTREACH - A MUST FOR YOUTH,
139 George Street, Sydney, N.S. B1P
1H9; (902) 562-6954, Ms. Marta
Churnin.

DARTMOUTH WORK ACTIVITY PROGRAM &
SOCIETY, 32 Borden Ave., Dartmouth,
N.S. B3B 1C8; (902) 463-1320, Mr.
Frank Gibson.

JOB GENERATION (YOUTH) HALIFAX
YMCA, 2020 Gottingen St., Halifax,
N.S. B3K 2A9; (902) 421-1825, Ms.
Nancy Eisener.

COMMUNITY UNEMPLOYED HELP CENTRE,
606-213 Notre Dame Ave., Winnipeg,
Man. R3B 1N3; (204) 946-6556, Mr.
Neil Cohen.

THE WORKPLACE INNOVATION CENTRE,
611-330 Graham Ave., Winnipeg, Man.
R3C 4A5.

WOMEN WORKING, Box 338, Station
"C", Winnipeg, Man. R3M 3V3; (204)
774-0410, Ms. Joyce Rankin.

YOUTH UNLIMITED OF REGINA, 3304
Dewdney Ave., Regina, Sask. S4T
7V1; (306) 525-2148, Mr. Brian
Hansen.

RAINBOW YOUTH CENTRE, 1806 Albert
St., Regina, Sask. S4P 2S8; (306)
757-9743, Ms. Debbie Pearce.

YOUTH ACTION CO-OPERATIVE, 141-
105th St. West, Saskatoon, Sask.
S7N 1N3; (306) 373-0474, Ms.
Bernadine Rudichuk.

JOHN HOWARD YOUTH EMPLOYMENT
PROGRAM, 432-13th St. West, Prince
Albert, Sask. S6V 3G5; (306) 764-
6439.

YMCA SMALL JOBS COMPANY, 10826-
124th Street, Edmonton, Alta. T5M
0H3; (403) 454-2467, Mr. Phil
Christie.

TEEN EMPLOYMENT OPPORTUNITIES,
8615-104th St., Edmonton, Alta. T6I
4G6; (403) 433-7762, Ms. Carolyn
Haidner.

COMOX VALLEY UNEMPLOYED ACTION
CENTRE, P.O. Box 3676, Courtenay,
B.C. V9N 2T3; (604) 334-4621.

JOB START, 4060 Garden City Road,
Richmond, B.C. V6X 2K1; (604) 278-
7758, Mr. Jim Fergusson.

FRASER VALLEY YOUTH EMPLOYMENT
SOCIETY, 45600 Airport Rd.,
Chilliwack, B.C. V2P 6T4; (604)
792-0025, Ms. Judy Birch.

ANNEX X.D.

Cooperative Development Organizations

NEWFOUNDLAND AND LABRADOR
FEDERATION OF COOPERATIVES, The Co-
operative, Crosbie Place, P.O. Box
13369, St. John's, Nfld. A1B 4B7;
(709) 726-9431, Mr. Jim Winter.

WORKER OWNERSHIP DEVELOPMENT
FOUNDATION, 348 Danforth Ave.,
Suite 212, Toronto, Ont. M4K 1N8;
(416) 461-6992.

MANITOBA CO-OPERATIVE DEVELOPMENT,
800-215 Garry Street, Winnipeg,
Man. R3C 3P3; (204) 945-5796.

SASKATCHEWAN COOPERATION &
COOPERATIVE DEVELOPMENT, 2955
Albert Street, Regina, Sask. S4P
3V7.

CANADIAN COOPERATIVE ASSOCIATION,
510-119 4th Ave. S., Saskatoon,
Sask. S7K 5X2; (306) 244-3600.

NEW HARMONY WORKERS COOPERATIVE,
15275 Thrift Avenue, White Rock,
B.C. V4B 2K9; (604) 536-5525.

COMMON OWNERSHIP DEVELOPMENT
ASSOCIATION, 206-33 Broadway East,
Vancouver, B.C. V5T 1V4

CRS WORKERS CO-OP, 1239 Odium
Drive, Vancouver, B.C. V5L 3L8;
(604) 251-1585, Ms. Gail Cryer.

