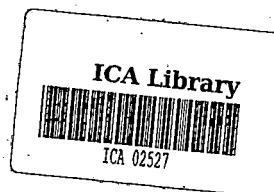
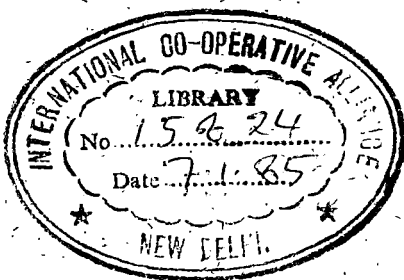
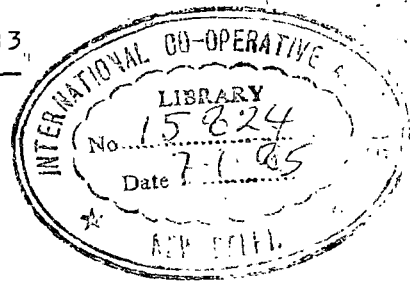


ICA 02527



REGIONAL SEMINAR ON YOUTH AND COOPERATIVES
Kuala Lumpur, Malaysia: May 22-June 2, 1983



P R O G R A M M E

22nd May		Arrival of Participants.
23rd "	AM	Inauguration.
		Briefing on methodology of Seminar.
	PM	Country Papers
24th "		Country Papers
25th "		Country Papers
26th "	AM	Special Paper - ICA - Discussions.
	PM	Special Paper - CYP - Discussions.
27th "	AM	Special Paper - Malaysia- Discussions
	PM	Special Paper -Women's Project Experience-Srilanka.
28th "		Study Visits.
29th "		Sunday (free) - possible outing.
30th "		Group Discussions.
31st "	AM	Finalisation of Group Reports.
	PM	Plenary on Group Reports.
	PM	Drafting Committee Sitzings.
1st June	AM	Finalisation of Final Report
	PM	Final Plenary.
2nd "		Departure of Participants.

334:3-057

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WORKING HOURS : 9.00 hrs - 12.30 hrs.
 14.00 " - 17.00 "

LUNCH BREAK : 12.30 " - 14.00 "

TEA/COFFEE BREAKS : 10.30 " - 10.45 "
 15.30 " - 15.45 "

VENUE : Dewan Sri Tanjong
 2nd floor, KL INTERNATIONAL HOTEL.

aa/3.5.83

Speech by Y.B. Dato' Wan Mansor bin
Wan Abdullah, Secretary General,
Ministry of Culture, Youth and Sports,
Malaysia, at the Opening of the
'Regional Seminar on Youth and Co-
operatives' organised jointly by
International Cooperative Alliance
and CYP: Asia-Pacific Centre and
hosted by the Ministry of Culture,
Youth and Sports Malaysia on
23rd May, 1983

Malaysia is greatly honoured to have been chosen as the venue and host for the Regional Seminar on Youth and Cooperative in the Asia-Pacific Region and I am privileged to have been given the honour this morning to say a few words of welcome and declare the seminar open. The seminar will study more than a score of papers in the next few days in order to find some pointers to solution of some of the many problems issues and challenges of youth and youth cooperative movements in the region. This Seminar, therefore, brings together experts in Youth movement and those in cooperative movement in this region and this is a great significance because both subjects are important subjects in the development of nations in the Asia region.

The word 'cooperative' has been translated as 'Bekerjasama-sama' in the Malay or Malaysian language, literally meaning "working together". It is most appropriate in the context of your seminar today that youth experts and cooperative experts are sitting down to work together to find ways and means whereby youth and cooperative can 'work together' to contribute to the development of this region.

It is my great pleasure to bid you a warm welcome and to wish you a pleasant stay in Kuala Lumpur.

Ladies and Gentlemen,

Countries in Asia face the common problem of high percentage of youth population and of economic development. While the size of youth population places a strain on the economy of our countries, the young population on the other hand provides a source of manpower which if carefully harnessed will usefully contribute to economic development. Youth, therefore, has both a minus and a plus value.

A decade after the introduction of the New Economic Policy which aims at eradicating poverty and restructuring society, we in Malaysia are fully aware of the power of youth, not so much of their power to overthrow the Government, but more importantly their power to build the nation. Youth development, therefore, forms part of economic development and youths of Malaysia are prepared for their future role in economic development and nation building.

Cooperative movement is recognised as an important machinery in the attainment of the twin objectives of the New Economic Policy. In fact now it can be said that every Malaysian is a member of a Cooperative or another. There are school-children's Cooperatives, Teachers Cooperatives, Farmers' Cooperatives, Fishermen's Cooperatives, Policemen Cooperatives, Civil Servants Cooperatives, Armed Forces Cooperatives, political party's Cooperatives.

The Youths, of course, have several Cooperatives and the biggest and the most successful is KOBENA. Cooperatives in Malaysia are formed with the following objectives:

- i) to uplift and improve the economic and social standards of the lower and middle income groups.
- ii) to increase employment opportunities in industrial and business sectors; and
- iii) to pool capital resources from members and engage in the various economic ventures in accordance with the government's New Economic Policy.

The Government, through the Department of Cooperative Development,

- i) encourages the formation of optimum types of societies which will have large membership, sufficient capital resources and efficient management.
- ii) encourages the establishment of cooperative federations; and
- iii) encourages cooperatives to participate in feasible and viable projects either individually, through joint-ventures with private sector or with other cooperative societies.

The cooperative societies in this country are united under the banner of an apex body, the National Cooperative Organisation of Malaysia - ANGGASA.

We are proud of the achievement of our cooperative movement. Some cooperatives have become large business conglomerates including our National Youth Cooperative (KOBENA). Yet, members are not satisfied: dividends

paid are small, direct benefits minimal. It is obvious, therefore, that the principles of cooperatives need to be examined firstly in the light of the changing economic needs and expectations of the members and secondly in the light of the economic development of the country. Members now look up to cooperatives as a source of financial investment and expect a higher financial returns, while the Government wants cooperatives to play a more active role in the economic and financial activities of the country.

Then, there is the regional economic cooperation to which Cooperatives could also contribute. We have paved the way in this respect, KOBENA of Malaysia and KOPINDO of Indonesia have signed a cooperation agreement in May last year, more than a year ago today. The Agreement basically involves cooperation in the following:

- i) Business development and joint undertakings of projects in both countries.
- ii) Transfer of technology and management in various fields.
- iii) Providing extension services and cooperation to the Youth Cooperative in the ASEAN Regions and international levels.

It is our hope that one day this will develop into cooperation of youth Cooperatives in ASEAN and later on develop further into cooperation of youth Cooperatives in Asia. Such a cooperation will enable the sharing of experience and problems of each other and the exchange of investment, Technical know-how and other business activities.

I hope your Seminar will afford an opportunity to discuss the promotion of cooperation among cooperatives. In conclusion, I would like to take this opportunity to congratulate the ICA and CYP, for their sponsorship of this Seminar. I wish you successful deliberations and I hope youth cooperative movements will benefit from this Seminar.

Ladies and Gentlemen,

It is my pleasure now to declare the Seminar open.

Background Paper

YOUTH AND CO-OPERATIVES IN PAKISTAN

BY

NAEEM MALIK

REGIONAL SEMINAR

ON

YOUTH AND CO-OPERATIVES

Kuala Lumpur - Malaysia, May 22 - June 2, 1983.

Organised by

ICA Regional Office & Education Centre
for South - East Asia,
New Delhi,
India.

Commonwealth Youth Programme
Asia Pacific Centre,
Chandigarh,
India.

YOUTH & COOPERATIVES IN PAKISTAN.

Pakistan emerged as an independent country from out of the Indian Sub-continent, on the 14th August, 1947. However, the Co-operative Movement was officially started in Pakistan area, as in the other parts of the then country, on the 25th March, 1904. The Government was of the considered view that if the down trodden peasants were to be saved from the clutches of the money lenders and the virtues of thrift and saving were to be inculcated on the principles of self-help and mutual aid, the organisation of Co-operative Societies was the need of the time. These could bring together agriculturists, artisans and other persons of limited means to jointly solve the common financial problems of each other and thereby improve their socio-economic condition. With these objects in view the Co-operative Credit Societies Act, 1904, was passed and put into effect. Since only credit societies could be formed under the Act and it had other short comings, it was replaced by the Co-operative Societies Act of 1912, which gave a great impetus to the growth of the Co-operative Movement. As a further step to activate the Movement, the Sind Co-operative Societies Act, 1925, which was inforce in the Province of Sind, was slightly amended and applied throughout Pakistan with effect from April 30, 1965.

2. The Co-operative Movement is a way of life and believes in the effectiveness of voluntary group action for social progress. It is founded on faith in the ability of an average man to look after his interests on the principle of each for all and all for each. Every individual member of a Co-operative

Society contributes to the efficient working of the group for the realisation of common economic objectives. There is no competition and greed for profits and the ideology is voluntary association and spirit for service. Capital is considered only as a means and not the end. Every member has one vote irrespective of his investment. The control is democratic. The co-operatives aim at economic, social and moral uplift of the members. In short, they are organisations of the people, for the people and by the people.

Involvement of the Youth.

3. The youth constitutes a fair percentage of the population of Pakistan. They are the nerve-centre of the nation and future hope of any country. The Co-operative Movement propounds the theory and shows a practical way for unity of purpose for better business and better living. The character of the movement calls for enlisting the goodwill, support and active involvement of the youth. Their participation is all the more necessary as the opposition comes from them, as they tend to disbelieve in the potentialities of the movement, mostly because of ignorance and lack of know-how. If, therefore, the youth, the leaders of tomorrow, are involved and imbued with the spirit of Co-operation and, they embrace the movement, it will grow and progress desirably to become the most effective instrument of accelerating economic development and the principal means of promoting just social order in the country.

The Present Situation.

4. The Co-operative Movement is 79 years old in Pakistan

by now. It has grown by a process of evolution and the result of the impact made is that there are about 50,000 co-operative organisations in the country with a membership of nearly 2.7 millions. The Movement is still credit oriented as in the beginning and the number of village agricultural credit societies is 27,000 which have a membership of about 1.2 millions. The object of these societies is to create funds to be lent to its members, to receive deposits and to purchase agricultural and household requirements in order to promote the economic interest of its members.

(i) Agricultural Credit Societies.

5. The young ones, as well, are engaged in agricultural operations and more often than not those above the age of 18 years are encouraged to become members of the local Co-operative Societies. They attend General Meeting of the Society, acquaint themselves with its affairs and come to know about the usefulness of Cooperatives. However, the elder ones become members of the Executive Committee and manage the affairs of the Society. Efforts should be made to enlist more and more young persons as members of the Society. It appears necessary that the active young members should also be elected to the Executive Committee and 1/3 of seats of the Executive Committee should be reserved for the members between the ages of 18 to 30 years. Besides that every such Society should set-up its Youth Sub-Committee and lay down its functions including enlarging the membership of the Society; health and sanitation of the village; campaign against illitracy; undertaking adult

education; giving up of bad customs, wastage of money on ceremonies; avoiding of litigation; setting up of library and reading rooms and programming of useful social and cultural activities. These measures will certainly go a long way in cooperatizing the youth and realising the objectives of the Co-operative Movement.

(ii) Thrift and Saving Societies.

6. The purpose of the Thrift & Savings Societies is to encourage thrift and savings whereby such savings may receive a reasonable profit without any risk, which remain within the control of the members and to afford loans to them against the security of their savings on easy terms of repayment.

Such Societies mostly exist among men and women teachers in Schools and Colleges. The teachers contribute a fixed amount from out of their salaries as deposits to the Society which is deducted at the base and made over to Society. This is done on the basis of the authority given by the members to the school and college authorities. The members can get loan upto 75% of their deposits for specific purposes, after the approval of the Executive Committee and are repaid in easy instalments. In this way, they learn co-operative methods and multiply their savings to which profit is added yearly. A member may withdraw his deposits on ceasing to be a member it may be transferred to the thrift and savings society in the institution to which a teacher is transferred or may be repaid on his retirement. There are about 1400 such societies in the country.

(iii) Industrial Co-operatives.

7. The main objects of Industrial Co-operative Societies are to provide funds to be lent to their members for the purchase of raw material and implements of the craft and to arrange the sale of finished goods. The need of cottage and small industries can only be met by an integrated system of financing; supply of raw material and marketing of the products, as an artisan can ill afford all that individually. Industrial Co-operatives provide all such advantages. They raise capital, purchase raw material and other requirements at reasonable prices and endeavour to sell goods of the members on favourable terms. These cooperatives cover, hand-loom, power-loom, textiles, metal goods, surgical instruments, furniture making and leather and sports goods. A vast majority of members of Industrial Co-operative Societies, which number about 1650, are very young or adults. They are mostly illiterate but well versed in their trade.

Women's Co-operatives.

8. (iv) Women Industrial Co-operative Societies have been organised among women from low and middle income groups to promote thrift, earn money for themselves or to augment the family income. These societies impart training and skills in cutting and sewing, knitting, embroidery, stitching, painting, soap making, fruit preservation, jam, jellies and squash making and type writing etc. to students and young and elderly women, for which machines and equipment is arranged. When the members have learnt the art, they prepare garments at the centre of the society or at home and are paid for that. Similarly they benefit from other skills learnt from the Society.

9. (v) Women Cooperative Thrift and Saving Societies

inculcate in them the habit of savings. The young and old members of these societies deposit the saved amount, in the form of monthly contributions. The amounts so saved are used to meet the needs of the family on such occasions as may place unusual strain on the resources of the family.

10. Besides the above, women, students and other young ladies are running co-operative stores, cafeterias, canteens and supply societies in schools and colleges, which provide articles of quality at fair prices.

The number of women co-operative societies in the country is about 1300 and their share capital is Rs.1.4 millions.

(vi) Cooperative Supply Societies.

11. Students of schools and colleges organise co-operative supply societies to arrange for and sell stationery, books, exercise books and other requirements of the member students. Quality articles are made available at lower prices than prevalent in the market. Such co-operative societies at Lahore have been federated into a central wholesale organisation known as the Co-operative Book Stores Ltd. and its object is to make available text books and stationery etc. to the institutional supply societies at wholesale rates which has enabled them to sell the same at the lowest possible rates to the members. These organisations have given the students ample opportunity to get practical training in managing and running joint ventures in a co-operative way. They are a few hundred only.

(vii) Consumer Stores.

12. Co-operative Consumer Stores and Janteens aim at obtaining requirements of consumer goods on whole sale rates so that they are made available to the purchasers at competitive rates. Such stores have mostly been organised for the employees of the Pakistan Railways, in the Government Departments, Banks, Industrial and commercial concerns and, in big private offices at different places. They are managed and controlled by the younger generation and the membership is open to those who work therein. No mention of the Co-operative Stores which function in shops in the open market or a chain of co-operative stores opened by the Co-operative Consumer Society (Co-op), Lahore is being made here. Altogether the Consumer Co-operative Stores are in the neighbourhood of 450.

(viii) Pakistan Writers Co-operative Society.

13. The aims and objects of the Pakistan Writers Co-operative Society are to induce the younger generation to produce useful literature or to take to painting to financially help themselves. This Society has set up a well stocked Co-operative Book Shop and Commercial Art Gallery at Lahore. It imparts useful books and has published some books of its own. The paintings are also exhibited and sold. The imported books include technical ones which are sold to the student community through the Co-operative Supply Societies in the concerned colleges, at cheaper rates.

(ix) Co-operative Unions.

14. There is one Co-operative Union in and for each of the four Provinces of Pakistan, namely, Baluchistan Provincial

Co-operative Union (2) Punjab Co-operative Union (3) Sarhad Co-operative Union and (4) Sind Provincial Co-operative Union, with their headquarters at Quetta, Lahore, Peshawar and Hyderabad, respectively. They strive to publicise and propagate the co-operative movement and impart co-operative education and training in order to promote and develop the movement. These Unions have adopted the following measures to spread the movement among the youth.

(a) The Unions arrange the issuance of supplements of well circulated daily newspapers and talks, interviews and panel discussions from Radio and T.V. stations, about the Co-operative Movement.

(b) They hold Seminars and Conferences on various aspects of the movement and involve college and University students.

(c) Co-operative and community development documentaries and slides are shown to gatherings. Debates and competition essays are arranged on co-operative subjects and prizes are awarded to young persons to bring them within the co-operative fold.

(d) A week-long elaborate programme is chalked out on the occasion of the annual International Co-operative Day, which includes meetings, Exhibitions, matches, competitions, special supplements, pamphlets and brochures etc. which are freely distributed.

(e) The Unions publish magazines regularly and undertake publication of original books, translations thereof, booklets

and leaflets. The priced books are sold almost at cost and the other publicity material is distributed free.

Co-operative Education of the Youth.

15. It had been realised from the very beginning, that expansion of the movement and education and training therefor, should go hand in hand. Arrangements for co-operative training started in the country in 1920, when a Co-operative Training Institute was set up. Theoretical and practical training courses were formulated for the field staff for specified duration and they had to pass an examination before being given the appointment. At present there is a full fledged residential Co-operative Training College at Faisalabad which started functioning in 1960. It imparts pre-service and in-service training to the officers and officials of the Co-operative Departments in the country and holds courses for Managers, Accountants, Secretaries of Co-operative Farming Societies, Farm Service Centres, Project Area Development and Multipurpose Co-operative Societies. They are trained in business management, administration, accounting and community development. It may be suggested that the College should start a regular two-year course for B.A. (Cooperation) and for that purpose admit students who have passed the Intermediate Examination. The B.A. First year and the Final Examinations may be taken by the Agricultural University, Faisalabad to which the College may be affiliated and a Degree of B.A. (Co-operation) may be awarded to those who pass the Examination. It will very much help young persons to seek suitable employment in the Co-operative Department and bigger co-operative organisations which complain the dearth of right men for the right posts. This is also

expected to create an awareness of the Co-operative Movement in the youth.

16. Besides the mentioned College, there are three Co-operative Institutes at Peshawar, Bahawalpur and Hyderabad which mainly hold classes of Sub-Inspectors and Secretaries of Development and Service Societies. The Co-operative Departments have appointed a cadre of Educational Assistant Registrars, Inspectors and Sub-Inspectors, who hold classes of various durations in the rural areas for members, secretaries and office bearers of primary societies. They are given training in the performance of their duties and functions. The strength of the staff is small and it cannot cope with the demands, need and requirements.

Pak-German Co-operative Institute.