INTERNATIONAL COOPERATIVE ALLIANCE,
11 Upper Grosvenor Street, London,
U.K. W1X 9PA.

ANNEX X.E.

Varied Economic and Institutional Development Resources Centres

CENTRE FOR COMMUNITY ECONOMIC DEVELOPMENT, Box 357, Sydney, N.S. B1P 6H2; (902) 652-2233, Mr. Greg McLeod, (Community Economic Development Resources)

VOLUNTARY ASSOCIATIONS FOR COMMUNITY DEVELOP., P.O. Box 519, Halifax, N.S. B3J 2R7; (Institutional Development Resources).

MINISTRY OF MUNICIPAL AFFAIRS, 3rd Fl., 850 Barrydonne Rd., Sudbury, Ont. P3A 3T7; Mr. Jim Burke, (Community Planning Advisory Br.)

SOCIAL PLANNING COUNCIL OF WINNIPEG, 412 McDermot Avenue, Winnipeg, Man. R3A 0A9; Mr. Ken Murdoch, (Institutional Development Resources).

COMMUNITY RESTORATION PROJECT, 1806 Albert Street, Regina, Sask. S4P 2S8; (306) 757-9743, Mr. Doug Switzer, (Community Renewal).

SASKATCHEWAN DEPARTMENT OF TOURISM AND SMALL BUSINESS, 2103-11th Avenue, Regina, Sask. S4P 3V7; Mr. R.R. Boys, (Government Resource).

SASKATCHEWAN CO-ORDINATING COUNCIL ON SOCIAL PLANNING, 314-220 3rd Avenue South, Saskatoon, Sask. S7K 1M1; Ms. Eunice Halen, (Institutional Development Resources).

EDMONTON SOCIAL PLANNING COUNCIL, #418, 10010-105 Street, Edmonton, Alta. T5J 1C4; (403) 423-2031, Mr. Peter Faid.

COMMUNITAS INCORPORATED, 10551-123 Street, Edmonton, Alta. T5N 1N9; (403) 482-5467, Ms. Lynn Hannley,

(Institutional Development Resources).

LOCAL ECONOMIC TRUST SOCIETY, 604-13th Street North, Lethbridge, Alta. T1H 2F8; Mr. Ed Quellette.

ECONOMIC DEVELOPMENT & FIRST CITIZEN FUND, 5th Floor, 712 Yates St., Victoria, B.C. V8V 1X5; (604) 356-8286, Ms. Jacqueline Morgan, (Funding Resources).

COWICHAN LAKE COMMUNITY SERVICES, P.O. Box 1077, Lake Courchan, B.C. V0R 2G0; Mr. Tony White.

WEST COAST INFORMATION & RESEARCH CO-OP, 10-4695 Argyle Street, Port Alberni, B.C. V9Y 1V6; (604) 724-3394, Mr. Mike Lewis.

CANADIAN NETWORK FOR ETHICAL INVESTMENT, P.O. Box 1615, Victoria, B.C. V8W 2X7; (Socially & Environmentally Sound Investment Contacts).

CENTRE FOR NON-TRADITIONAL EMPLOYMENT, 609 Terminal Avenue, Vancouver, B.C. V6A 2B4; Ms. Joan Vincent, (Employment Generation Alternatives).

COMMUNITY ECONOMIC OPTIONS, 4340 Carson Street, Burnaby, B.C. V5J 2X9; Ms. Melanie Conn, (Community Economic Development Resources).

COMMUNITY ECONOMIC DEVELOPMENT CENTRE, Simon Fraser University, Burnaby, B.C. V5A 1S6; (604) 291-3687, (Community Economic Development Resources).

COMMUNITY VENTURES, Malaspina College, 900-5th St., Nanaimo, B.C. V9R 5L5; (604) 681-7491, (Community Development Resources).

CONNOR DEVELOPMENT SERVICE, 5096 Catalina Terrace, Victoria, B.C.; Mr. Desmond Connor, (Institutional Support).