17. The Pak-German Institute of Co-operative Agriculture is a joint venture of the Federal Republic of West Germany and Pakistan. It is located at Chak 5-Faiz, near Multan. The Institute is affiliated with the Agricultural University, Faisalabad. The Institute gives training in agriculture and its allied technical sections and has established agriculture, dairy and poultry demonstration farms for that purpose. Along with that it bestows training to young boys and adults as tractor and auto-mechanics; tractor operators, carpenter/wood workers, farmers and farm managers who are provided suitable jobs in co-operative farming societies.

Colony Co-operative Farming Union.

18. The Colony Co-operative Farming Union was organised in 1961 at Khanewal, as a Federation of 132 Co-operative Farming Societies. It arranges for the education and training of members and employees of Co-operative Farming Societies. The Union, besides encouraging mechanisation of agriculture and taking all measures to that end, trains the youth in the installation of tubewells, machinery, tractors and sugar cane crushers. These trained persons run mobile and stationed workshops of the Union and a fleet of 190 tractors. They are readily employed by the societies which need their services.

Other Youth Institutions.

19. Besides the co-operatives, there are other organisations for the youth in Pakistan doing social welfare and humanitarian work. They aim at providing facilities and amenities of life to youth in the fields of economic needs, education, health, hostelling, recreation and vocational training etc. This is done by establishing schools; Industrial homes, health centres, imparting skills in handicrafts, embroidery, knitting, needle work and tailoring and by setting up libraries, reading rooms and recreational clubs. More important of such organisations are Pakistan Youth Hostels Association; Pakistan Youth Welfare Association; Young Men's Christian Association; Young Women Christian Association; All Pakistan Women Association; Pakistan Youth Movement; All Pakistan Girl Guides Association and Lahore Mental Health Association. They are registered by the Social Welfare Department under the Voluntary Social Welfare Agencies

Ordinance promulgated by the Government. These organisations receive recurring annual grant-in-Aid from the Government and donations from the public.

Government Role.

20. The Government is dedicated to the spread and development of the Co-operative Movement and Social Welfare activities. The Federal and Provincial Governments have appointed Ministers for Cooperatives and Social Welfare, who are assisted by their Ministries. There are also separate Ministers of State for Co-operatives and Social Welfare at the Federal level. An Adviser to the President of Pakistan for Health and Social Welfare has also ^{been} appointed. The Government is very keen to involve the youth in the Co-operatives and Social Welfare Organisations.

21. With a view to infuse new and young blood in the Co-operative Banks in the country, the President of Pakistan issued the Co-operative Societies (Reforms) Order in 1972, which provided that a member of the Executive Committee of a Co-operative Bank shall not hold that office for more than two consecutive terms or part thereof and shall not be eligible for membership of the Executive Committee except after the expiration of a period of 36 months immediately after the two consecutive terms.* The Order also stated that all persons who have been a member of the Executive Committee for six consecutive years immediately preceding the commencement of the Order or for a longer period, shall forthwith cease to be members of the Executive Committee. Similar orders in the form of Ordinances were issued by the Governors of the Provinces of

Punjab and North West Frontier Provinces in 1981, which applied to major co-operative Organisations. Those measures of the Government had salutary effect and in the next elections of the Executive Committees of the concerned co-operatives, persons from the younger generation were elected as members in large numbers.

22. The Federal Government has set up a Pakistan Social Welfare Council for the co-ordination and guidance of Social Welfare Organisations throughout the country. The Federal Minister of State for Social Welfare is the Chairman of the Council and its objectives are to survey the needs and sanction annual grants-in-aid to the Social Welfare Organisations for the realisation of their purposes; to formulate plans and policies for the development of social welfare activities; to provide social welfare literature and to educate the youth in the problems of welfare with a view to secure their cooperation and involvement in solving their problems.

REGIONAL SEMINAR - YOUTH AND CO-OPERATIVES
(KUALA LUMPUR, MALAYSIA - 22 MAY - 2 JUNE 1983)

AUSTRALIAN BACKGROUND PAPER

THE YOUTH LABOUR MARKET

AND

FEDERAL GOVERNMENT LABOUR FORCE PROGRAM RESPONSES

Prepared by: Federal Department of
Employment and
Industrial Relations
Canberra, Australia

May 1983

Introduction

The Australian labour market has over the last decade been characterised by rising youth unemployment, particularly among 15-19 year olds. This position contrasts sharply with the optimistic job outlook Australian youth shared along with all sections of the work force in the 1950's and 1960's, during which sustained employment growth and low levels of unemployment were considered to be the normal state of affairs.

The buoyant state of the economy and high standards of living enjoyed during these earlier decades, gave rise to a feeling of security and acted as a disincentive to innovation in terms of new forms of vocational education and manpower programs. There was no hint of the difficulties which lay ahead and consequently little attention was given by Governments to putting in place the policies and programs needed for ensuring a skilled and adaptable future work force. Shortages of labour, although widespread, were essentially overcome through high levels of immigration mostly from Europe.

Government intervention in the labour market was very much the exception until rapidly rising levels of unemployment among young people in 1974-75 prompted the Federal Government to introduce manpower programs, targetted on the most disadvantaged job seekers. A variety of schemes was introduced at short notice and often without proper understanding of causes and effects.

While the manpower and training program efforts of both Federal and State Governments have undoubtedly facilitated labour market adjustments, the generally adverse economic climate over the last decade has tended to swamp such adjustments, and the labour market has continued its long term deterioration. The latest figures (March 1983) indicated that employment declined in absolute terms over the previous 12 months while the labour force continued to grow. The combined effect is reflected in a growth of unemployment of 271,900 persons over the year to March 1983. Total unemployment now stands at 731,600 or more than 1 person in 10 of those in the labour force.

The position of youth in the labour market is perhaps best illustrated by comparing their average unemployment rate with that of the total labour force. During 1982 the average unemployment rate for 15-19 year olds was 18.5% (males 17.1% and females 20.0%) and 10.4% for 20-24 year olds (males 10.6% and females 10.2%), compared with 7.1% for the labour force as a whole.

It is arguable that the conservative Federal Government policies pursued over the past 7 years with emphasis on control of inflation and reduced public sector expenditure have exacerbated unemployment levels. It was not until mid 1982 that the then Liberal (conservative) Federal Government faced by sharply deteriorating economic conditions and worsening unemployment, adopted direct public sector job generation programs, in an attempt to create additional job opportunities for the young unemployed.

The recent General Election in Australia, has seen the return of a Labor Government which is committed to a more expansionary economic policy and plans to implement specific programs aimed directly at increasing employment opportunities for unemployed of all ages, in both public and private sectors of the economy. The speed with which such policies can be effected, however, will no doubt be tempered by the fact that the new Government is faced with a substantial and unexpectedly high Budget deficit of about \$9 billion. There are already signs that the introduction of some pre-election commitments will need to be curtailed or at least delayed.

The challenge facing all sections of the Australian community and the Federal Government in particular, is one of arresting the long term economic and labour market decline and in particular boosting business and consumer confidence, reducing high levels of inflation and high interest rates and by so doing boosting employment opportunities and curtailing rising unemployment.

Arresting and reversing this general decline will require adoption of a progressive and comprehensive set of policies and programs aimed at achieving full employment as a longer term goal.

Specifically, such policies demand

- expansionary economic policies to revitalise manufacturing and stimulate employment opportunities in the services sector
- improved trade-training assistance and expanded training opportunities in the non-trade areas
- comprehensive transition to working life programs for young people in schools and tertiary education institutions
- adequate levels of income maintenance, including removal of financial disincentives to participation in education and training
- direct job creation programs, including development of additional work opportunities, such as work co-operatives and other forms of self-employment ventures.

The Youth Labour Market

Australian youth (15-24 years) constitute around 17% of the national population or some 2.6 million persons

- youth's share of the total population is, however, expected to decline steadily to between 13-14% over the next forty years as Australia's population gradually ages.

Persons aged 15-24 years account for almost 27% of the Australian labour force and represent some 1.85 million persons

- this relatively large share of the labour force reflects the youthfulness of the Australian population.

Australian youth also show comparatively high rates of labour force participation (around 62% for 15-19 year olds and 81% for 20-24 year olds) compared with 61% for the population as a whole

4.

- international comparisons, based on 1979 data, show that Australia's participation rates for 15-19 year olds were more than double the average for EEC countries and Japan and well above those for the US. For 20-24 year olds, participation rates were also relatively high in Australia although the margin of difference was much less.

Part-time employment levels for youth have been consistently high for several years, although in 1982 this trend was more than offset by a fall in the number of full-time workers

- the trend in part-time employment of teenagers showed an increase of around 10% per year in the five years to 1981 and teenagers working part-time now comprise 25% of the total number of teenagers employed
- although part-time employment has also been increasing among 20-24 year olds by around 4% a year, only 11% of all employed persons in the age group work part-time
- growth in part-time employment for both 15-19 and 20-24 year olds was noticeably below the trend growth rate in 1982, and was more than offset by sharp falls in full-time employment levels.

Employment and Unemployment

The youth labour market has been characterised by a recovery in 1980 and 1981 from previously depressed conditions, followed by an accelerating deterioration during 1982

- generally speaking the decline experienced in 1982 was more severe for males, full-time workers, and for 15-19 year olds.

Employment patterns by industry vary greatly between 15-19 and 20-24 year olds and generally reflect differing points of entry to the labour market, wage structures, availability of part-time jobs and the need for post school qualifications to gain entry to certain kinds of jobs

- the Wholesale and Retail sector, which is characterised by lower wage structures and part-time job opportunities, accounts for 38.4% of all jobs for 15-19 year olds
- by contrast, the industry distribution of the employed labour force of 20-24 year olds is fairly close to that of the total labour force.

Support for trade training through the apprenticeship system has been one of the main ways in which the Federal Government has endeavoured to improve the skill levels of young people

- intakes of new apprentices stood at an alltime high in 1980-81 of over 48,000 but showed a downturn movement of some 28% in the last half of 1982 reflecting the general effects of the recession and the end of the period of high investment in resources industries.

Australian youth has traditionally suffered a higher rate of unemployment than older age groups due to a relative lack of experience and qualifications and a propensity to change jobs more frequently than older workers

- these disadvantages present major obstacles in times of economic difficulties and the end result is that young workers have borne the brunt of increased unemployment since the mid 1970's.

There is a clear pattern evident within the youth labour force of a strong relationship between age and unemployment rates

- unemployment rates are highest for 15 year olds with low levels of education and decrease steadily with age and possession of post-school qualifications.

Recorded unemployment statistics generally understate the true level of unemployment as they exclude the so called "hidden unemployed" who would be looking for work if conditions closer to full employment prevailed

- a Federal Government survey in early 1982, showed 77,400 discouraged job seekers amongst those persons not in the labour force of which 11,400 or 14.7% were aged 15-24 years.

Summary and Conclusion

The year 1982 saw a continuation of the deterioration in the youth labour market which has been evident for the past two years. This deterioration which was most severe in the latter half of the year occurred both in unemployment rates (which have been consistently at high levels for youth since 1974) and in youth's share of the employed full-time labour force.

While 1982 was a bleak year for the youth labour market it needs to be recognised that young people even in favourable times suffer above average rates of unemployment. This is because at any given time a much higher proportion of young people are attempting to enter the employed work force. In addition, young people are prone to change jobs more often and especially in the teenage years suffer from a lack of experience and qualifications. Youth's vulnerable position in this regard usually means that in recession the unemployment rate for youth rises much more rapidly than that for other age groups.

It is notable that, compared with the downturn of 1974-76, the recent rises in total unemployment are much more broadly spread. While youth has been seriously effected, adults have accounted for a greater share of unemployment increases than in the previous downturn. This could partly reflect the fact that youth unemployment rates have remained high since the mid to late 1970's so that the scope for labour shedding through reduced recruitment of young people has been less in the past few years.

Federal Employment and Training Programs

Present Federal Government Employment and Training Programs can be categorised into three groups according to their labour market objectives

- skills objective : maintaining and developing labour force skills is essential if industry is to meet its skilled labour needs and to avoid impeding economic growth through a failure to meet the demand for skilled labour
- equity objective : labour market imbalances and dislocations tend to fall disproportionately on some groups. Partly on social grounds but also for economic reasons it is desirable to redress these problems and achieve a greater equity in the labour market
- efficiency objective : there is considerable dynamism in the labour market with continual flows of labour and on-going adjustments. Consequently it is necessary to minimise any imbalances that may arise particularly as a result of mismatching labour supply and demand.

The total manpower and training program Budget allocation in 1982/83 was \$248.69 million of which \$193.2 million is allocated to programs directed entirely at young people and trade training.

A description of individual programs under each of the three categories mentioned earlier, including aims and objectives follows:

(1) SKILLS OBJECTIVES

The skills group of programs falls into two categories

- the trade-training program supports the training of apprentices to improve the quality and quantity of trade-training and to improve the trade-training system itself.

- the skills training program directly assists training primarily in non-trade occupations in demand and indirectly supports the improved quality and quantity of training in industry and commerce generally.

Assistance under the trade-training programs takes the form of financial rebates provided to employers who provide off-the-job training or alternatively release apprentices for formal training in Technical and Further Education Colleges.

The skills training program consists of three separate program responses

- Skill in Demand Program : was initially developed in response to concern about skill shortages associated with major development projects and specifically aims to assist industry establish new or improved training arrangements, particularly those of a nationally consistent nature; and assist suitable unemployed people to obtain stable and rewarding employment.

An important aspect of the Skills in Demand Program is the emphasis placed on co-operation between industry and Government in the development and conduct of training projects. This co-operation is evident in course development, the selection of suitable trainees and the management of projects.

- General Training Assistance : the two basic objectives of this program are to assist industry meet its requirements for (non-trade) skilled labour and to assist individuals who, without training or re-training, experience difficulty in obtaining stable and rewarding employment in occupations in demand.

Assistance under this program takes the form of a training allowance payable to eligible unemployed persons wishing to undertake formal training in occupations in demand, or on-the-job training subsidies payable to employers willing to train unemployed persons in situations where experienced/qualified job seekers are unavailable to fill particular vacancies.

- Industry Training Services : this program is designed to assist industry to meet its skill requirements by providing financial assistance to aid and stimulate the systematic development of training programs through all sectors of industry and commerce.

The program principally funds the operation of Australia's National Training Council, its various Standing Committees and a National Industry Training Committee Network.

Funds are also provided for the employment of Manpower Development Executives and Industry Training Services officers; development of new training arrangements; research into training needs; promotion of training; group training schemes; trainer training courses and the production of training manuals.

(2) EQUITY OBJECTIVES

Apart from providing basic income support for the unemployed through payment of Unemployment Benefit, the Federal Government has established a range of education, training, work experience and support programs to assist those at particular disadvantage in the labour market, usually reflected in their duration of unemployment.

Existing programs concentrate overwhelmingly on the young unemployed, but also assist disadvantaged adults and provide special assistance for severely disadvantaged groups such as Aborigines, the disabled and those with special needs.

Assistance for the young has the following three objectives

- to influence quality and quantity of the supply of young people onto the labour market particularly through school-to-work transition programs and associated allowances
- to increase the demand for young people in the labour force through a work experience program

- to provide support for young people who find difficulty in gaining employment by involving them in community-based youth programs and offering work opportunities on projects which make worthwhile and long-term contributions to the community.

The School-to-Work Transition Program was introduced in late 1979 with the objective of increasing the range of vocational education options in schools and Technical and Further Education Colleges for all 15-19 year olds, particularly those experiencing or likely to experience difficulty in making a successful transition from school to work. In announcing the program the Federal Government undertook to provide an additional \$150 million to State Governments over a five year period 1980-84 inclusive for program development and implementation. Allowances are payable to longer term unemployed young people who attend School-to-Work Transition Courses in Technical and Further Education Colleges.

Work experience opportunities for young people are provided under the Special Youth Employment Training Program. This program aims to remedy the disadvantage of those long term unemployed young people who are less able to compete in the labour market than others because they lack work experience or employment qualifications and/or personal qualities generally required by employers.

To help reduce these disadvantages wage subsidies are offered to employers who provide these young people with a period of work experience and training which will give them a better basis for entry into continued employment with that employer or equip them with the skills and experience which are more easily transferable and acceptable to other employers.

For employers to qualify for the subsidy, they must be prepared to provide work experience and on-the-job training in a full-time job for a set period and also agree to a training plan for each trainee and pay at least the award wage for the particular job.

The primary community-based youth program offering assistance to unemployed young people is the Community Youth Support Scheme. This scheme aims to encourage communities to assist local unemployed young people to develop their capacity for obtaining and retaining employment and to become more self reliant during periods of unemployment.

Under the Community Youth Support Scheme, the Federal Government makes grants available to publicly elected community-based Local Management Committees who are responsible for the management of individual projects, including the employment of appropriate staff. Projects may offer a range of employment related, life skills and recreational activities, as well as work experience and community service. Direct financing of work co-operatives is not permitted.

Participation in the scheme is voluntary and is open to all unemployed people under the age of 25 years who are over school leaving age and not in full-time education. Young people participating in the scheme retain any eligibility that they may have for Unemployment Benefit and may be reimbursed actual transport costs incurred in travelling to and from project activities.

In addition to the Community Youth Support Scheme the Federal Government also provides funds for two smaller community-based programs which have the objective of

- establishing referral agencies for unemployed young people who wish to undertake worthwhile voluntary community service activities in non profit organisations, and
- to enable community organisations to conduct innovative employment and training related activities.

Special training programs are also available for Aborigines and the disabled. Assistance is generally available for on-the-job and formal training with employer subsidies and trainee allowances usually pitched at higher levels to those normally provided under the previously mentioned General Training Assistance Program.

A more recent initiative of the previous Federal Liberal Government has been to use \$200 million, made available from Federal savings on salaries and wages through a wage pause, to generate new jobs.

The Federal Wage Pause Program, announced in mid-January 1983, has two elements

- \$100 million for young unemployed
- \$100 million for older unemployed and others disadvantaged in the labour market.

Each State Government has been allocated a proportion of the \$200 million available and submit projects to the Federal Government for approval

- projects must be of 3 months minimum duration and as far as possible provide full-time employment on new jobs.

(3) EFFICIENCY OBJECTIVES

The efficiency of the labour market can be improved by selective intervention aimed at facilitating adjustments necessitated by changing circumstances and at overcoming necessary barriers to labour mobility.

- apart from a job vacancy and placement role, the Commonwealth Employment Service provides specialised services, such as vocational guidance, counselling and advice on education and training opportunities generally. It also acts as the delivery agent for the Federal Government's labour force program and offers assistance to groups with special needs. The CES is presently placing people at a rate of around half a million per year

- the Commonwealth Employment Service also provides financial assistance to enable persons who are unemployed or about to be retrenched to move from areas with poor employment prospects to areas where employment is available and also to pay the cost of travel to attend job interviews.

Other Federal Government labour force measures aimed at overcoming barriers to labour mobility include

- published short term forecasts of demand for skills, and
- research into the labour market to promote increased understanding of labour market operation.

General Comment

In all three categories, considerations of equity are important determinants in the structuring of programs and the allocations of resources. This is highlighted in particular in the concentration of effort up to this point on assistance to the longer term unemployed youth.

The present employment and training programs operate, with only minor exceptions, through existing education and training systems usually administered by State Governments and industry itself.

The current range of employment and training programs provide allowances, subsidies and rebates as incentives to employers to provide training and employment.

With the exception of the recently introduced job generation programs, the employment and training programs are designed largely to respond to labour market demand, rather than to influence the level and nature of demand.

In overall terms the programs have until recently had little effect on the size of the labour supply because they neither provide assistance for large numbers of people to undertake full-time formal education or training nor do they include measures such as early retirement.

At the present time programs are directed overwhelmingly to assist the young and to improve trade training, although special provision is made to assist other particularly disadvantaged groups.

It needs to be stressed however, that the recently elected Federal Labor Government intends to make a number of changes to existing manpower and training programs in Australia. While precise details of new initiatives in this area are yet to be announced some possible new directions made public during the pre-election period and contained in last week's economic statement by the Federal Government, are covered in the next section of this paper.

FUTURE FEDERAL GOVERNMENT EMPLOYMENT POLICIES

The new Federal Labor Government is committed to restoring and maintaining full employment as a major policy priority. To this end it will, in the first instance, concentrate on introducing policies and programs providing the necessary prerequisites for reducing the trend to higher unemployment.

One of the first actions of the new Federal Government has been to organise a National Economic Summit Conference to provide a forum for State Governments, employers, Trade Unions and other sections of the community to identify the contributions each could make towards national recovery. The Summit Conference has been successful in securing broad agreement on the role of an incomes and prices policy as part of the Federal Government's efforts to promote employment and to achieve recovery and growth.

Other areas on which broad agreement was reached at the Summit relate more directly to the development of future manpower and training initiatives and include a recognition that

- young people have been particularly severely affected by deteriorating economic conditions and other socio-economic changes and that imaginative policies and programs are required for youth
- education, training and re-training are of fundamental importance to the nation's present and future well being.
- job creation schemes should maximise the number of real jobs, and to this end should concentrate on developing economic infrastructure such as housing and community services as well as growth in the private sector.

In broad terms, the Federal Labor Government believes that its employment policies should be pursued within a framework of comprehensive labour market planning. To this end it intends to significantly improve the availability of labour market data, develop labour market forecasting and play a leading role in manpower planning activities.

In terms of employment generating programs, the Federal Labor Government is committed to implementing specific programs directly aimed at increasing employment opportunities in both public and private sectors of the economy and catering for unemployed of all ages. Specifically, additional employment opportunities for the unemployed will be created through the implementation of two major employment generating programs.

The first program was announced late last week and provides for the establishment of a Community Employment Program under which \$300 million will be provided in 1983/84 to provide new jobs, particularly for those most disadvantaged in the labour market.

The objective of the Community Employment Program is to generate a level of activity in 1983/84 consistent with supporting in a full year 70,000 full-time jobs for an average duration of six months.

It is intended that the projects supported will lead to improved local community facilities and services, including improved roads and country water supplies.

All levels of Government and community organisations will participate in the program, and projects will be selected through joint Federal/State consideration.

The second program also announced late last week is to be known as the Private Sector Assistance Program. This program aims to increase the availability of a broad range of employment opportunities in the private sector for unemployed of all ages and will replace existing work experience programs introduced by the previous Government. Details of the new scheme are yet to be determined. However, it is intended that the program involve elements of job creation, work experience and training.

Apart from these two major programs, the Federal Labor Government has indicated that the magnitude of the unemployment problem may well necessitate the development of more progressive approaches to creating additional work opportunities. In this regard some of the areas which are likely to be investigated with a view to future development will include.

- the feasibility of developing a national program of worker co-operatives as well as the possibility of supporting the development of rural based communal projects, and
- the potential for expansion and improved opportunities in the self employed sector of the economy.

Another area of particular concern is to improve the effectiveness of the apprenticeship system in meeting the skilled demands of a changing economy. The Federal Labor Government would seek to investigate ways of increasing apprentice intakes to accommodate the longer term skill requirements of the economy; reduce wastage rates; shorten the length of apprenticeship terms and improve the quality of training generally.

Consistent with these objectives it is expected that existing Federal apprenticeship support programs will be subject to evaluation and review to determine the potential for modifying existing programs or replacing these with new arrangements. In addition, general labour market training and re-training opportunities outside apprenticeship are expected to be expanded and improved particularly for adults.

The ultimate objective would be to ensure that re-training opportunities are available to at least 1% of the labour force which would mean an annual training effort involving at least 65,000 members of the labour force.

A further area of major concern is the low rate of participation in post compulsory secondary schooling in Australia and the relatively small proportion of young school leavers engaged in formal vocational training.

While the previous Government's School-to-Work Transition Program has resulted in the provision of alternative school curricula particularly for less academically inclined students and has considerably expanded the number of fulltime vocational training opportunities in Technical and Further Education Colleges the Federal Labor Government believes it is necessary to take more positive and comprehensive steps to improve the opportunities for pre-vocational and vocational preparation for young people.

As the first step the Government will be seeking to undertake a thorough evaluation of the main types of School-to-Work Transition Courses and Programs currently in operation and promoting the development of more extensive and integrated courses of vocational preparation combining basic training, broad pre-employment training, work experience and the possibility for increasing vocational specialisation.

It is recognised, however, that effecting changes to the education system is a longer term objective involving extensive consultation with employers, unions and training institutions and requiring significant changes in the orientation of secondary school and technical education systems.

In the light of substantial structural change and unemployment, attention will also be given to the provision of adequate assistance measures to effected areas of the labour force. Areas likely to be the focus of future policy action include the Commonwealth Employment Service, so that its role as the national job placement service can be strengthened and its ability to implement and oversight the operation of labour market programs is enhanced.

The Community Youth Support Scheme, which has provided invaluable support for unemployed young people since its introduction in 1976, is also likely to be strengthened through the provision of more adequate levels of Federal funding.

A further fundamental issue which is likely to receive early attention is the provision of adequate levels of income maintenance for the unemployed and those threatened with redundancy.

Conclusion

As indicated earlier in this paper the task facing the newly elected Federal Labor Government is extremely difficult given that Australia's economic problems are quite deep seated and not amenable to rapid solution.

At this early stage the new Government has laid the foundations for consultations and co-operation between Government, business and unions through its initiative in calling a National Economic Summit Conference.

Since that time the Government has focussed much of its attention on a re-assessment of its pre-election policy objectives and intended programs of reform in the light of an inherited Budget deficit of some \$9 billion.

The Government has, however, moved swiftly and in last week's Economic Statement made it clear that it is simply unable, because of economic circumstances, to give effect to all its pre-election promises. It has, however, given high priority to the creation of employment opportunities through job creation schemes for those people unemployed or otherwise disadvantaged in the labour market and has foreshadowed an increase of \$383 million to more than double expenditure on existing employment and training programs in 1983/84.

CO-OPERATIVES AND YOUTH

AUSTRALIAN EXPERIENCE

PETER KENYON

May 1983.

YOUTH AND CO-OPERATIVES IN AUSTRALIA

INTRODUCTION

Co-operative enterprise activity has a long history in Australia. The first official co-operative venture was established in Brisbane in 1859. The co-operative business structure played a very important role especially in the development of rural areas. Consumer and marketing co-operatives dominated rural business life from the 1860's onwards. Australia was represented at the formation meeting of the International Co-operative Alliance in London in 1895. By then, co-operatives had been established in every State of Australia, except Tasmania. Today, consumer, marketing, building society, credit and community advancement co-operatives represent a significant part of Australia's economic life. In 1978, the Co-operative Federation of Australia counted 9,913 co-operatives involving membership of 2.6 million people. (1)

Unfortunately the co-operative movements have never historically had any special commitment toward attracting young people to co-operative ideals. As a consequence, the number of co-operatives in Australia slowly declined from the 1940's, and the co-operative principles have been largely unknown to most young people. It was not until mid 1970's with a deteriorating economic situation, that an unprecedented interest has occurred in co-operative concepts by young people. Many unemployed people and concerned community members began exploring new job creation methods, and for some the concept of worker co-operatives had tremendous appeal. From a grassroots beginning, the Worker Co-operative Movement has grown, and now three State Governments have committed themselves to programmes involving State support.

WORKER CO-OPERATIVES

It is not easy to draw a clear and accurate profile of the Worker Co-operative model in Australia, due to a lack of an agreed national definition and national legislation. However, the basic principles are espoused in Appendix One.

Support from governments have stemmed from the beliefs that Worker Co-operatives are organisations which :-

- create permanent employment
- enable participants to co-own and control democratically their own enterprise.
- enable the workers to fully share the fruits of their labour
- add to economic growth and contribute to social development in local communities.

Developments in different States are detailed in the following sections of this paper.

NEW SOUTH WALES WORKER CO-OPERATIVE PROGRAMME

In response to community interest, the State of New South Wales initiated a 3 year, \$3 million Worker Co-operative Scheme in 1979, amongst its range of unemployment responses. The programme's principal aim was to "establish independent, viable businesses in which ownership and control are vested in those who are actually working in the business, and is exercised in a democratic manner." (2) The programme had a further range of social objectives and a policy of giving previously unemployed young people preference. Over 20 worker co-operatives were assisted in a full range of entrepreneurial activities. (See Appendix Two for summary of ventures).

Economically, the programme has achieved the following from \$1.5 million in grants by June 1981 :- (3)

- Creation of 49 new businesses with assets valued at \$332,000 and generating an annual turnover of about \$1.4 million.
- Creation of 200 permanent and 120 casual jobs, while 440 people have moved to employment outside the co-operatives.
- Job creation had cost \$5,400 per person, compared with an average of \$16,000 per person in private enterprise.
- For every full-time job created in a worker co-operative, 0.7 of one full-time job had been created elsewhere in the community due to the multiplier effect.
- A savings of approximately \$250,000 on unemployment benefits.
- Taxation revenue in excess of \$150,000 from worker co-operatives during the twelve months to March 1981.
- In 1981, the programme won the Productivity Improvement Award for Small Business.

The programme ended in June 1982, and a new scheme has been implemented. This scheme is based on the operation of two new bodies :-

- The Workers Co-operative Development Agency - an independent agency controlled by the Worker Co-operative Movement which provides business advice and training.
- Common Ownership Finance Pty. Ltd. - a company owned and controlled by the Co-operative Federation of New South Wales and responsible for the allocation of low interest loan funds to actual and potential co-operatives.

VICTORIA CO-OPERATIVE DEVELOPMENTS

In the late 1970's, several Victorian communities helped establish workers co-operatives as a creative response to unemployment. In response to these initiatives, the Victorian Government launched the Co-operatives Development Programme in April 1981.

The objectives of the programme were to :-

- (a) establish viable, new small-scale business enterprises, or employment generating modifications to existing businesses through work co-operative ventures.
- (b) enhance the effective integration of the training and social resources required to provide for the long term viability of work co-operatives, and through these ventures to :-
- (c) improve the economic well-being and social conditions of those unemployed and facing difficulties in entering or re-entering employment.
- (d) make use of unused or underutilised community resources; and
- (e) enhance the employability of participants in the programme.
(Finding guidelines are attached as Appendix Three).

The co-operative development that has resulted differs from that in New South Wales. While N.S.W. has placed its emphasis on worker co-operatives, the Victorian Scheme has divided control between worker members and members of the local community interested in creating jobs for the unemployed.

During the first 12 months, 19 groups were assisted. 11 of these co-operatives were concern-based community employment co-operatives and 8 were worker co-operatives (See Appendix Four for a summary of enterprises established).

The programme was further strengthened with a change of Government in 1982, and an additional \$850,000 was provided for the 1982/83 period.

In addition to seeding grants and loans, the scheme has funded the following to assist the new co-operatives :-

- The Co-operative Federation to establish a Business Advisory Scheme.
- The Vocational Orientation Centre (part of the Royal Melbourne Institute of Technology) to establish an Education and Training Unit.

Presently the whole scheme is being evaluated by an external agency. Their report will certainly provide the foundations for future developments.

CO-OPERATIVE DEVELOPMENTS IN OTHER STATES

Work Co-operatives involving young unemployed have emerged in all States of Australia. At present, only N.S.W. and Victoria provide a direct government support programme. However, a variety of community support structures have developed :-

e.g. Many Welfare organisations have sponsored co-operatives involving unemployed youth.

- The South Australian Government has provided grants and small business training through its Self Employment Ventures Scheme. Several of the initiatives emerging from this have taken a co-operative structure.
- Some co-operatives have emerged out of school based enterprises, often initiated with funds from the School's Commission or School to Work Transition.
- Groups of crafts people have often got together and formed a craft co-operative.
- Some alternative lifestyle communes in rural areas have developed along co-operative principles.
- The West Australian Government has announced intentions to establish a Co-operative Business Ventures Scheme for young people. As yet this promise has not been implemented, but developments are expected in the next few months. (See Appendix Five for details of their pre-élection promise).
- Through the Community Youth Support Scheme, many casual labour exchanges for unemployed youth have been established. Some of these have moved into the creation of permanent employment along co-operative lines.

- Many local government authorities have assisted the development of co-operative activity by young people, through the provision of small grants, subsidised rent, professional assistance by council staff, etc..

ABORIGINAL CO-OPERATIVE DEVELOPMENT

Co-operative philosophy has always been a part of the Australian Aboriginal way of life. Thus co-operative structures have been adopted by many Aboriginal Communities as social and economic vehicles. Many young Aboriginal people have been able to grow in co-operative philosophy and practice through the operations of Tranby Co-operative Aboriginal College in New South Wales. This college provides Aboriginal people throughout Australia with an educational centre that allows :-

- education courses in co-operative practices with an atmosphere that recognises Aboriginal culture.
- response to individual requests by Aboriginal communities for special information or services.

Tranby is the only Aboriginal residential teaching centre and the only co-operative teaching college in Australia.

SCHOOL BASED CO-OPERATIVE ACTIVITY

Co-operative education has never been part of the Curriculum of Australia Schools. However, an increasing number of educators and community members are beginning to see the need for young people to learn the value and operation of co-operatives while still at school. This in the last few years has lead to the following developments :-

- establishment of several school based co-operative enterprises as a form of experiential learning. In two cases, the prospect grew into a community based work co-operative. (Marlborough Producers and Recycling Co-operative in Victoria, and Project Recycle in Western Australia.)
- funding for the development of co-operative education curriculum. This is happening in 1983 in at least three States through School to Work Transition Programme. The major programme is in Victoria where through the Holmesglen Technical College a Pre-co-operative Educational Curriculum Development Project is underway. The aim is to ascertain what can be achieved theoretically and practically by co-operative efforts within a school setting, develop appropriate curriculum material and implement a practical model to be piloted in 1984. (See Appendix Six for more details).

OTHER EMERGING FORMS OF CO-OPERATIVE ENTERPRISE INVOLVING YOUNG PEOPLE

With growing unemployment, inflation and higher interest rates for housing loans, an increasing number of people are being forced to live below the basic living standard. Due to these pressures and reduced level of income, many people (and especially young people) have combined to form two forms of co-operative initiative :-

- Food co-operatives - as a way of providing access to cheaper food.
- Housing co-operatives - being used effectively in Victoria to allow management control over Public housing to be placed in the hands of tenant members who form a co-operative. Co-operative housing is allowing low income people access to the major advantages of home ownership at a price which they can afford.

FEDERAL GOVERNMENT ATTITUDE TO CO-OPERATIVES AND YOUTH

The previous Federal Government had no policies on programmes in the area of youth and co-operatives. Since the election of the new government in March this year, several senior members of government have made encouraging statements on the possibility of a youth co-operative programme as a genuine response to unemployment.

Senator Susan Ryan, Minister for Education and Youth Affairs has stated support on a number of occasions :-

e.g. "... our task as government, employers and union must be to build into our plan for recovery targeted programmes, special provision and specific mechanisms to ensure that all Australians have the right to contribute to and share in the benefits of recovery. Such programmes, provisions and mechanisms must include - ... encouragement of the creation of rural and urban-based co-operative enterprises in such activities alongside the conventional production process". (6)

"... I have raised the issue providing a social and economic alternative for those excluded from or choosing for a time not to follow a conventional working life. Here we are looking at the development of small Co-operative enterprises which can provide economic alternative, and social support groups for young people". (7)

As yet, that verbal support has not been translated into concrete programmes. However, 1983 should see some positive developments.

THE FUTURE OF CO-OPERATIVES AND YOUTH IN AUSTRALIA

Enthusiasm for co-operatives as a response to social and economic problems is growing in Australia. 1983 could see a real acceleration in this area. However, the success of such a movement depends on the resolution of a series of key issues/problems :-

- access to adequate capital.
- development of appropriate State support including direct funding, research and development, appropriate legislation, tax concessions, etc.
- the blending of idealism and sound business practices.
- reconciliation of economic and social objectives.
- the development of local communities and its organisation from just providing traditional social, welfare, educational and recreational services to trading entrepreneurial job creation activities.
- special problems related to drawing participants from among young long term unemployed people.
- the relationship to, and role of the trade union movement.
- the education of the wider community in co-operative philosophy and principles.
- establishment of adequate criteria and indications for judging the social as well as the economic performances of co-operatives.

- the difficulty of attracting professional management expertise with an understanding of managing a democratic structure.
- the involvement of the older traditional co-operatives in the new youth co-operatives.
- the establishment of adequate pre-co-operative education programmes within secondary and technical education institutions.

The youth of Australia have just begun to see the co-operative vision. There are many issues to be resolved, however, the journey to possibilities has begun. Progress can be greatly helped by the experiences of our neighbour South East Asian countries.