DOUGLAS CENTRE FOR ENTERPRISE DEVELOPMENT, 1300-700 Royal Ave., Box 69, New Westminster, B.C. V3L 5B2; (604) 525-4808, Mr. Doran McMullin, (Business Dev. Resources).

GROUP FOR APPROPRIATE TECHNOLOGY & ECONOMICS, 4521 Tanglewood Crescent, Victoria, B.C. V8X 3V3; Mr. Ron Faris, (Technical & Econ. Planning Assistance).

INSTITUTE FOR NEW ECONOMICS, 4551-15th Avenue West, Vancouver, B.C. V6R 3B3; (604) 228-8339, Mr. Mike M'Gonigle, (Institutional Development Resources).

ISLAND WEST INVESTMENTS CORPORATION, 4757 Tebo Ave., Port Alberni, B.C. V9Y 8A9; Ms. Christine Herbert, Secretary, (Investment Resources).

ONE-HUNDRED MILE EMPLOYEES COMMUNITY ASSOCIATION, P.O. Box 2337, 100 Mile House, B.C. V0K 2E0; (604) 359-4518.

ANNEX X.F.

U.S. Based Economic Development Resource Centres

CENTRE FOR COMMUNITY CHANGE, 1000 Wisconsin Ave., N.W., Washington, D.C., USA 20007; (202) 338-6310, (Provides a wide range of technical assistance to community based organizations working to empower low income and minority people.)

NATIONAL ASSOCIATION OF COMMUNITY DEVELOPMENT LOAN FUNDS, Institute for Community Economics, 151 Montague City Rd., Greenfield, MA 01301, USA. (Community economic development resources.)

INSTITUTE FOR LOCAL SELF-RELIANCE, 2425 18th St. NW, Washington, DC 20009 USA. (Sustainable development assistance.)

NATIONAL CENTRE FOR EMPLOYEE OWNERSHIP, 426 17th Street, Suite 650, Oakland, CA 94612 USA. (Cooperative enterprise development support.)

NATIONAL TRAINING & INFORMATION CENTRE, 810 Milwaukee Ave., Chicago, IL 60622 USA. (Community training and technical resources.)

ROCKY MOUNTAIN INSTITUTE, 1739 Snowmass Creek Rd., Snowmass, CO 81654-9199 USA; Economic Renewal Project (Socio-Culture Specific Community Based Economic Development Planning).

WOMEN'S ECONOMIC DEVELOPMENT CORPORATION, Iris Park Place, Suite 395, 1885 University Ave. W., St. Paul, MN 55104 USA (Women and business development.)

E.F. SCHUMACHER SOCIETY. Box 76, Rd 3, Great Barrington, MA 01230 USA (Small scale business and industrial development.)

ANNEX X.G.

Alternative Community Economic Organizations

LANDSMAN COMMUNITY SERVICES LTD.,
5-4609 Hastings Street East,
Burnaby, B.C. V5C 2K6; (604) 238-
1108, (Intra and Inter-community
barter systems).

GREEN DOLLAR EXCHANGE, 1371
Discovery, Nanaimo, B.C. V9S 4B5;
(604) 754-1067.

VANIER INSTITUTE, 120 Holland Ave.
3rd Floor, Ottawa, Ont. K1Y 0X6;
(613) 722-4007, Mr. Alan Mirabelli.

PACIFIC GROUP FOR POLICY
ALTERNATIVES, 104-2005 43rd Avenue
East, Vancouver, B.C. V5P 3W8; Mr.
Clive Lythe.

ANNEX XI.

Calmeadow Foundation Native Self-Employment Loan Program

The Calmeadow Foundation is a Canadian non-governmental organization which devotes its resources to seeking practical solutions to the lack of employment opportunities that exists worldwide. Through the provision of credit, it seeks to create employment opportunities and develop economic self-reliance by assisting self-employed people in the micro-enterprise sector.