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FOOTNOTES

- (1) A Jamrozik, R. Beck - Worker Co-operatives - An Evaluative Study of the N.S.W. Worker Co-operative Programme.
Kensington: Social Welfare Centre, University of N.S.W., August 1981 - p. 4-5.
- (2) Quoted in J. Carruthers, "The Emergence of Worker Co-operatives in N.S.W., Work and People", Vol. 7, No. 3 1981, p. 12.
- (3) Ibid - p. 17
- (4) Freem Statement at the Victorian Ministry of Employment and Training, August 1981.
- (5) See - "Housing Co-operatives", Co-operative Review, 6 November 1982 p. 4-5.
- (6) Part of a statement by the Minister for Education and Youth Affairs and Minister Assisting the Prime Minister on the Status of Women to the National Economic Summit, 12 April, 1983.
- (7) Part of an address by the Commonwealth Minister for Education and Youth Affairs to the Youth Affairs Conference, University House, Canberra, 27 April, 1983.

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CONCEPT OF WORKER CO-OPERATIVES

Worker co-operatives represent unique small business structures, based on the following principles :-

- * the business, management, objectives and the use of assets are controlled by the workforce. No outside membership is allowed.
- * one owner, one vote applies in all systems of voting (irrespective of how many financial shares are held by members).
- * The subordination of capital to labour - labour hire capital, capital does not hire labour. There is a very clear distinction between reward for labour and reward for lending capital. Those that provide capital receive a fair but fixed return, but any trading surplus (i.e. profit) is regarded the property of the workers. Thus the aim is to maximise the return to the workers rather than shareholders.
- * The workers' share of the profits is based upon their patronage of the co-operatives, measured on the basis of work input rather than capital input.
- * If the workforce decides to dissolve the enterprise, then no member can benefit financially from the action - after the payment of all debts, remaining assets are given to another co-operative or the local community, not the membership.

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EXAMPLES OF WORKER CO-OPERATIVES IN NEW SOUTH WALES

- * Auburn Work Collective: computer service, printing.
- * Omnibus Printery: printing
- * Workforce Enterprises: packaging and distribution.
- * Northern Beaches Pipeline Group: mower centre, ski shop, clothes making and retail.
- * Blue Mountains Work Services Group: fuel sales, maintenance, gardening and landscaping, metal and welding shop.
- * Hills Work Collective: concrete kerbing, kiosk, landscaping, painting and decorating, pallet making and repair.
- * Newcastle Craft Works: craft shop
- * Teamwork Co-operative Ltd: craft shop, restaurant
- * Taskforce Industries Co-operatives Society Ltd: fibreglass canoes, and boats, decorative plaster, joinery, mine panels.
- * Manning Co-operative Ltd: canvas and jute products, fibreglassing, horse rugs.
- * Crow Enterprises: fibreglassing, bus shelters, landscaping, playground equipment, shower stalls, street and park furniture.
- * Workop Industries: electrical and electronic services.
- * Bellingen Employment Co-operative Society: joinery
- * Gosford Work Co-operatives: retail - fruit, take-away food, general store.
- * Outwest Aboriginal Collective: wooden artifacts.
- * Shoalhaven Employment Co-operative Ltd: bread vending, lawn, domestic and industrial services, pool kiosks, can recycling.
- * Workforce Enterprises: maintenance, gardening, courier, cartage and removals.

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EXAMPLES OF WORK CO-OPERATIVES IN VICTORIA

- * Ballarat Employment Co-operative: tree planting, landscaping, agricultural services.
- * Hodja Educational Resources Co-operative: multicultural and multi-lingual publishing.
- * Loch Ard Trading Co-operative: craft shop and product distribution, recycling centre.
- * Mandurah Health Food Shop: health food shop
- * Bootstrap Trading Co-operative: chamois and split suede clothing and accessories, contracted sheep skin products.
- * Open Channel: television production, training facilities for hire, public television operator applicant.
- * Public Images: mural painting.
- * Italo-Australian Employment Co-operative: Osteria, eating house.
- * Brunswick Work Co-operative: silkscreen and offset printing.
- * Correct Line Graphics: typesetting and graphic service.
- * Goldfields Community Radio Co-operative: public radio station.
- * Frankston Motor Cycle Park Co-operative: motor cycle park, cycle repairs and kiosk.
- * Sybylla Co-opressive Press Ltd: printing and publishing.
- * Wanderfood Co-operative: mobile health food service.
- * Collingwood Co-operative Overseeing Committee: second-hand furniture retail business and theatre troupe.
- * Shepparton Disable Workers Group: craft products.
- * Essendon Job Generation Group: metal press related activities.
- * Multi Purpose Community Employment Co-operative: building, engineering, domestic services.
- * Turkish Women's Association Co-operative: handicrafts and Turkish carpets.
- * Maryborough Producers and Recycling Co-operative: recycling, bicycle construction, solar products, television news.

VICTORIAN CO-OPERATIVE DEVELOPMENT GUIDELINES

Funding is dependent on adherence to the following guidelines :-

- (1) Registration and continued meeting of the requirements of registration.
- (2) A real understanding of co-operative principle and practice, e.g., membership of the Co-operative Federation of Victoria and attendance at meetings of community co-operatives.
- (3) Acceptance and observance of all relevant responsibilities as employers required under Commonwealth and State legislation and regulations. The onus is on the co-operatives to know and observe relevant legislation and regulations.
- (4) The establishment and maintenance of adequate financial records supervised by a qualified accountant. Banking, financial and money management details should be fully disclosed.
- (5) Grants and/or loans will only be used for the stipulated purposes. A formal application will have to be made to the Funding Committee for any approval to alter use of monies allocated for specific purposes.
- (6) All costs must be built into pricing structures.
- (7) Acceptance of the need for full accountability to the Funding Committee through :-
 - (a) monthly cash flow statements, balance sheets and profit and loss statements;
 - (b) copies of all Board minutes and any associated documents considered by the Board;
 - (c) quarterly reports indicating the extent to which the goal of self-sufficiency is being attained;
 - (d) normally, audited statements on the use of previous loans and grants will be required prior to funding.
- (8) The demonstrated and continued contribution and initiative of initiators and supporters including the active and substantial involvement of the unemployed in all phases of the co-operatives and of people with necessary managerial skills and competence.
- (9) The capacity to successfully carry out stated objectives, and the feasibility of these proposed/actual activities within available resources and time frame.
- (10) The capacity to become economically self-sufficient within a three year period.
- (11) The existence of or acceptance of the need for a feasibility and/or market study and/or the existence of tried business areas.

- (12) An emphasis on labour rather than capital intensity activities.
- (13) Subject to market conditions, an emphasis on activities that do not compete unfairly with existing business enterprises.
- (14) The nature and future economic relevance of the actual/proposed goods produced and services provided.
- (15) Defined, specified and few objectives, and an emphasis on a few stable single products or services.

* * * * *

CO-OPERATIVE BUSINESS VENTURES FOR YOUNG PEOPLE

(A policy statement by the Australian Labor Party for the West Australian State Election, January 1983)

"A State Labor Government will provide assistance, through grants, loans, training, guidance and support to groups of young people who intend to establish viable co-operative business ventures.

The objectives for this programme of assistance are :-

- (i) to establish viable small-scale business ventures organised and administered by, and employing, young people.
- (ii) to improve the economic well-being and small business training of those young people who are unemployed or facing difficulties in entering or re-entering employment.
- (iii) make use of unused and under-utilised community resources.
- (iv) enhance the skills and continued employability of participants.

Applications for assistance from the programme will be assessed in terms of :-

- * their ability to generate, after an initial establishment period, a self sustaining business venture.
- * the extent to which they will fulfill the objectives outlined above.
- * the acceptance of the need for full accountability.
- * the observance of co-operative principle and practice.
- * compliance with all the relevant responsibilities to workers under Federal and State legislation and regulations.
- * the extent to which the venture will meet a regional need.

This programme will not just provide employment - it will provide valuable small business training and skill development, with full State Government support, to the participants.

It will involve the State Government, community groups and young people themselves with the chance to develop meaningful and effective employment opportunities."

(Taken from pp. 12-13 of: Youth: The Future of the West.)

PRE-CO-OPERATIVE EDUCATION CURRICULUM DEVELOPMENT
HOMESGLEN COLLEGE OF T.A.F.E.

OBJECTIVES

A research officer/curriculum adviser will be responsible for the gathering and analysis of material on pre-co-operative education, liaison with appropriate Transition staff, the development of appropriate curriculum material and ensuring that a practical pilot scheme in Co-operative education can be undertaken in the Transition area in 1984.

SCOPE

To become familiar with :-

- Transition programmes and target groups
- existing co-operative programmes in Victoria
- existing material on pre-co-operative education from Australia and elsewhere.

To develop curriculum in such areas as :-

- history of co-operatives
- co-operatives in Australia
- traditional business ventures V co-op business structures
- management and decision-making in co-operatives
- role of workers, member shareholders in co-operatives
- community employment co-operatives
- the possibilities of working as a group to create employment
- to gather and analyse existing material on pre-co-operative education
- to liaise with Transition staff to encourage interest in pre-co-operative education
- to work closely with one or two TAFE Transition programmes to ensure that a practical pre-co-operative education programme can be piloted in 1984.
- to produce curriculum material for use in Transition programmes
- to develop a practical model of implementation for a Transition programme/programmes to be piloted in 1984. The model shall focus on community employment co-operatives. In conjunction with staff from existing TAFE Transition programmes to tackle areas related to :-
 - (i) desirable target group size, possible product/service, local community involvement, financial legal and administrative issues, implementation of curriculum, evaluation procedures;

(ii) develop a specific model for a co-operative.

to ensure curriculum material is designed and produced in a form ready for practical usage. This involves supervising the product (possibly contracting specifically skilled labour) and ensuring appropriate printing and distribution.

* * * * *

Role of Co-operatives in Youth Development in Nepal

By: R.R. Ed. Mehta

Nepal is a land locked Himalayan kingdom surrounded by two gigantic neighbouring countries, China in north and India in East West and South. Out of its total area of 56,000 sq. miles only 17 percent (2.3 million hectares) are under cultivation.

Nepalese economy is predominantly influenced by agriculture. More than 90 percent of total population (total population is about 15 million gets their livelihood from agricultural sector. Moreover agriculture contributes 70 percent of the Gross Domestic products (GDP) and its share in country's export trade scores up to 80 percent. The importance of agricultural sector in the economic sphere of the kingdom is so large that the overall economic development of the country depends largely upon the development of agriculture itself.

But in spite of overwhelming significance of agriculture, this sector is encountering several problems and drawbacks. Notable among them are lack of irrigation facilities, small and fragmented land-holdings, traditional and unscientific method of farming, lack of capital etc. Sajha (Co-operative) movement in Nepal, has been launched to assist the agricultural sector to overcome some of the problems faced by it.

Co-operative Movement in Nepal

Co-operative movement in Nepal was initiated in 1953 with establishment of Co-operative Department. But the first and foremost cooperative institution started only in 1956 in form of credit cooperative in the district of Chitwan.

During the period of first, second and third plan (1956-1970) nothing has been come substantially except organisation of 1493 primary cooperatives with 81,163 members covering 56 district.

During the period of 4th plan (1970-1975) emphasis has been given to qualitative development of the cooperatives and started revitalisation programme. During this period those cooperatives which were not functioning well were merged into others and were reduced to 252 guided cooperative in 57 district.

In 1976 Sajha programme ,(cooperative revitalization programme) was tied up with rural development programme and Sajha of the 30 major agricultural district were assigned with the function of supplying agricultural credit, agricultural inputs such as seed, fertilizer, pesticides and agricultural implements. Saving fund raised under compulsory saving scheme of Land Reform programme were converted into the share capital of the the Sajha and the farmers who has participated in the compulsory saving programme, were made its member. Thus in this year the number of Sajha (primary cooperative) went up to 1053 (including 30 district cooperatives). But, due to small volume of business again these cooperatives were merged and the number of cooperatives were brought down to 573.

The current Sixth Five Year Plan (1980-85) has set the aim of "providing to the peasants basic facilities like agricultural credit, agricultural inputs and consumer goods through cooperatives to boost their production and productivity". The Department of Cooperatives has been recognised as the only agency to lay down the policies and carry out supervision works in relation to Sajha institutions. According to the targets set in the plan document, 32 separate societies for small and marginal farmers have also been established.

Present Position of Nepalese Co-operative Movement

Agricultural cooperation is the main stream of Nepalese cooperative movement. At present there are altogether 711 Cooperative including 33 district unions functioning in 68 districts of the Kingdom. All these cooperatives are multipurpose in nature carrying out credit, supply and marketing services simultaneously. Besides them there are also a few non-agricultural cooperatives registered under the Cooperative Societies Act.

At present 678 sajha (primary cooperatives) and 33 district cooperatives are providing services to its 1.4 million members with Rs. 141.85 million as share capital.

Youth in Nepal

As I mentioned earlier present population of Nepal is about 15 million about 40 percent of which comprises youth population. But, a peep into the social structure of the country reveals the fact that Nepalese society is traditional in nature. Majority of the population lives in rural area and linked with religion, customs and tradition. More over the literacy rate of the country is only 24 percent.

The predominance of illiteracy and ignorance has turned most of the rural people to be superstitious and orthodox. They hesitate to accept new ideas abruptly. The large number of poor and ignorant rural people are being exploited exorbitantly by a few rich and so-called big land holders.

Since the young people are also the part and parcel of the society it is but natural that they are influenced heavily by the existing social traditions.

However, on the basis of the outlook of young people, they can be divided into three groups. In the first group, we can include those young people who are highly educated. Most of them are employed in government, corporations and private organizations, and they prefer to live in urban areas. The second group consists of literate youths who have either completed their schooling or joined schools for some years. These people have some knowledge about the happenings of modern world and live both in rural as well as urban areas. Some of them are also engaged in agricultural activities. Though they are acquainted with some of the basic components of modern outlook, they are not prepared to replace their ancestral outlook completely with modern and scientific one. In fact, it is not easy to overthrow abruptly the values, beliefs and traditions which has been deep rooted in social structure. The majority of youths comes under the third group. They are illiterate; they are engaged in farming or farm related activities; and they are poor, always striving for a livelihood for themselves and other family members dependent on them. Due to ignorance they are almost completely traditional in their outlook.

Role of Youth in Co-operative Development

One of the major problems confronted by Nepalese cooperative movement is poor members' participation. This problem poses serious obstacles to the healthy development of cooperatives and it is because of this serious problem that cooperatives could not fully achieve their objective of uplifting the living standard of rural masses over the

last twenty-six years. It has been strongly realized that the problem of members' apathy towards cooperative activities can be solved to a great extent by persuading youths to participate in the same.

In fact of all the forces that can make effective contribution to the national development, the force that can be counted most is that of youths. If the genius energy and skill inherent in the youths could in a planned way be mobilised the doctrine of mobilisation of manpower for development can easily be realised and there can not be two opinion about it.

People in their young age are often confused as to what should be their role in the society. Comparatively in this age they are active to the unlimited extent, but they need proper guidance and encouragement. In view of the benevolent attitudes they have at this time, it is pertinent that they are given a chance to engage themselves in such activities as are related to direct results and hence generate a feeling of pride in them of being associated with such important activities. If such activities be given due recognition, it is probable that they are encouraged to take up more development activities.

So, if on the one hand, there is a need of drawing definite programmes for engaging youths in desired activities, it is essential on the other, that proper attention is paid towards developing their capabilities and skills of performing them. The reason is that mere designing of objectives and programmes is not enough for achieving success; the youths also should have necessary social, psychological techniques developed in them so as to realise the aims and objectives thereby to make the programmes success.

Majority of the cooperative members are of youth group. Now a days the youth group are showing their keen interest on the development of cooperative in the kingdom. Most of the board of management is constituted by youth member of the cooperatives and are taking active part in cooperative activities.

Co-operative and Youth Development in Nepal

History of Nepalese cooperative movement is not so large. It is still in primitive stage. Co-operative societies of Nepal are engaged mainly with supply of agricultural inputs and in some of the cases they are involve with storage and marketing of agricultural products also. Since very lately cooperative societies are taking the assignment of educating its member about population and family welfare education. For all this activities the youth force of the country are involved in one or

other way.

In Nepal efforts are being made towards the development as well as diversion of youth power in national development activities. The Youth Activities Coordination Committee, which is functioning under the Social Service National Coordination Council, and other benevolent and philanthropic organizations have been fully engaged in such activities since last few years. Like wise Nepalese Cooperatives are also are trying to involve themselves in such youth development programmes.

In spite of the fact that they are not directly involved in youth development, they are still contributing in this field some how or other. In cooperative member education camps youth members are included with high priority. Basic facts about cooperation and population problem and family welfare are the main topics in which the participating youths are educated through these camps. It is expected that after participating in these education camps, the participants will, on the one hand, change their outlook and adopt new ideas in their own lives, while on the other, they will also transmit those ideas to their fellow-beings. The education programmes have been found to be fruitful for both the development of members as well as drawing their participation in cooperative development.

Co-operative organisations are also providing high opportunity for employment to those youth who has not completed their higher education due to one or another reason and are living in rural area. Besides from the job they use to be given chances to participate in various training both at home and abroad, which in turn improves the outlook and conditions of the youth.

Since 1978-79 the management of the Co-operative Unions and Sajhas has been handed over to their respective elected board of directors. In this management board also there grew the youth participation as was expected.

Besides agricultural cooperative, it has been programmed to establish cottage industry cooperatives to develop and assist the idle youth skill of the rural areas. A very few of them has already been established and functioning properly.

Keeping the importance of youth in development process at present Nepalese cooperatives movement is not satisfied with the activities which it has done for the youth and exploring the more chances and way to mobilize and develop the youth skill of the country.

AGRICULTURAL COOPERATIVE YOUTH ORGANIZATION IN JAPAN

-- Activities and Organization --

A Background Paper Presented to the ICA Regional
Seminar on "Youth & Cooperatives"

Kuala Lumpur, Malaysia: 22 May - 2 June, 1983

Prepared By
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Agricultural Cooperative Youth Organization in Japan

-- Activities and Organization --

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1. Introduction

In connection with the theme of "The Youth and Cooperatives", I would like to report the agricultural cooperative youth organization in Japan.

This is partly because I myself have been in this organization for 15 years, starting from a member of the local organization at the village level I have engaged in the cooperative youth organization as a voluntary leader of the local and the national organizations, and partly because the agricultural cooperative organization is the largest and the most powerful among various cooperatives in Japan. The agricultural cooperative youth organization, which is organized in the primary cooperative society, consists of nearly 170,000 members in twenties or thirties. Among similar organizations which are organized peoples in twenties or thirties in Japan, the cooperative youth organization is notable especially because it is most active and because it is spread in all over the nation.

2. Agricultural Cooperative and Youth Organization

Agricultural cooperatives have been organized in all over the nation, and prefectural and national federations have been formed with members of these agricultural cooperatives. Consequently, the organization of the agricultural cooperatives turns out to be very orderly. The scale of their business is quite large, and they now play very important roles in the society.

The scale of their business activities of marketing agricultural products produced by members and supplying agricultural production materials and daily necessities to members is almost equal to that of Japanese leading integrated trading companies. In credit business or mutual-insurance business, they can compete with Japanese leading commercial banks or insurance companies. They also have a substantial political power. The national Government and the local governments cannot neglect the political requirements given by agricultural cooperatives.

This can be thought to be the results of efforts made by predecessors who worked for development of agricultural cooperatives. On the other hand, however, difficult problems have been caused.

It has been pointed out in these years that members of agricultural cooperatives put less confidence in the organization they belong to, complaining that the agricultural cooperative society has become so huge that the activities should be concentrated simply on maintenance of the organization and that improvement of welfare of the cooperative members, which should be the primary objective of the cooperatives, has become a matter of secondary importance.

Moreover, earnest member farmers have begun to have a fear that agricultural cooperatives are getting less desirable in aiming at development of agriculture and that the share of their business activities relating to agriculture

is decreasing, in spite of the fact that they are cooperative organization for agriculture. At present, 90% of the farm households in Japan are part-time farmers, and only 10% are entirely dependent on agriculture for their livelihood. Since the rate of full-time farmers in all the cooperative members is decreasing, the share of non-agricultural business activities tends to be raised.

The significance of the existence of the Agricultural Cooperative Youth Organization, an organization of young people who are enthusiastic in agriculture, lies in solving these problems.

We were taught from the predecessors and are teaching the young generation that the member of this organization should be "a practical criticizer" in the agricultural cooperative movement.

What should we criticize, then? We should carefully watch if the agricultural cooperatives are managed for the utmost benefit of the cooperative members, or if the agricultural cooperatives are really contributing to promotion and development of agriculture, which should be the most important task for them.

What "practical" means? We should criticize problems, but never as specious commentators. We ourselves should participate in the agricultural cooperative movement, find actual problems in the movement and try to solve problems by practical means.

We cannot accept ideal unpractical criticism or comments.

Since there is such a powerful youth organization with

the above mentioned basic attitude in the agricultural cooperative society, the agricultural cooperatives can be managed taking advantage of the vitality and the fresh way of thinking of young people to get the confidence of all the members, and at the same time the agricultural cooperatives themselves also can educate and train young people in their operation areas to be a good member or a good leader of the agricultural cooperative society in near future.

3. My Activity Record

It may be easier to understand what the agricultural cooperative youth organization is if I report the actual activity record of myself instead of conceptual explanation.

In the former half of my twenties, I belong to a Four-H (Health; Heart; Hand; Head) club and a local youth club. Then, I started to be interested in the agricultural cooperative youth organization when I got married at the age of 27 and began to be responsible for farming in my family.

At that time of around 1970, there were 310 farm households belonging to our agricultural cooperative branch, and the branch of the Agricultural Cooperative Youth Organization in my village, which was quite active around 1960, was not carrying any actual activity, only having a membership list which is similar to the situation ten years ago. Several members at the age of around 30, including myself, worked upon highly motivated young people engaged in farming and reorganized the branch, the number of members being 35. The upper limit of the age for membership was determined to be 35

for promotion of renewal of members to prevent the branch from getting inactive again. The office was placed inside the branch office of the agricultural cooperative, and the secretarial work was executed by the staff of the agricultural cooperative.

We were engaged in various activities. We invited the staff of the agricultural cooperative to our study meetings to learn the actual situation of the cooperative, and talked out the problems. We examined the soil in 300 hectares of the paddy fields in our village to draw a soil map. We compared varieties of cucumber, which is one of the main products of the village, by experiment, so that superior varieties can be introduced to be grown in the village. Furthermore, we often visited large wholesale markets in Tokyo, to which our products were usually sent, to examine how our products were distributed.

Softball games and drinking parties were held, and bus tours were made to promote mutual friendship of the members. A bulletin with the articles of all the members was published at the end of a year to review the activities throughout the year.

These activities we began more than 10 years ago have been continued by the younger generation in the village in almost the same style.

At the year of 32, I became the leader of the branch of the agricultural cooperative youth organization in my village. One year after, I was elected to be a member of the executive committee in the Headquarters of the organization, and worked

as the secretary general, the vice-chairman and the chairman successively for three years. The Headquarters of the agricultural cooperative youth organization was located inside the head office of the agricultural cooperative, and the secretarial work was executed by the staff of the cooperative similar to the case of the branch in my village. Our youth organization consists of 15 branches, each of which is attached to the corresponding branch office of the agricultural cooperative. The total number of the members was 650 in 1976.

The task of the executive committee was to coordinate the branches which had been established in villages of different agricultural production conditions. We succeeded to collect power of all the 650 members to get significant results.

Firstly, a person we recommended was elected as the president of our agricultural cooperative. Since we could influence the election of the top of our agricultural cooperative, a large organization with a membership of 7,000, our youth organization began to be recognized as an important part in the total agricultural cooperative. We made many proposals on management of the agricultural cooperative, and some of them were taken up by the board of directors and put them into practice.

Our proposals, such as quick payment for agricultural products sold in the market, perfection of guidance for farming, reduction in the price of production materials, etc., were persuasive

enough to be approved by other members of the agricultural cooperative, because each of them was a requirement based on the principle that agricultural cooperatives should be operated for betterment of agriculture.

Secondly, periodic agricultural policy forums with the presence of the mayor of our city we lived in, with population of 200,000, were realized to be held annually owing to our efforts. As a result, demands of young farmers were often reflected to the policy of the municipal government. For example, establishment of the vegetable price stabilization fund, frequent use of locally produced agricultural products in school lunch and annual dispatch of young farmers to abroad for observation of agriculture were put into practice.

After working as a member of the executive committee in our youth organization for three years, I was elected as a member of the executive committee of the youth organization at the prefectural level. The office of the prefectural-level youth organization, with the membership of 8,700, is located in the office of Yamagata Prefectural Union of Agricultural Cooperatives. Personnels of the Union are fully engaged in the secretarial works for the organization.

I was a member of the executive committee in the prefectural level youth organization from the age of 37 to 39. In the latter two years, I worked as the chairman of the prefectural-level organization. In the final one year, I also worked as the chairman

of the Tohoku-Hokkaido Block (Northern Japan Block) Cooperative Youth Organization, and as a member of the executive committee in the national-level organization. Since the upper limit of the age of members had been agreed to be 39 in our prefecture, I retired from the youth organization at the age of 39.

An important activity of the prefectural-level youth organization is to demonstrate requirement for raise of the rice price. The agricultural cooperative organizations all over the country join in heavy demonstration for raise of producer's price of rice, which is determined by the Government in summer every year. The youth organizations usually work actively in the forefront of such demonstration. In fact, the members of the youth organizations are too enthusiastic, and some of them often disturb the unity of the organization by taking extreme measures. Therefore, a task of the Leaders of the youth organization is to effectively collect and control the energy of all the members for realization of the purpose.

Holding of agricultural policy forum with the presence of the governor of the prefecture is another important activity of the prefectural-level youth organization. Soil improvement, disaster compensation, promotion and marketing of specialty products, development and spread of agricultural technology, etc. were main items to be discussed in the forum.

While I was the chairman of the prefectural-level youth organization, I concurrently served as the chairman of the

Northern Japan Block (Tohoku-Hokkaido Block) Organization, with the membership of 60,000, and also as a member of the executives in the national-level youth organization (National Council of Agricultural Cooperative Youth Organizations).

The prefectural-level organizations are unified into 6 block organizations, and these are integrated into the national-level organization. The office of the national-level organization is set up in the Central Union of Agricultural Cooperatives, in which a special section is provided for clerical work for that youth organization. The number of the members of the agricultural cooperative youth organizations mount up to 167,000 throughout the country. The chairmen of the 6 block organizations become the members of the executive committee, from which the chairman and vice-chairman are mutually elected.

The objective of the national-level youth organization is to promote infiltration of the five principles confirmed in 1953 and the general principles established in 1956, to control the activities of the agricultural cooperative youth organizations in accordance with these principles, and to collect the power of young farmers to contribute to improvement of agriculture and better life on a farm in Japan. The National Representative Meeting of Agricultural Cooperative Youth Organizations is annually held in Tokyo collecting representative members of the youth organizations all over the country to unify the line of thinking and to confirm intention of developing the agricultural cooperative youth movement. A national contest of reporting activities carried out by organizations is held at the same time, in which representative members who

won preliminary contests held in each prefecture and each block introduce the successful activities of the village-level organization they belong.

The above is the outline of my activity record. I did the above mentioned activities without any remuneration while being engaged in busy farming work of my own. The reason why I could keep active in the organization was because I often noticed that we could cooperate to achieve a big job which could never be completed by an individual, and that this achievement could benefit individuals for the long run.

It may be difficult to carry on the cooperative organization activities unless each of the members can recognize the significance of cooperation and the necessity of forming organizations to maintain cooperation, and also it is necessary for members to keep activities in an organization so that they can take unreplacable pleasure in successful results of the activities of the organizations and can take advantage of benefits caused by the successful results.

4. Agricultural Cooperative Youth Organization

On the basis of my activity record, the agricultural cooperative youth organization can be summarized as follows:

(1) Organization

Any members of the agricultural cooperatives or sons of the members can freely join or leave the agricultural cooperative youth organizations in the villages they live in. Since these are organizations for young people, usual upper limit of the age

of the members is 40, and the members in the early thirties are the most active in the youth organizations.

Members, who joined an agricultural cooperative youth organization at the beginning of engagement in agriculture, are usually more interested in a Four-H club or another local youth clubs before getting married. However, once they got married and begin to realize their own status as a farmer or a successor of a farmer, they get enthusiastic in activities of the agricultural cooperative youth organization. Most of the members of the youth organization are men, and women usually join other organizations, such as a cooperative young wives club or an agricultural cooperative women's association.

Similarly to the case of the organization of agricultural cooperatives, the youth organizations formed in villages are unified into the councils of prefectural-level, regional-block-level and the national-level successively.

Agricultural cooperatives of each level offer secretarial services and financial aids to the corresponding youth organizations, recognize the youth organizations as their internal structure, utilize the power of young people to activate the organization of agricultural cooperatives. The agricultural cooperative youth organization is also considered as a school for infiltration of the principles of the agricultural cooperative movement and the spirit of cooperation to young generations.

The term for the leaders of the youth organizations is a year or two, being quite short. This is partly because the members are quite busy in the farming job of their own and have difficulty in continuing voluntary activities for long, and partly because it is advantageous to give many young members a chance of being trained as a leader.

(2) History

Agricultural cooperative youth organizations began to be established in villages around 1950, the exact time being slightly different in each prefecture. The prefectural organizations were formed in the period from 1950 to 1955 all over the nation, and the national-level organization was formed in 1954.

The rise and fall of the organizations has been influenced by the history of agriculture in Japan.

At the time when the agricultural cooperative youth organizations were established, Japan as a whole was making full efforts for rehabilitation of agriculture to recover from the damage caused by defeat in the Second World War, and young farmers were engaged in agriculture willingly, reflecting such a nation-wide atmosphere. The youth organizations rapidly developed, and the activities of young people largely encouraged the agricultural cooperatives, in which the foundation of business was not sufficiently stable at that time.

Around 1965, the economy of Japan experienced change . . .

from the rehabilitation stage to the developing stage, the commerce and industry began to be rapidly developed, and the young labor power started to be drained from agricultural regions to cities abruptly.

People tended to lose eagerness in being engaged in agriculture which produced less interests in comparison with working for commerce or industry. The members of the agricultural cooperative youth organizations also became less enthusiastic in agricultural production. The number of the members decreased, and many of the village-level organizations were disbanded.

This fundamental tendency continued for long. Even at present, it is difficult to say that such hanging-low situation can be completely overcome.

In the past, the organizations consisted of young people who were totally engaged in agriculture enthusiastically. Later, however, more and more young people began to be engaged in non-agricultural jobs to get income to make up shortage in family finances, and the number of the members doing farming on the side continued being increased. Recently, young people in farm households, who were engaged in non-agricultural jobs right after graduating from school, began to join the agricultural cooperative youth organizations.

At the time when the agricultural cooperative youth organizations consisted only of members engaged in farming, the objectives of the youth organizations was promotion

of agriculture in their villages. Recently, however, the range of the activities of the organizations has been expanded to serve the overall local society. By this is meant that they have been changed to have characteristics of ordinary local organizations with the purpose of cultivating mutual friendship. This can be also confirmed in the phenomena that the agricultural cooperative youth organizations in the regions not to be considered as a pure agricultural area any more as a result of increase in the number of non-agricultural households, which were once disbanded, were reestablished or reactivated, and that the total number of the organizations in the nation has begun to increase again.

In these several years, activities for expansion of the organizations have been carried on with three objectives of establishing youth organizations in all the agricultural cooperatives in the nation, establishing prefectural-level youth organizations in all the prefectures and increasing the number of the members in the nation to be 200,000. As the result of the activities, prefectural-level youth organizations have been established in all the prefectures except one, and the number of the members, which once decreased to 150,000, has been increased to 170,000.

This result can be thought to be quite successful in the social situation that the relative importance of agriculture has been reduced in the total industrial structure in Japan.

(3) Activities

Each of the agricultural cooperative youth organizations carries on various activities with peculiar characteristics in accordance with the situation of the village. Although there are no special rules for the types of activities of the youth organizations, their usual activities can be classified into three categories.

Firstly, there are production activities. These are activities directly for promotion of agriculture in the villages the organization belong to, and are considered to be the principal activities of the agricultural cooperative youth organization. These include the activity of developing cultivation technology, the activity of introducing new-varieties of crops, the activity of maintaining soil conditions and improving fertility, the activity of inspecting and studying the market situations, etc.

Since agricultural technology has been rapidly developing and the economical environment for agriculture has been drastically changing in these days, farmers of the old generation cannot cope with these rapid changes and are forced to follow the ways of thinking or dealing problems of young farmers. Consequently, the production activities of the agricultural cooperative youth organizations are attracting attention of other cooperative members with much expectation.

Secondly, there are study activities. Although it is necessary to constantly gather and absorb sufficient informations

in order to maintain farm management in the rapid change of social situations, it is not easy for an individual to keep efforts to learn about informations by himself. As a member of a cooperative youth organization, however, one can readily get various informations and understand necessities for further learning while being engaged in the organizational activities of the cooperative.

Consequently, "learning" turns out to be an important activity of cooperative youth organizations. Agricultural products markets, agricultural conditions and social conditions surrounding agriculture are items to be learnt.

It is important to learn various aspects about agricultural cooperatives. A significant object of organizational activities carried out by cooperative youth organizations is to establish better agricultural cooperatives. Since the present agricultural cooperatives are not necessarily satisfying requirements of individual members, young members should constantly watch and strictly criticize business and management conditions of the cooperatives, and also should try to understand where does the present situation come from.

They invite the staff of the agricultural cooperative to learn problems in actual business. They also have discussions with the directors or executors of the agricultural cooperative to learn the general background of the cooperative. After summarizing and examining problems, they submit proposal reports to the

agricultural cooperative, or in some cases, start a movement for reformation of the cooperative.

The organization of the agricultural cooperatives became so huge that the original task of the cooperatives of improving agriculture is often disregarded and the organization itself tends to be operated independently apart from the individual members. Now that the agricultural cooperatives may be thought to have become organizations just for maintaining the scheme of themselves or for their officials or employees, existence of young members, who are in the agricultural cooperatives and study situations of the agricultural cooperatives, submit proposals and even start a movement for improvement of the cooperatives when required, are indispensable for sound development of the agricultural cooperative movement.

Thirdly, there are legislative activities in the field of agriculture.

Cooperative youth organizations of each level have opportunities to give political demands to the corresponding governments. Not only they request, but they conduct activities to make governments realize such requests. On the village, town and city levels in particular, political demands of the cooperative youth organizations are often satisfied, because the governments of the each level have to take into consideration the fact that the cooperative youth organizations consist of young people who are actively engaged in agricultural production in the regions.

Here we can see effects of cooperation and power of organization.

On the prefectural or national level, however, independent

activity of the cooperative youth organizations is not powerful enough, and hence they work actively as the spearhead in the legislative activities of the whole agricultural cooperative organizations. In the gathering of raising the rice price, the members of cooperative youth organizations who gather from all over the nation demonstrate in the central part of Tokyo every year.

A characteristic of legislative activities made by cooperative youth organizations is that these activities are not for any special political party. Since the members of the youth organizations are not allowed to support any of the political parties they like, member's support in the youth organization is decentralized to all the existing political parties. Consequently, cooperative youth organizations cannot support any specific parties. At election, therefore, the organizations do not make any movement, and each of the members, as an individual, could join an election campaign for any candidate in any political party.

The agricultural cooperative youth organizations only demonstrate their demand to all the political parties, work on the government and try to collect the power of all the members for realization of the demand.

(4) Finance

Where the funds come from for carrying out these activities
The membership fees and the bounty from the agricultural cooperative are used as the funds. Half of the necessary expenditure

is covered by the membership fees, and the rest is covered by the bounty paid by the agricultural cooperative in which their office is set.

With the diversification of activities and rise in the prices of commodities, the scale of the budget has been enlarged, resulting in raising the amount of a membership fee. If the membership fee gets too high, there may be some members to leave the organization. On the other hand, all the shortage of income should not be made up with the bounty paid by the agricultural cooperative. Although the cooperative youth organizations belong to the agricultural cooperatives, they were established with the intention of carrying on independent activities, and they should keep independence so that they can make powerful movements for improvement of the agricultural cooperative they belong to.

Determination of the ratio of the income from membership fee and the bounty is a difficult problem for leaders of cooperative youth organizations, and there are cases that some village-level youth organizations obtain funds by carrying on business such as direct marketing of agricultural products to consumers.

Raise of the membership fee is not desirable because it may cause decrease in the number of members. Larger amount of funds is required for further activity. The amount of the bounty should not be too large.

The only way of solving this contradiction is to show with actual examples that the results of cooperative activities could finally benefit individual members and also help development of the agricultural cooperative to get approval of the members for

the raise of membership fee and simlutaneously to request the agricultural cooperative for further bounty.

Since the agricultural cooperative youth organizations are not receiving financial aids from any administrative organs, they are free from any political power.