The Native Self-Employment Loan Program (NSEL) is operated by the Foundation. The first phase of its operation began in 1987 as an action-research pilot program. The objective of Phase I was to determine the nature and extent of the micro-enterprise sector in Native communities and to demonstrate the credit-worthiness of the Native small business borrower. Another objective was to develop a replicable and institutionally acceptable model of appropriate, efficient, and cost-effective credit delivery to Native micro-entrepreneurs. A three-pronged strategy was developed to achieve these objectives: credit delivery, advocacy, and research, including monitoring and evaluation.

Pilot micro-enterprise loan funds were established in three Ontario communities: Wikwemikong, Kettle Point and Sachigo Lake. These funds were to give local entrepreneurs a chance to get small loans in order to expand their businesses. Where banks traditionally require legal incorporation, collateral, a large equity contribution, a detailed business plan, financial records, equal principal and interest payments, and a proven track

record, the NSEL loan funds only require from four to seven micro-entrepreneurs to form themselves into "borrowers circles." The circle members guarantee each other's loans; in the absence of any collateral, this peer-pressure mechanism assures repayment and the circle members' subsequent eligibility for larger loans.

Initial loans start at a maximum of \$1,000. As soon as borrowers pay off the first loan, they become eligible for larger loans up to a maximum of \$3,000, providing that all members are making their payments on time. The circle does more than act as a peer-pressure mechanism: it also provides the micro-entrepreneurs with an instrument for mutual assistance and collective action.

The NSEL is now in the third and final year of Phase I. A total of \$90,000 was distributed in over eighty loans with no defaults and a 100% payback. A wide range of businesses have been provided with loans: artisans, cabinet-makers, junkyard operators, picture-framers, sawmill operators, hairdressers and furnace cleaners are just a few examples. Overall, Phase I has been a huge success. The Foundation believes it has the basics for a model (of collateral-free credit) that works. Even so, some concerns were noted. For instance, not as many women as men took out loans. In addition, the program was intended to target the lowest twenty per cent of income-earners; the people served by the program were not necessarily those with the lowest of incomes.

Phase II is intended to document and consolidate the experience of Phase I, building

upon the findings of the pilot project to disseminate information and expand micro-lending facilities to Native communities across Canada. A meeting was held in Toronto in late April 1989 for people in other provinces/territories who have expressed interest in the Program. The purpose of the meeting was to map out a strategy to make the NSELP

available across Canada. The intent is to develop this strategy from the bottom up.

For more information please contact: Gord Cunningham, The Native Self-Employment Loan Program, The Calmeadow Foundation, Suite 2000, 95 Wellington Street West, Toronto, Ontario M5J 2N7 (416) 362-9670.

(Excerpted from SPARC - Community Initiatives Digest, Vancouver B.C., May 1989.)

- JUNE 1989 -

FONDATION
FRONTIERE INC.FRONTIERS
FOUNDATION INC.

Operation Beaver/Opération Castor

Contact persons :

- . Charles Catto, Executive Director
- . Marco Guzman, Program Co-ordinator

Nature of Organization

Non-profit Native Canadian Agency supporting the advancement of disadvantaged (i.e. socially and economically) communities in Canada and in the Third World through Operation Beaver program.

History

In 1964, the Operation Beaver program began as an ecumenical work program sponsored by the Canadian Council of Churches.

In 1968, Frontiers Foundation was incorporated as a federally chartered non-profit organization and assumed the responsibilities for the administration and delivery of the Operation Beaver program across Canada and in the Third World.

Since then, Frontiers Foundation has been evolving and expanding the scope of its operations and service delivery.

Program Objectives

To contribute to the relief of poverty in Canada and abroad by supporting tangible community development projects which have enduring significance.

To foster an understanding and sharing of culture and experience through cross-cultural exchanges between various peoples of Canada and other volunteers the world over.

Charitable Organization Number

For donation and income tax deduction purposes : 0341-776-59-13

Nature of the Program

Voluntary service program for people from Canada and around the world, interested in volunteering their time to help others help themselves.

Partnership between the host communities concerned about their advancement and like-minded volunteers.

Volunteers work with host communities in Canada and in the Third World on community-based development projects such as building or renovating homes, community centres and schools. In addition, volunteers teach various skills and help develop community infrastructures.

Volunteers and members of the host communities exchange and share cross-cultural information and experiences.

Host communities or groups actively participate in the development projects. A contractual arrangement is worked out between the host community and Frontiers Foundation as to each group's responsibilities.

Other people help by supporting the program financially.

Still others offer their skills at the national or regional levels supporting program development.

Registered Charitable Organization 0341-776-59-13 Organisation de Charité Enregistrée

2615 Danforth Ave., Suite 203, Toronto, Ontario, Canada M4C 1L6

Telephone (416) 690-3930 Cable: FRONFOUND, TORONTO

.... /

To support the needs and goals identified by the requesting communities.

To participate in the planning, development, design and implementation of related plans for the development of the whole person : home, health, communication, education, industry, transportation and agriculture.

To bring members of the human family together in a partnership of volunteerism, recognizing that the individual and the world community can advance together when mutual respect and understanding exists.

Achievements

Since 1964, more than 2100 volunteers, have participated in 301 projects in Canada and abroad :

In Canada, they have assisted in construction and/or renovation of 1400 homes, 30 community centres, 3 schools, 3 parks and other facilities. Activity is expanding using 15 (donated) portable sawmills.

In the Third World, Operation Beaver contributes in a supporting role in electrification, road improvements, immunization, school and school desk construction, agricultural and reforestation projects.

Provides new skills for disadvantaged people.

Gives new pride and better living standards.

Creates cross-cultural awareness and understanding.

Volunteer Requirements

Volunteers must be 18 years or over.

Specific skills (i.e. construction, social planning, architecture, etc.) are always appreciated, but anyone with a strong desire to help is invited to apply.

Volunteers for Canadian projects must be prepared to commit for a minimum period of two months.

Canadian volunteers wishing to go overseas must have previous experience with Operation Beaver or be willing to spend a minimum of one month on a Canadian project before going overseas.

Volunteer Remuneration

For their voluntary services rendered, volunteers will be provided with food, accommodation and travel. Extended volunteers will be entitled to an additional living allowance.

Volunteer Benefits

Development of - Skills and abilities in housing construction
- Leadership experience
- Cross-cultural communications
- Community development

A good feeling from helping in the advancement of others and joy from pride in the sweat developed on your own brow to see a tough job through.

FOR MORE INFORMATION and HOW TO PARTICIPATE, call or write to :

Head Office : MARCO GUZMAN, Program Co-ordinator (see address on letterhead)

| | | | |
|---|--|---|--|
| <u>Regional Offices</u> : DON IRVING B.C./Yukon Co-ordinator 9781 - 127 Street SURREY, B.C. V3V 5J1 Tel.(604) 585-6646 | WESLEY YOUNGCHIEF Western Co-ordinator 6745 - 124 Avenue, Suite 4 EDMONTON, Alberta T5B 4N5 Tel.(403) 477-1340 | UDO STASCHIK Western Ontario & Manitoba Co-ordinator P.O. Box 2956 KENORA, Ontario P9N 4C8 Tel.(807) 547-2461 | JOHN TRUDEAU Eastern Ontario & Quebec Co-ordinator P.O. Box 819 MASSEY, Ontario POP 1P0 |
|---|--|---|--|

ANNEX XIII.

CANADIAN EXECUTIVE SERVICE ORGANIZATION

WHAT IS CESO?

Canadian Executive Service Organization (CESO) is a non-profit Canadian corporation. CESO was founded in 1967, at the request of Federal Department of External Aid, (now the Canadian International Development Agency or CIDA) with cooperation from Canadian corporate leaders, to provide "Volunteer Consultants" to developing countries. IN 1969, CESO was asked by the Department of Indian Affairs and Northern Development (DIAND) to extend its services to Canada's Status Indian people.

WHAT ARE THE OBJECTIVES OF CESO?

CESO's objectives are to promote in an apolitical manner economic and social growth and well-being of Canadian Native people and the people of developing nations by providing volunteer consultants with technical, professional and managerial expertise to requesting industries, organizations and government departments, CESO "Volunteer Consultants" act as advisors, encouraging and stimulating problem-solving capabilities of the organizations and individuals they help.