5 Future Prospects and Problems

The largest problem the cooperative youth organizations are facing at present is drastic drop in the number of newly joining young farmers in reflection of the social situation that the number of young people who intend to be engaged in agriculture is getting extremely small. This is an undesirable situation for the youth organizations because replacement of older members with younger ones is indispensable in maintaining vitality of the organizations. Moreover, the occupations of the members has been diversified and the number of non-agricultural members has been increased, resulting in reduction in the relative rate of activities related to agriculture in the activities of the cooperative youth organizations. This is an undesirable situation for young farmers with strong wills in farming. Thus, these farmers usually join a cooperative youth organization with expectation of receiving benefit in improvement of their farm management, they may doubt significance of the organization when they find out that the organization does not carry any important activities in agricultural fields.

If a new youth organization would be established only by young people who are entirely engaged in farming, drastic reduction in the number of members would obviously be caused, resulting in rapid reduction in the social power which has been accumulated within the present organization. If the characteristic of the cooperative youth organizations is changed to that of ordinary local organizations for cultivating friendship to keep the number of members, young people engaged in farming, who are supposed to be principal members of the organizations, may not be interested in the organizations.

How to solve this contradiction will be a big problem for leader in the future.

There is another difficult problem of the national level. Request for and degree of interest into the agricultural cooperative and the political demand of the farmers has been diversified according to the kinds of farm products and the differences of the scale of farming, and the nation-wide unification is getting difficult.

For example, the farmers in North Japan are most interested in the trend of paddy production, those in South Western Japan in production and import from abroad of oranges and beef, and those in the suburbs of large cities in measures against imposition of taxes for farmland.

The situation is similar in the agricultural cooperative youth organization. Although the members generally request the cooperative youth organization to carry on unified activities for improvement of agriculture in Japan, the only true interest of each

of the members lies in his own agricultural products and farms without any intention of judging the problems from nation-wide view point. Consequently, it is getting difficult year after year to summarize demands of all the members in the nation in a simple form and to take unified action. There are even cases in which some of the members oppose with each other due to a clash of interest caused by difference in local agricultural conditions and kinds of products, which may damage the cooperative movement and its power of influencing the society.

A recent delightful tendency is the rise of movement of protecting agriculture in Japan among consumers' organizations in large cities. It is quite encouraging to have consumers' organizations having intention of protecting agriculture, even if their power is not strong enough, when the agricultural cooperative cannot recover enough power of influencing the society in spite of their full efforts in political movements due to continuous fall of the position of agriculture in the total industrial structure in Japan.

The local-level cooperative youth organizations have been holding meetings together with housewives of non-agricultural inhabitants as a part of study activities to inform them with actual conditions of agricultural production and also to get their requests for agricultural products. I have an idea that such a steady activity may have influenced consumers' organizations in large cities.

An idea that agriculture is a concern of only farm households contrasting producers with consumers, is not valid any more in the present society in Japan. I believe that agriculture is supporting

the local economy together with other industries of various kinds, and that farmers should place themselves on the same level with people of other occupations in building up the local society. It should be taken into consideration that there are people with occupations other than farming even in agricultural villages .

This may be a key point in solving the contradiction the agricultural cooperative youth organizations possess. I do not think there is any problems in having young people of non-agriculture occupations in the agricultural cooperative youth organizations. I believe that the cooperative youth organizations could deepen the significance of existence offering a chance for cooperative activities of people with agricultural and non-agricultural occupations of building the affluent local society and of helping inhabitants to lead a bright and happy life.

6. Conclusion

People who have an experience of being a leader in the agricultural cooperative youth organizations often call the youth organizations "Private School for Young People". This means that the agricultural cooperative youth organization is a place for them to find many new friends, to experience importance of cooperation, to learn ways of operating organizations, to broaden their outlook and to cultivate moral character while working with many people. It is not important to say who are teachers or who are students.

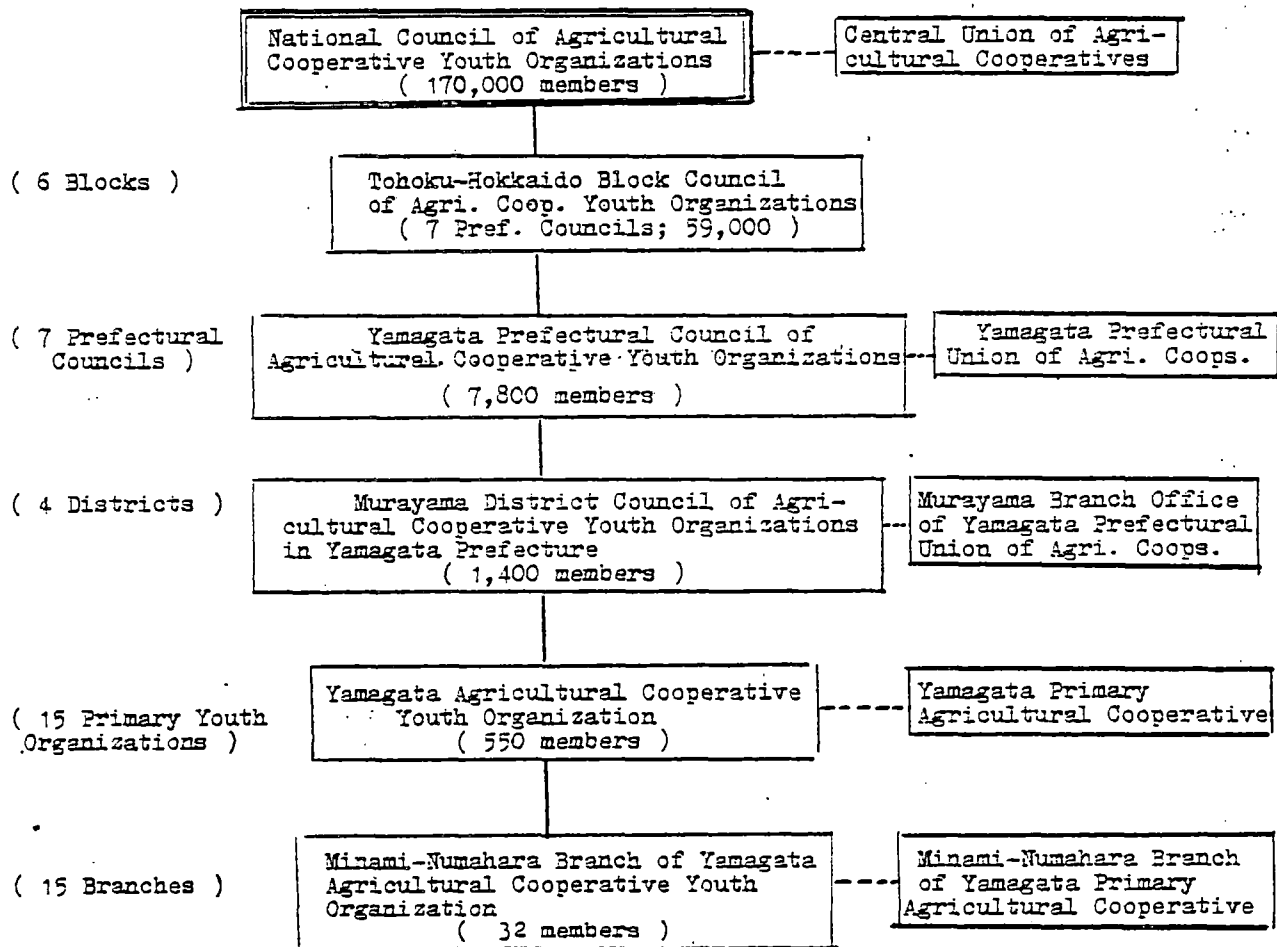
They teach others and simultaneously learned from others.

There are no fixed curriculums or schedules. The cooperative youth organizations can be called "School" in such a sense that all the participant makes progress in various ways.

This is the reason why people who have an experience of being a leader in the agricultural cooperative youth organizations could be active afterwards as a capable voluntary leaders not only in the field of agriculture but also in other fields of social activities. Consequently, it can be said that the agricultural cooperative youth organizations, as internal organizations of agricultural cooperatives, play a role of educating and training young people mostly of the thirties in rural villages.

I conclude this report, hoping that young people of the next generation will continue developing the agricultural cooperative youth organizations overcoming various difficulties.

ORGANIZATIONAL STRUCTURE OF AGRICULTURAL COOPERATIVE YOUTH ORGANIZATION (as of 1983)



(Reference II)

KINUGAWA FIVE PRINCIPLES (Established in May 16, 1953)

(Five Principles in Characteristics of Agricultural
Cooperative Youth Organizations)

I. ORGANIZATIONS TO PROMOTE THE AGRICULTURAL COOPERATIVE MOVEMENT

Agricultural cooperative youth organizations are organizations based on agricultural cooperatives, with self-consciousness and pride of being a spearhead in village building movements.

I. ORGANIZATIONS FOR YOUNG PEOPLE IN AGRICULTURAL REGIONS

As organizations of young people, there should be an appropriate upper limit of the age, although it may be appropriate to make this upper limit quite high in accordance with actual situations of agricultural regions in Japan.

I. INDEPENDENT ORGANIZATION

Although agricultural cooperative youth organizations should cooperate with agricultural cooperatives in promoting various activities, they should be independent from the organization of agricultural cooperatives. They should be powerful practical criticizers for agricultural cooperatives and should be financed mostly by the membership fees.

I. ORGANIZATIONS OF PEOPLE WITH A SAME INTEREST

Agricultural cooperative youth organizations are not organizations of peoples with various intention, but organization of young people with an intention of enthusiastically participating in village building activities mainly carried out by agricultural cooperatives.

I. POLITICALLY INDEPENDENT ORGANIZATIONS

Agricultural cooperative youth organizations should try to keep out of political power struggles because of their original tasks and characteristics, eliminating any political interference or control of the organizations.

Although they should be politically independent, it does not mean that they should be indifferent to the political trends. In particular, they should be positively and constantly interested in various measures concerning farming or farmers. They should actively participate in improvement and development of legislative activities mainly carried out by agricultural cooperatives.

GENERAL PRINCIPLES FOR AGRICULTURAL COOPERATIVE
YOUTH ORGANIZATIONS (Established in May 7, 1956)

- I. We study fundamentals and actual situations of agricultural cooperatives and try to become pioneers of the agricultural cooperative movement.

- I. We try to be aware of political situations and make efforts to establish a democratic agricultural policy with an objective of stabilizing living conditions of farm households.

- I. We promote modernization of agriculture with enthusiasm and power of cooperation for construction of ideal agricultural communities.

Background Paper
for
Regional Seminar on Youth and Cooperative
Kuala Lumpur, Malaysia

May 22 ~ June 2

Prepared by Mr. Young Seek, Park
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Seoul, Republic of Korea

I. Fisheries Cooperatives in Korea

1. Establishment

The Fisheries Cooperative Law was enacted and promulgated on January 20, 1962 and in accordance with the Law the modern fisheries cooperatives were organized at national, provincial and local level on April 1, 1962. Currently, the Korea's fisheries cooperatives are composed of the National Federation of Fisheries Cooperatives, its 72 member fisheries cooperatives which are further classified into 56 regional fisheries cooperatives, 14 fishing type fisheries cooperatives and 2 fisheries manufacturers' cooperatives, and 1,436 fishing village societies, the sub-fisheries cooperative organizations at the fishing community level.

2. Role and Function

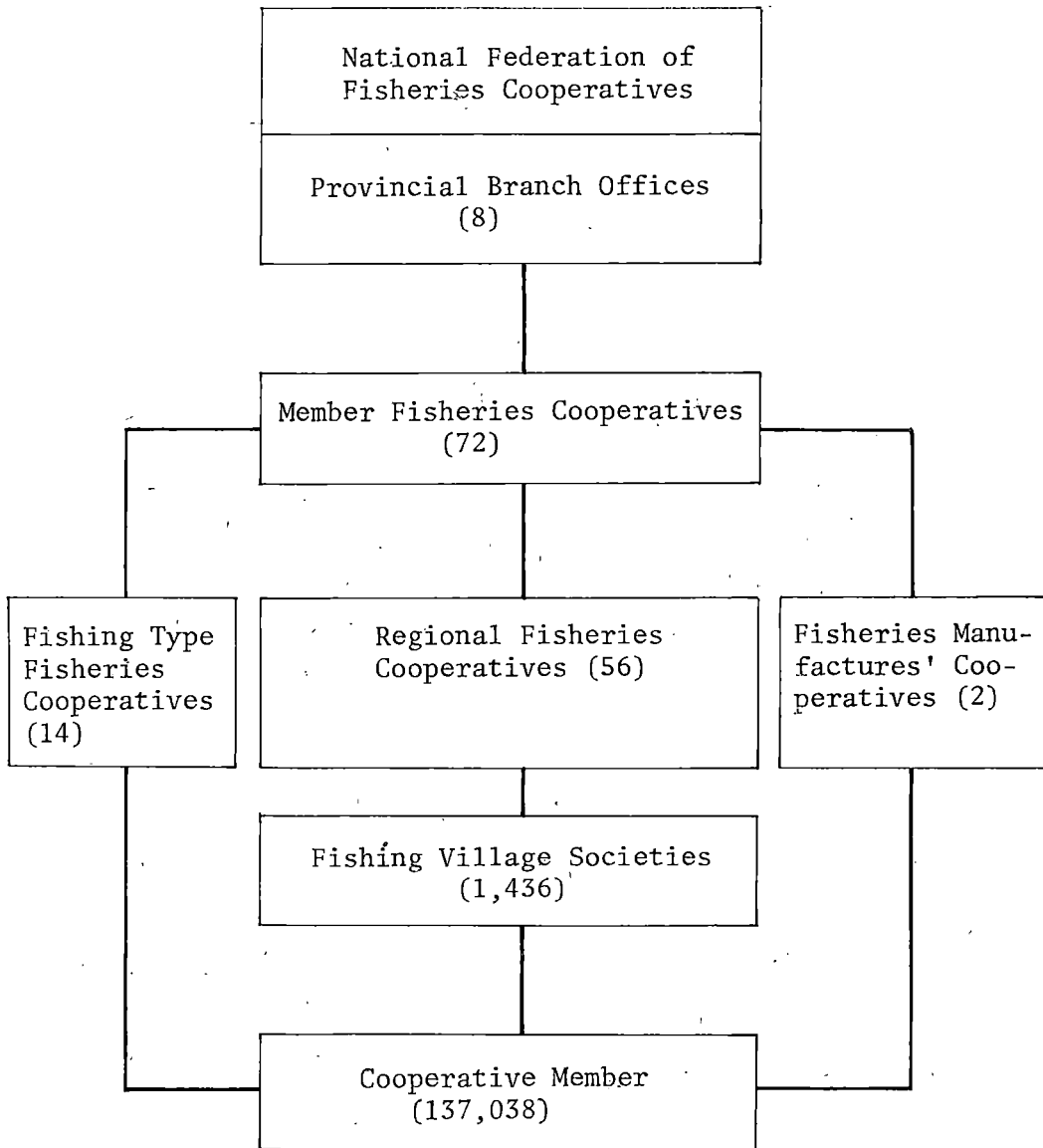
1) Role

- a. Promotion of cooperative organization.
- b. Improvement of fisheries productivity and increase in fishermen's income.
- c. Guidance and supervision on the member cooperatives, and promotion of joint interest among them.

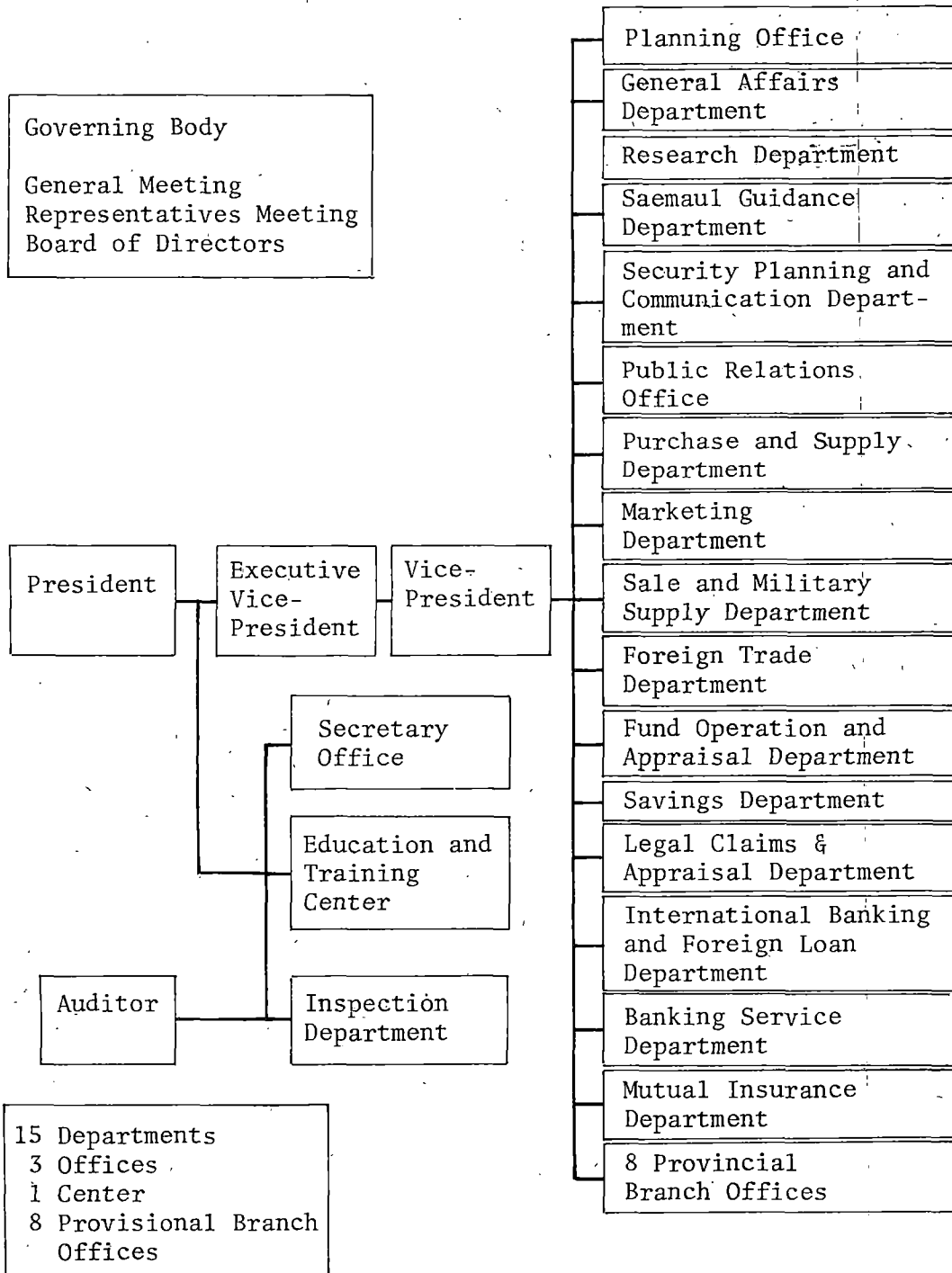
2) Function

- a. Guidance : Education-training, survey-research and managerial consultant service.
- b. Assistance in Production : Joint purchase of materials and equipment require for production activities and utilization - processing.
- c. Assistance in Marketing : Joint sale, price supporting, military supply, foreign trade and stock.
- d. Assistance in Finance : Credit and banking, deposit, domestic exchange, reloan of foreign loan and foreign exchange.
- e. Assistance in Safe Fishing Operation : Mutual insurance, fisheries communication and extension service.