CORPORATE STRUCTURE

- Head office in Montreal, Quebec
- Operations Centre, Toronto, Ontario
- Eight regional offices across Canada and 46 overseas representatives located around the world

- Governed by 20-member Board of Directors and a 9-member Executive Committee

OVERSEAS PROGRAM

Applications for projects originate with Resident Representatives in developing countries. If a project is considered feasible, CESO reviews a computer roster of over 2,500 names and a search is made for a suitable Volunteer Consultant. The Volunteer Consultant is then briefed about the country and their CESO project and is ticketed and supplied with other travel documents and visas by CESO Operations Centre.

Projects last an average of two months.

CESO Volunteer Consultants receive no salary. CESO pays economy airfare to and from projects and provides a small allowance. The client normally cover costs of food, accommodation, local transportation, office facilities and other job related services. Expenses are also covered for the spouse who may accompany the CESO Consultant if the project is more than three weeks duration.

CANADIAN NATIVE PROGRAM

All Native organizations and individuals make requests for assistance directly through a CESO Regional Office. Volunteer selection, briefing and travel arrangements are made through CESO Regional Offices. Projects are usually short term (averaging seven

days) and are often done on a part-time basis. Volunteers usually live within commutable distance of project.

CESO Consultants receive no salary, but CESO reimburses travel, meal and out-of-pocket expenses relating to the project. Expenses for spouses are not covered.

SPOUSE'S PROGRAM

For the Overseas Program, spouses often accompany Volunteer Consultants if a project is more than three weeks in length.

CESO is helping spouses contribute to a project, if they wish, by identifying local community organizations with which they could work during a project.

VOLUNTEER PROFILE

Men and women of various professional and technical backgrounds, and are retired, semi-retired, or professionally active, and willing to volunteer their time and share their expertise with counterparts in the developing world as well as in Canada.

They range in age from 25-72, with an average age of 60.

FUNDING

CESO is a non-government organization (NGO) funded primarily by CIDA for the Overseas Program and DIAND for the Canadian Native Program.

Contributions are also received from 300 Canadian corporations and more than 500 individuals. Several provincial and territorial governments also sponsor the CESO program in Canada as well as some Native and overseas clients.

CESO'S RECORD

More than 5,000 projects have been completed in 106 countries and more than 12,000 projects in all provinces and territories of Canada.

In the 1987-88 fiscal year alone, CESO Volunteer Consultants undertook more than 400 projects in 52 countries and over 1,500 projects with Canadian Native people.

OTHER CESO PROGRAMS

EXPORT MARKETING ASSISTANCE PROGRAM (EMAP)

CESO has begun to organize teams of Volunteer Consultants to conduct international workshops for senior executives in developing countries, and follow up with short consultations to individual companies.

WOMEN IN DEVELOPMENT

CESO has recently organized a formal committee that aims to bring more women to CESO as Volunteer Consultants and to identify more projects, both overseas and in Canada, that will bring more direct benefits to women.

CESO BAND MANAGEMENT SERVICES

A comprehensive range of services offered to Indian and Inuit communities to strengthen their management capabilities.

There are three main types of assistance:

A. Diagnostic Services

A general survey of the administration of the band/community to identify the needs for assistance from CESO.

B. Planning and Organization

- planning studies to help formulate long-term objectives
- development of organization structures

C. Operational Support

- assistance to solve specific administration problems
- on-the-job training
- assistance to correct audit deficiencies.

The following are examples of specific consulting services available from CESO to assist in band management.

1. General Administration

- Financial management
- feasibility studies
 - funding proposals
 - accounting systems and procedures
 - financial planning, budgeting
 - cash-flow management

Computers and information systems

- systems analysis
- systems planning and development
- equipment evaluation and selection
- operating procedures

Documentation assistance, proposals and reports.

Office management and procedures.

Organization of meetings

Planning and development of services

- needs surveys
- long-term planning
- policy analysis
- program development

Procurement and purchasing procedures

Project management

Statistics

2. Human Resources Management

Organization structure

- job descriptions
- organization charts

Recruiting

Training

Performance appraisal

Wage and salary administration

- job evaluation
- wage and salary rates
- employee benefits

Personnel policies and procedures

Personnel placement

Labour relations

3. Community Services

(Management and administration services only are provided under the CESO Band Management Services Program. Technical assistance may also be available, in some cases, through other CESO programs.)

Alcohol and drug abuse program

Communications

- community publications
- public relations

Education

- School administration
- Adult education
- Training programs

Familiarization with government procedures

Fire prevention

Fundraising workshop

Health services

Historic sites

Housing programs

Library services

Security, police

Social services and programs

Tourism development

Youth program

Maintenance management

Office planning

Real estate appraisals

Roads

Town planning

Waterworks and sewage systems

(Reformatted from "FACT SHEET" on CESO)

CESO,
Suite 2000,
415 Yonge Street
Toronto, Ontario
Canada
M5B 2E7

4. Public Works

(Management and administration services only are provided under the CESO Band Management Services Program. Technical assistance may also be available, in some, through other CESO programs.)

Building management

Construction management

- cost estimating
- contract negotiations
- project management

Energy conservation

Facilities planning;
functional programming

Housing programs

Land use surveys

Telephone: (416) 596-2376

Telex: 06-23583

Cable: CANEXO

FAX: (416) 596-1098

ANNEX XIV.

First Nations Financial Project - United States

First Nations Financial Project was started in 1979 to help tribes achieve financial self-sufficiency. Most tribes are heavily dependent on federal funds for their day-to-day existence. Unemployment on reservations is commonly around 65% and per capita incomes are well below national averages.

First Nations' work is aimed at building tribal self-sufficiency through programs that are both economically viable and culturally sensitive. To do this, First Nations combines direct, grassroots-level field work with national program and policy development, something which is unique in Indian country.

The focus of the First Nations Financial Project is on developing economic models that can be adapted and reproduced nationwide. The work has featured six major program components: Technical Assistance, the Oweesta Program, the National Policy and Advocacy Arm, the Marketing Program, the Research and Data Bank, and the Tribal Commerce and Enterprise Program.

Field activities provide for the transfer of skills and expertise in the technical aspects of business and management to tribal and Alaska Native group-owned enterprises. Technical Assistance has been provided to projects such as tribal farm enterprise, an association of isolated Alaska Native villages, and a community health clinic.

The Oweesta Program is a national program to assist tribes in capital formation. Its primary activities are to set up reservation-based, micro-enterprise loan funds, establish tribal trust fund management projects, and

encourage local savings and provision of credit for tribal members.

The National Policy and Advocacy Arm advocates for tribal economic self-sufficiency on issues and agendas arising from their experiences in the field. A primary Policy and Advocacy activity has been trust fund research. Other significant issues which the Policy and Advocacy office is working on are welfare reform and land consolidation.

The Marketing Program assists tribal businesses in developing and assessing markets for their goods and services. The Marketing Program includes direct assistance in marketing, regional workshops on marketing Indian products, and promotion and brokering for Indian-made goods.

The Research and Data Bank is designed to support development by providing economic data and information and assisting tribes in its use. The major activity under this component is a detailed study of the economic impact that reservations have on regional and state economies.

The Tribal Commerce and Enterprise Program provides graduate-level management education to qualified tribal members in an effort to lessen the extreme shortage of trained business managers on reservations.

While each program is conceptually distinct, they are all located at each project site to provide a complement of information, capital, marketing, sensitive national policy, and training and education. The resulting project structures can be seen as a wheel. The field sites are at the

hub and are supported in movement by the spokes, which represent the six organizational components of First Nations.

For more information please contact: Mark Jacobson. Director of Development, First Nations Financial Project, 69 Kelley Road, Falmouth, Virginia 22405; (703) 371-5615)

Source: First Nations Financial Project, American Indian Development: 1986-1987 Biennial Report, pp. 5-6, as reported in SPARC-B.C., Vancouver, B.C.