3. Organizational Structure



4. Organizational Chart of NFFC



5. Service and Business Activities

The major service and business activities being carried out by the Federation have been the guidance, purchase, marketing and sale, foreign trade, credit and banking, mutual insurance, safe fishing operation, education and training, and international cooperation. In 1982 total turnover of service and business implemented by the Federation stood at 1,187.4 billion Won (or 1,696 million U.S. Dollars)

a. Guidance

The guidance services carried out by the Federation are composed of the Saemaul projects in the fishing communities, fostering of fishing village societies, managerial consultant service, extension service, public relation and survey-research works.

b. Purchase

The Federation has operated the purchase business to cut down on the fishermen's management costs by supplying the quality equipments and materials required for the fishing operation at low price. Total business scope in 1982 came to 117,659 million Won (or 168.1 million U.S. Dollars), out of which the oil supply amounted to 108,815 million Won (or

155.4 million U.S. Dollars).

c. Marketing and Sale

The Federation has been engaged in the marketing and sale business to ensure the fishermen's sale price on fair terms and to upgrade the marketability of the marine products. The business is composed of marketing and sale, operation of ice-manufacturing and refrigeration plants, price stabilization and supply to the armed forces.

Marketing and Sale --- the Federation has 10 fish wholesale marketing centers under its operation and in 1982 237,861 tons of marine products were traded at these marketing centers.

Operation of Ice Manufacturing and Refrigeration Plants --- the Federation has operated the ice manufacturing and refrigeration plants located at its fish wholesale marketing centers. In 1982 these plants produced 49,226 tons of ice, and refrigerated 94,575 thousand c/s of marine products.

Price Supporting --- the Federation has operated the price stabilization business for the purpose of alleviating the seasonal price fluctuation, ensuring the fishermen's sale price and shortening the marketing stages of marine products. In 1982 the Federation and its member fisheries cooperatives

purchased 21,096 tons of marine products and released 24,416 tons.

Supply to Armed Forces -- the Federation supplied 22,729 tons of marine products to the armed forces under the contract.

d. Foreign Trade

The Federation has been engaged in foreign trade since 1976 and this business is aimed to ensure the fishermen's fair sale price by making use of the cooperative export system peculiar to this country. In 1982 the Federation exported 27.8 million U.S. Dollars worth marine products to the foreign markets.

e. Credit and Banking

The Federation has been engaged in the credit and banking service to make a smooth supply of fund required for the fishermen's production activities and marketing of marine products, and this service is further classified into the banking service, foreign exchange service and foreign loan service.

Banking --- the Federation has run the banking service like other commercial banking institutes since 1968 and currently it has 29 banking branches under its operation in the

major cities of this country. In 1982 total scope of fund operation stood at 367,756 million Won (or 525.4 million U.S. Dollars).

Foreign Exchange Service --- the Federation started the foreign exchange service on January 10, 1979 to serve the fishermen and fisheries industries engaging in the export-import of marine of marine products. In 1982 total foreign exchange service handled by the Federation stood at 137,953 thousand U.S. Dollars.

Foreign Loan Business --- the Federation has introduced the foreign loan to meet the growing demand for the fisheries fund. So far the Federation has introduced 46,218 thousand U.S. Dollars in loan from the Japanese government, ADB and IBRD.

f. Mutual Insurance

The Federation has managed the mutual insurance business to make up on the loss or damage of the fishermen's lives and properties caused by the accidents and disasters. In 1982 the insurance policy sold amounted to 461,393 million (or 659.1 million U.S. Dollars) and the insurance premium received reached 9,330 million Won (or 13.3 million U.S. Dollars). On the other

hand, the insurance payment paid to the policy holders came to 4,506 million Won (or 6.4 million U.S. Dollars).

g. Safe Fishing Operation

The Federation has taken various measures to ensure the fishermen's safe fishing operation and for this purpose it has operated the wireless stations composed of one control center based at the Federation, 19 fisheries wireless stations and 20 sub-fisheries wireless stations along the coastal areas in this country.

h. Education and Training

The Federation has conducted the education and training programme to improve the quality of the employees working for the fisheries cooperatives organizations and at the same time to provide the fishing community leaders with the opportunity to understand the idea of the fisheries cooperative movement. In 1982 a total of 1,405 employees working for the Federation and its member fisheries cooperatives and 135 fishing community leaders participated in the education and training programme provisioned by the Federation's Education and Training Center.

II. Youth and Cooperative Movement in Korea

1. Introduction

In the modern society most people believe that the rapid advancement in the science and technology could substitute the human role with the machines. In developing countries, however, development of human resources has been regarded as the most important task in their efforts to accelerate the economic development. At present the youth accounts for about 40 per cent of the world's population and they will play a leading role in developing the societies over the world in the future. In other words, the future of homes, societies and nation throughout the world depends on their shoulders.

The cooperative movement organized to enhance the social and economic status of the economically-weak members should not overlook the problems facing the youth and they should be strongly encouraged to participate in the cooperative movement.

2. Youth Problems

In Korea the people at the age of 15-29 are regarded as the youth and the Korean population as of the end of 1980 stood at

32,800,000 out of which 11,375,530 are classified into the youth.

Distribution of Youth by Age and Profession

Classification	Student	Employed Youth	Other Youth	Total
Total	2,927,196	4,616,318	3,832,016	11,375,530
15-19	2,514,074	1,082,370	643,276	4,239,720
20-24	365,841	1,831,104	1,856,693	4,053,638
25-29	47,281	1,702,844	1,332,047	3,082,172

Source : Survey and Statistics Bureau, Economic Planning Board

As shown in the above Table the group of youth aging less than 18 are students attending the secondary schools and the youth after graduation from the schools go on the study at the higher educational institutes, or obtain jobs.

The youth attending the colleges are comparably better off and they have no serious problems compared with other groups of youth. Traditionally, the Korean people have had a deep concern on the children's education. In case of some youth who failed to attend the colleges for the economic reason most of them have stuck to the "studying while working". Many organiz-

ations such as government, state-run corporations and private industries have provided the scholarships and free-time privilege to the young employees for further study at the higher educational institutes. In addition, There are many evening-educational institutes in secondary and college level which provide the educational opportunities to the working youth.

Except for the group of youth attending the secondary schools and colleges remaining youth are composed for those groups of youth engaging in the military service, attending private educational institutes in preparation of examination at the college, participating in the professional training course for the job and consuming the time without doing something helpful to the promising future. The youth falling on last group are apt to be driven into the juvenile crimes.

In particular, the youth in rural and fishing communities have immigrated to the urban areas after failing to find the jobs and this has caused the excessive concentration of population in the urban areas which might lead to the increased juvenile crimes in that areas. As the youth in the rural and fishing communities has immigrated to the urban areas the average age of youth in that communities has been getting old and this situation has had a adverse affect on the development

of the agriculture and fisheries. Facing these problems the government has formulated the Law for Fund for Fostering the Would-Be Farmers and Fishermen on November 1, 1980 which was aimed to foster the promising youth to play a leading role in developing the rural and fishing communities in the future. The Fund has been raised by the government's finance and contributions from the private industries and managed by the Ministry of Agriculture and Fisheries. In practise, however, the Ministry has commissioned the management to the National Agricultural Cooperatives Federation and the National Federation of Fisheries Cooperatives. The projects subject to the Fund have been the horticulture, livestock raising, sericulture and aquaculturing, and both of the Federation are responsible for selecting the would-be farmers and fishermen among the promising youth in the rural and fishing communities. The interest rate of loan provided under the provision of the Fund has been 5 per cent, less 5 per cent than the prevailing commercial banking interest rate in this country. So far the Fund scope stood at 99.2 billion Won (or 130 million U.S. Dollars)

3. Youth and Cooperative Movement

In Korea both the agriculture and fisheries cooperatives have employed many graduates from the secondary schools and

college in agriculture and fisheries, and this has made a significant contribution to the increased employment of youth in the rural and fishing communities. In addition, the cooperative insurance business managed by the agriculture and fisheries cooperatives have provided the scholarships to the students attending the agriculture-fisheries secondary schools and colleges in an attempt to encourage them to participate in the development of rural and fishing communities and at the same time to join the cooperative movement in the field of agriculture and fisheries.

So far the activities carried out by the Korea's cooperative movement for the good of youth has been limited to those indicated in the above and in the future these cooperative organizations should play more positive role in solving the youth problems.

4. Conclusion

a. Government's Responsibility

The most urgent task is to establish a government agency responsible for the youth matters and in case of Korea the administration for the youth has been shared by the many minis-

tries. The Ministry of Education is responsible for the matters of students attending the secondary schools and colleges, the Ministry of Labour takes the responsibility of professional training for the youth, and the Ministry of Justice and Home Affairs are responsible for controlling the youth's conducts. As mentioned in the above, the Ministry of Agriculture and Fisheries has been responsible for the management of the Fund for Fostering the Would-Be Farmers and Fishermen and this is primarily designed to settle the youth in rural and fishing communities. In managing the Fund, however, more coordinating function among the Ministeries concerned is necessary since the youth problems should be solved by the competent government agency under the comprehensive plan consisted of educational programme, cultural events, professional training programme and control of the youth's conducts.

b. Cooperatives' Responsibility

The principle of cooperative movement places its emphasis on the education and in fact, however, it places the emphasis on the educational programme for the adults rather than the promising young people. At best the the educational programme for the youth has covered the cultural education, or sporadic

cultural events. The educational programmes provisioned by our Federation's Education and Training Center has put their priority on the on-the-job training programme for the employees working for the fisheries cooperative organizations. Therefore, the cooperative organizations should put their priority on the training programme suitable for the youth who will play a leading role in developing the communities where they live. For this purpose a demonstrative training programme for group of youth can be conducted and if prove successful it can be propagated to other community level and further to the national level.

ROLE OF YOUTH AND COOPERATIVES IN INDIA

Paper for Regional Seminar on Youth and
Cooperatives

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DIRECTOR - THE BIHAR STATE
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SEMINAR HELD AT KUALA LUMPUR
(MALAYSIA) FROM 22ND MAY 1983
- 2ND JUNE, 1983.

INTRODUCTION

The youth in India plays a key role in all spheres of our life. Due to its size and aspirations, its influence and dynamism, it is a powerful factor in setting trends in political, social, economical, educational, cultural and development fields. Sixty percent of our population is below the age of 24 years and about 33.5% of the population is in the age group of 15 - 35 years. The estimated statistics relating to youth population are given below:-

Estimated Youth Population (15-35) (in million)

Persons	Male	Female
Total - 212.2 (33.5%)	109.2 (33.3%)	103.0 (33.7%)
Rural - 160.9	81.3	76.6
Urban - 51.3	27.9	23.4

Before independence, the youth particularly the Students had played very significant roles in the struggle for freedom. Immediately after freedom (15th August 1947) it was recognised that the vast energy of youth power should be channalised towards constructive programmes. A number of youth activities and programmes were initiated for involving large section of youth in nation-building activities and to promote secularism, national integration, spirit of adventure and to inculcate appreciation of India's rich and ancient cultural heritage.

The educational component incorporated in these programmes is not just any kind of education, but envisages an educational programme which may discipline the mind and enrich the spirit. These programmes make our youth to understand and learn to live together in peace and harmony. We can no longer live in isolation from our fellow men either physically, culturally or spiritually.

Thus an element of national integration has been incorporated in some of the youth programmes.

Furthermore, the nature of the society for which we train our youth is the world community in which the youth will live. It is an environment in which the youth is involved in decision making process and is responsible for consequences.

INVOLVEMENT OF THE YOUTH

India is a country of villages, where 80% of the population lives in villages (As you have seen in the Parenthesis, Page + 1). Their main profession is cultivation. Besides few states most of the States are (Province) lack irrigation facilities. In India it is said that the "Monsoon gambles with the Indian farmers". And since there is lack of irrigation facilities, often the Indian farmers faces financial hardships and due to their financial hardships they have to depends on the Zamindars. (The money lenders)

In India, most of the Cooperative Societies from Primary to National levels were constituted with the moto to look after the interests of the farmers. The Movement of Cooperatives in India was initiated in 1904 taking in view that if the economically weaker section of the Society were to be saved from the clutches of money lenders and if the virtues of thrift and saving were to be cultivated on the theories of self-help and mutual aid, people of that time considered it to be the best period for organising the cooperative society.

Since then the Cooperative movement in India has come a long way. At present there are different types of societies at village levels which takes care of farmers interest, known as Primary Agriculture Credit Society (PACS). The main function of this society

is to lend money to the farmers for a short period on a moderate rate of interest. For lending money to the farmers on a moderate rate of interest to the farmers there are about 75,000 Primary Agriculture Credit Society, about 500 District Cooperative Banks, 21 State Cooperative Banks, and one National Cooperative Bank. The total number of members of PACS will be more than 10 crores.

Besides PACS and their parent organizations, there are large number of other types of cooperative societies also from village to national level. They are Marketing Cooperative Federations, Consumers Cooperative Federations, and so on so forth.

FUNCTIONS OF MARKETING COOPERATIVE FEDERATIONS

The main job of the Marketing Cooperative Federations are to sell among the farmers - improved variety of seeds, Fertilizers and pesticides on moderate rates. At the same time they do purchase the Agricultural produce also. So, in this way we see that the farmers are not much bothered for selling their agricultural produce.

CONSUMERS COOPERATIVE FEDERATION

Agricultural produce purchased by the Marketing Cooperative Federations are made available to the Consumers through another cooperative agency known as consumers cooperative Federation.

So, in this way we see that in India one cannot live without cooperative. Rather we can say that if we exclude cooperatives from our general life, it will become very difficult to survive even.

YOUTH AND COOPERATIVE IN INDIA

So far the involvement of youth in cooperation is concerned, there is large number of young people involved in the Cooperative Movement, either by being a member of a cooperative Society or by working in different types of cooperative societies. In spite of their direct or indirect involvement in the cooperative movement, in India this movement have never historically had any special commitment toward attracting young people to cooperative ideals. I think that the condition of young cooperators and persons willing to join cooperative movements of almost every country is the same. We want blessings of the older generation but there are few who are kind towards the younger generation.

Under above mentioned circumstances, I would like to request the honorable members of this Regional Seminar to pass a resolution for the entire societies of the world (whether it is a society at Primary level or at National level) "that in the Executive Committees of a Society there shall be minimum 50% members from the persons belonging to the age-group of 18-35 years".

If the above resolution is passed, I would like to request the International Cooperative Alliance People also to put this resolution on the Agenda of the coming Annual General Body meeting of the ICA for approval.

My second submission will be that in every Universities of every country there should be a separate Department of Cooperative to enable the youngsters, if they wish, to choose cooperative as their subjects.

OTHER YOUTH ORGANISATIONS AND PROGRAMMES

The programmes for youth in India have been designed. The youth in India can be divided in two main categories; the student youth and the non-student youth. In the beginning the programmes were mainly for the benefit of the privileged section of the youth, namely the student youth. However, to cater to the needs of the non-student youth, who constitute a sizeable proportion of the youth population and who had received scant attention, a special programme of Nehru Yuvak Kendras was initiated in 1972-73.

NATIONAL YOUTH BOARD:

A National Youth Board was first set up in 1970 and was re-constituted in 1978. The main function of the Board is appraisal of non-going programmes, provide a forum for coordination amongst the various Departments of the Central Government, States and Union Territory Administrations and voluntary agencies working in the field of youth development and tender advice on the formulation of a National Youth Policy. The Union Minister for Education is the Chairman of the Board- other members include senior officers of the Central Government in various ministries engaged in youth activities; Members of Parliament- Ministers in State Governments and Union Territory Administrations in charge of youth development, student unions and prominent non-officials working for rural development, training of youth workers and youth programme in tribal areas and voluntary agencies working in the field of youth development. The National Youth Board is the highest apex body in the field of youth development. The State Governments and Union Territory and Administrations, have also been asked to set up similar Youth Boards at State levels.

The Ministry of Education and Culture and other Departments of the Government are implementing a number of schemes and programmes catering to the needs and development of both the student and non-student youth. These programmes are well conceived and are being administered with care and enthusiasm. A brief description of some of the important schemes for the various categories of youth is given below:

A. STUDENT YOUTH PROGRAMMES

- (i) The National Service Scheme, originally contemplated as an alternative to the National Cadet Corps (NCC) to cover all university students, was started during the fourth plan as a pilot scheme by enrolling college students on a voluntary and selective basis. Its object is to enable the students to utilise their leisure time in various programmes of social service and national development to help the community and at the same time to provide an opportunity to the undergraduate students to understand and inculcate in them a sense of social consciousness and dignity of labour. Thus NSS aims to provide 'Education through community service.'

The scheme is being implemented presently in almost all the States and Universities. The scheme which was started in 1969 with a coverage of about 40,000 students, now covers about 5.00 lakhs students. During 1983-84 it is proposed to increase the coverage to 5.75 lakh students.

In addition to programmes like construction and repair of roads, school-building, village ponds, tanks, tree plantation etc., NSS students have been participating in programmes like environmental

improvement, hygiene and sanitation, family welfare, child care, mass immunisation, vocational training in craft, tailoring, knitting, toy-making, organising co-operative, mahila pandals, and balwadis for members of weaker sections, etc. NSS students have also participated in a significant way in the National Adult Education Programme. The NSS volunteers have also organised discussions for popularisation of nationally accepted objectives like pride in Indian-ness, self-reliance, socialism, democracy, national integration and development of scientific temper.

As part of the constructive involvement, largely of student youth, during their vocation periods, special camping programmes have been organised under the the National Service Scheme in the course of which some aspects of rural need are being covered. In the past years, such programmes have been organised under the themes 'Youth Against Famine', 'Youth for Rural Reconstruction', 'Youth Against Dirt and Disease', 'Youth for afforestation and Tree Plantation', etc.

The NSS volunteers also do commendable work during natural calamities. They involve themselves not only in the collection of funds for victims, but also engage themselves in various programmes directed to prevent the outbreak of diseases and health hazards, and rendering help in rehabilitation of the victims.

The Central Government provides sizeable funds for the National Service Scheme. The State Governments contribute their own matching contribution and release the funds to the Universities in accordance with the students enrolment under NSS allocated to each. Such expenditure is shared by the Central and the State Governments in the ration of 7:5.

(ii) NATIONAL SERVICE VOLUNTEER SCHEME (NSVS)

The National Service Volunteers Scheme (NSVS) was started in 1977-78 with the objective of providing opportunities to students who have completed their first degree to involve themselves on a voluntary basis in nation-building activities for specific period on a whole-time basis. Under this scheme, volunteers are deployed with Nehru Yuvak Kendras and voluntary agencies. The volunteers are given suitable training before they start work. Each volunteer is paid a monthly stipend and fixed amount for travel and contingencies.

(iii) SCOUTING AND GUIDING

The Government is encouraging Scouting and Guiding in the shape of organisational and administrative grants and grant-in-aid for training camps, rallies, jumborees, etc. conducted by the Bharat Scouts and Guides and All India Boy Scouts Association.

Scouting and Guiding, which is an international movement, aims at developing the character of boys and girls to make them good citizens by inculcating in them a spirit of loyalty, patriotism and thoughtfulness.

for others. Scouting and Guiding also promotes balanced physical and mental development of boys and girls. Social service and community work is an important aspect-

(iv) NATIONAL CADET CORPS

Based on the recommendations of a Committee under Pandit H.N. Kunzru set up in 1946 to make recommendations for establishment of a nation-wide Cadet Corps, the National Cadet Corps came into existence on 15th July 1948 after the NCC ACT was passed by the Parliament.

During the period 1963-67 the NCC was made compulsory for all able bodied male students in colleges. The sudden expansion of the Corps taxed the resources to the maximum and, therefore, it was decided that the period of compulsory training may be reduced from 3 to 2 years. In 1968 NCC was again made voluntary as National Service Corps (Scheme) and National Sports Organisation (NSO), two more parallel youth schemes under the Ministry of Education came into existence.

In December 1972 an NCC Evaluation Committee was set up under the Chairmanship of Dr. G.S. Mahajani, Vice-Chancellor of Poona University, to evaluate the NCC programmes and suggest changes in aims, objectives, organisation and consequential financial and administrative arrangements. The committee submitted its report to the Defence (Raksha) Mantri in January, 1974. Decision on various recommendations made by the Committee have already been taken by the Ministry of Defence and majority of those have been implemented. On the recommendations of the Mahajani Committee, the aims of NCC have been modified and are now as follows -

- (a) To develop, qualities of leadership, character, Comradeship, spirit of sportsmanship and the ideal of service.
- (b) To create a force of disciplined and trained manpower which in a national emergency could be of assistance to the country.
- (c) To provide training to students with a view to developing in them officer like qualities thus enabling them to obtain commissions in the Armed Forces.

There is at present a strength of 700,000 in the school wing of NCC and of 4,600,000 of the higher education wing.

Emphasis on drill, weapon training and other conventional subjects is being reduced and the aspects of training which develop leadership, comradeship add spirit of sportsmanship and the ideal of service are being encouraged. Adventure training and social service are being progressively emphasised in training.

B. NON STUDENT YOUTH PROGRAMMES

Nehru Yuvak Kendras (NYKs)

In 1972 for the first time a national programme for the non-student youths in the country was launched on the basis of the recommendations made by the National Advisory Board on Youth in its meeting held in December, 1970. It was decided that a centre would be established in each of 400 districts in the country for coordinating the activities of various agencies for providing opportunities to the non-student youth

III.

for their own development and for their involvement in various programmes of national development.

The main aim of the scheme as originally visualised is to enable the non-student youth to act as the vanguard in the process of development in the rural areas and popularisation of nationally accepted objectives such as self-reliance, secularism, socialism, democracy, national integration and development of scientific temper. The objectives of the scheme are to organise the non-student youth for:

- recreation: i.e. activities organised for entertainment and physical fitness as also for rejuvenation of the cultural heritage of the society to which the non-student youth belongs.
- Awareness: i.e. arousing consciousness among the non-student youth of their predicament and includes systematisation of their experience through dialogue and discussion.
- Development: i.e. economic, social and educational development as well as enrichment of the environment and conservation and regeneration; and
- Organisation: i.e. simple group activities for sports games, entertainment, literacy and organised action for economic and environmental development as also creation of organisations to resist social and economic oppression.

For translating the objectives of the scheme into programmes, the NYKs undertake activities which include non-formal education, social service programmes like work camps, organisation of sports games, recreational and cultural activities, organisation of vocational training programmes aiming at self-employment youth leadership training programmes and assistance to Mahila Mandals and Yuvak Mandals.

The scheme is fully financed by the Central Government. The State Governments are closely associated with the implementation of the programme. The broad guidelines for the programmes to be developed, their priorities and coordination at the national level, including administration and evaluation of the programmes are the responsibilities of the Central Government. At the State level these functions are performed by the State Organising Committees under the Chairmanship of Minister-in-charge or Secretary of Education/Youth Services departments. At the district level, these functions are performed by the District Organising Committees with the District Collector as the Chairman, other district-level functionaries as members including representatives of youth.

Apart from enrichment in the contents of the Programme and accretion in the functions of NYKs, their number has also increased more than three-fold during the last seven years. As compared to 80 NYKs in 1972, 255 NYKs have so far been sanctioned. Of these 192 Kendras are in operation. It is proposed to cover all the districts in the country by a Nehru Yuvak Kendra each during the current five year Plan (1980 - 85) -

C. OTHER YOUTH PROGRAMMES(i) Programmes for Promotion of National Integration

The Scheme of programmes for promotion of National Integration has two basic aims: (i) to facilitate visit of youth living and working in the border states to states with marked cultural differences, and an exchange visit by youth of those states to the border states in order to promote greater understanding of the historical and cultural heritage of the country, of the problems being faced by the people of different regions and of the environment, social customs etc. In the different parts of the country, (ii) the scheme also provides for financial assistance to voluntary agencies which are engaged in creation of public opinion against forces promoting disintegration, and organisation of special groups for action to serve the objective of national integration through camps, seminars, research etc. Under this Scheme, teachers, student and non-student youth who are members of the voluntary agencies, members of peasant and workers organisations, Nehru Yuvak Kendras and State Governments/Union Territory Administrations and recognised educational institutions, registered voluntary organisations are eligible for provision of financial assistance.

Another scheme for promotion of national integration is the establishment of National Integration Samities in selected universities

and colleges with the objective of familiarizing students and teachers with the diverse perspectives of our composite culture and civilisation and undertaking of such activities as directly promote the cause of national integration. About 130 such Samitis were set up in different universities and colleges, many of which have been taken up meaningful programmes for inculcating the idea of national integration in the minds of students. The scheme was reviewed by a Committee under the Chairmanship of Shri T.K. Tope the then Vice-Chancellor of Bombay University and revised suitably. The implementation of the Scheme has been taken over by University Grants Commission with effect from 1978-79.

(ii) Financial Assistance to Voluntary Organisation Working in the Field of Youth

The Scheme has been evolved to provide support to voluntary organisations which involve youth for developmental activities especially in rural areas. This scheme also encourages involvement of voluntary agencies in the implementation of youth programme such as leadership training to non-student youth and training for self-employment and establishment of work centres.

(iii) Scheme for Promotion of Adventure

The Scheme aims at encouraging the spirit of adventure, risk taking, cooperative team-work, a capacity of ready and vital response to challenging situations and endurance among the

youth. Financial assistance is provided under this scheme for activities like mountaineering, trekking, hiking, exploration for collection of data, study of flora and fauna in the mountains, forest, desert and sea, canoeing, coastal sailing, raft expeditions, swimming, cycling etc. Assistance is also provided for establishment and development of institutions to facilitate such activities. Assistance to the extent of cover Rs. 6.00 lakhs has been given during 1980-81 to various institutions, groups and individuals for these activities. In addition the Himalayan Mountaineering Foundation, New Delhi are also being given financial assistance under this programme.

D. INTERNATIONAL YOUTH PROGRAMMES

(i) Commonwealth Youth Programmes:

India is participating in Commonwealth Youth Programme which is directed to make the youth participate in the developmental process of their respective countries and to provide a forum for increasing cooperation and understanding among the Commonwealth countries.

Under this programme, three regional centres for advanced studies in youth work have been set up in India, Zambia, and Guyana. The Asian Pacific Regional Centre has been set up at Chandigarh for which India as the host country has provided a building and basic physical facilities.

(ii) United Nations Volunteer Programme:

The Youth and Sports Ministry assists in the selection of youth volunteers for the United Nations Volunteers Programme. Already a number of Indian Nationals are working as UN Volunteers in developing countries.

(iii) International Exchange of Youth Delegations

This scheme aims at strengthening the channel of communication among youth in different countries as well as promoting international understanding and goodwill. Exchange on reciprocal basis is normally confined to Cultural Exchange Programmes and other bilateral international agreements of programmes of the United Nations, Commonwealth Secretariat etc.

Regional Seminar On "Youth and Cooperatives"
Kuala Lumpur, Malaysia-22 May to 2 June,1983

Country Paper

SRI LANKA

Paper On: Youth And The Co-operative Movements in
Sri Lanka.

By: MRS. R.M.C.G. UDUGAMPOLA

SRI LANKA.

YOUTH AND THE CO-OPERATIVE MOVEMENTS IN SRI LANKA

BY: MRS. X.M.C.G. UDUGAMPOLA

Department of Co-operative Development of Sri Lanka is a Department functioning under the control of the Ministry of Food and Co-operatives. One Cabinet Minister is in charge of this Ministry.

1 Commissioner designated as Commissioner of Co-operative Development is the Head of this Department. The Commissioner is assisted by Five (05) Deputy Commissioners, Six (06) Senior Assistant Commissioners and sixty seven(67) Assistant Commissioners in charge of Districts. In addition to these Staff Officers, a cadre of Inspectors of Co-operative serves for and wide in the Island under this Department. The functions of the Department falls into two main Divisions, i.e. Audit and Development. These two Divisions are managed by Assistant Commissioners of Auditing and Assistant Commissioners of Development. Therefore-said Inspectors of Co-operative Societies function under these Assistant Commissioners.

The Co-operative Societies throughout the Island are registered under the provisions of a By-law framed in pursuance of a Co-operative Act and a series of Rules. The Societies go registered in every part of Sri Lanka can be catergorised as follows:-

1. Multipurpose Co-operative Societies
2. Secondary Co-operative Societies
3. Agricultural Co-operative Societies
4. Co-operative Credit Societies
5. Industrial Co-operative Societies
6. Other Societies.

Although a multitude of Societies are seen within the field of Co-operative Movement, no Society has higher to been created with the special motive of catering the youth. Now we find a Co-operative Society Born under this auspices of National Youth Service Council. This was due to the fact that the youth have found membership in all categories of aforesaid Co-operative Societies.

The history of Societies aimed to embrace the youth generation runs back as far as 1947. Where youth Clubs, which can be the origin of such societies, were created. These Youth Clubs organised in the districts of Kandy and Galle with foreign corroboration. They were not registered as Co-operative Societies. Thereafter, Young Farmers Clubs were organised under the wings of Dept. of Agriculture. These Young Farms Clubs too were carrying the title 'Co-operative'. But they too were not registered. They were also spread throughout the Island as Units for propoganda and extention purposes of this activities of the Department of Agriculture. By way of these Clubs, it was solely the activities of the Department of Agriculture, which were carried out. Thereafter we see the youth participation in Co-operative field in Agricultural Co-operative Societies. Youth in villages gained membership in Agricultural Co-operative Societies, Colonization Co-operative Societies, Young women's Co-operative Societies and Co-operative settlements which were specially created during 1970-1977. The motive of these Government in organizing youth under the banners above categories of Co-operative Societies, was to divert the unemployed youth to Agriculture as a mean of living and for equi-distribution of income diversified by such activities among youth.

Such Societies were created under the auspices of Land Reform Commission and Land Settlement Commission. But the Co-operative Society implemented under this system gradually went into extinction after 1977. The only type of Co-operative Societies in which the youth involvement could be seen with no break from the very beginning is the School Co-operative Societies. School Co-operative Societies are found in almost all the Schools, throughout the Island. Some of them are registered and some are not. The registration of School Co-operative Societies depends on the age group of its members. The Societies whose members are over 18 years of age are only qualified for registration. This system of Co-operative Societies can be defined as an introductory and training ground to Co-operative Movement for students at their young age.

With my experience in the Department, the problem No. 1 I met was the youth, although given a training at their young age in the school and later joined the Co-operative Movement to find some avenue when their motives were defeated. This was seen in the past and is seen today too. Another reason is that such Societies although registered in the Department are not considered as Government Institutions. Majority of Sri Lankan Youth aspire for employment in Government Departments, or in Government Institutions. They consider that attaching themselves to the Co-operative Movement which has no alliance with the Government would not be prospective. On the other hand Co-operative Societies with Youth participation and registered in the Department fail to create avenues of income to you specially who were not employed. These are some of the reasons for gradual dissociation of Youths from the Co-operative Movement.

Under the above circumstances, although Co-operative Societies of various types could be created, the main and acute problem, we face is how youth could be retained within such Societies. This needs a solution. I consider that we should seek the opinion of Co-operative Workers in other countries at International level and Solicit their suggestions and find a solution to this situation arisen in Sri Lanka in the light of such opinions and suggestions. For this purpose, it is possible to create Co-operative Societies connected with other Industries outside the multipurpose Co-operative Societies system within the Movement. Besides, it is also possible to provide Loan facilities for self employment and improve the membership the Societies through them an individual basis.

Before landing such a move, it will necessary to carry out an extensive propaganda that such Societies are possible and to provide a training to members on a practical basis by way of Membership Education without thoretical lecturès. For this purpose to, I consider that seminars of this type will give necessary instructions and concurrence.

COUNTRY PAPER
ON
"SCHOOL AND INSTITUTIONAL COOPERATIVES"
FOR

REGIONAL SEMINAR ON YOUTH AND COOPERATIVE

MAY 23 TO JUNE 2, 1983

KUALA LUMPUR.

Information compiled by:

HAJI MAHMUD BIN HAJI YUSOF
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Regional Seminar On "Youth and Co-operatives"

The Co-operative Movement in this country started in 1922 with the main objective of rescuing the padi farmers in the rural areas and the Government Employees in the urban areas from being exploited by the unscrupulous money lenders, shopkeepers, and other forms of creditors. Since then co-operatives has spread in all sectors of the economy. Advancement in the field of credit, housing, commerce and industry has been very rapid but not so in the Agricultural sector.

2. In 1973 the Government, in its efforts to improve the living standards of the farmers and fishermen, formed the Farmers Organisation Authority (FOA) and the Fisheries Development Authority (FDA). All Agro-based co-operatives were handed over to FOA and Fisheries Co-operatives were handed over to FOA and Fisheries Co-operatives to FDA, leaving the rest of the co-operatives under the Department of Co-operative Development. At the end of 1982 there were almost 220 coops under the Department of Co-operative Development with a membership over 2.0 million and paid up capital of M\$809.363 million with assets totalling over M\$2,200 million.

3. Although Coops are divided under 3 different Government Agencies they are united under one Apex organisation, i.e. ANGKASA (The National Union of Co-operatives, Malaysia). In 1968 ANGKASA suggested to the Government that co-operatives be formed in all secondary schools in the country. The Government agreed because it believed that Co-operatives can play its role in improving the social and economic standard of its members. So, with the co-operation of the Ministry of Education several school co-operatives were formed. See para 5 below.

4. Youths Co-operatives

As at 31.12.1981 there were 16 youths co-operatives, formed and run by youths themselves, with a total membership of over 14,000 and a paid-up capital of over \$950,000. Except for few the majority of the Co-ops are not active. the

4.1. Koperasi Belia Nasional (KOBENA - The National Youth Co-op) is most active with interests in housing, commerce and industries. A special paper on this co-op. is being given seperately in this seminar. It has membership of over 8,500 and paid-up capital of about \$450,000.

4.2.1. There are a few Youth Land Resettlement Schemes opened up by the various State Governments. In these schemes youths were selected and placed in the land schemes that has already been cleared and planted with rubber or oil palm. The settlers were only expected to maintain the up-keep of the jointly owned estate. The income from the estate is divided equally among them.

4.2.2. Co-operative Societies have been formed in two of the land schemes by the youth settlers. A few more are in the process of formation. The Tanah Merah (Kelantan State) Multipurpose Youth Coop. with a membership of 487 and a paid-up capital of M\$23,000 undertake the transportation of produce from the scheme to the processing mill, as well as doing contract works for the State

Government and other agencies. The normal work of up-keeping the estate, harvesting, etc. do not keep the settlers fully occupied, so the contract works obtained by the Co-op. is given to the settlers so that they can earn extra income.

The co-op. in the Pahang land scheme runs a provision shop, and also supplies other goods as required and/or ordered by the settlers from time to time.

The settlers, through their Coops, are encouraged to manage their own affairs in the schemes.

Until they are ready the land schemes will be managed by the various Government Agencies with coop. playing a complimentary role.

Youths who participate in these land schemes are not allowed to marry for a specified period - 2 - 3 years.

4.2.3. The other youths coops. are either not active or with very limited member participation in activities run by the co-op. Some just give out credits loans earns to their members which in most oases were not productive, or they obtained shop houses/stalls and rent them out to their members. It benefitted the members who rent the shops/stalls but the number of shops/stalls put-up or obtained by co-ops. are very limited. Therefore the other members just hope to get a return on their investment in the co-ops - if any - and that again is only once a year

4.3.1. A co-operative society is an organisation formed by a group of people, managed and run by them for their own benefits. This group of people must be people of some means - financial as well as know-how. Then only can they accumulate sufficient capital for any activity they consider will benefit them. They may not have the necessary know-how but with capital they can buy the necessary know-how and expertise.

4.3.2. The majority of the Youths Coops. mentioned above were formed by youths who were unemployed and they joined the coop. in the hope that the coop. can help them. What can the coop. do? It is just an association of 'helpless' people! Those that are successful has been receiving Government aids, either in the form of land, money, permits, etc.

5.1. School Co-operatives

The Malaysian Government believes that the Co-operative Movement can play a significant role in the social and economic development of the country. It therefore encourages the formation of school coops. in all the Secondary Schools in the country. The main objectives are:-

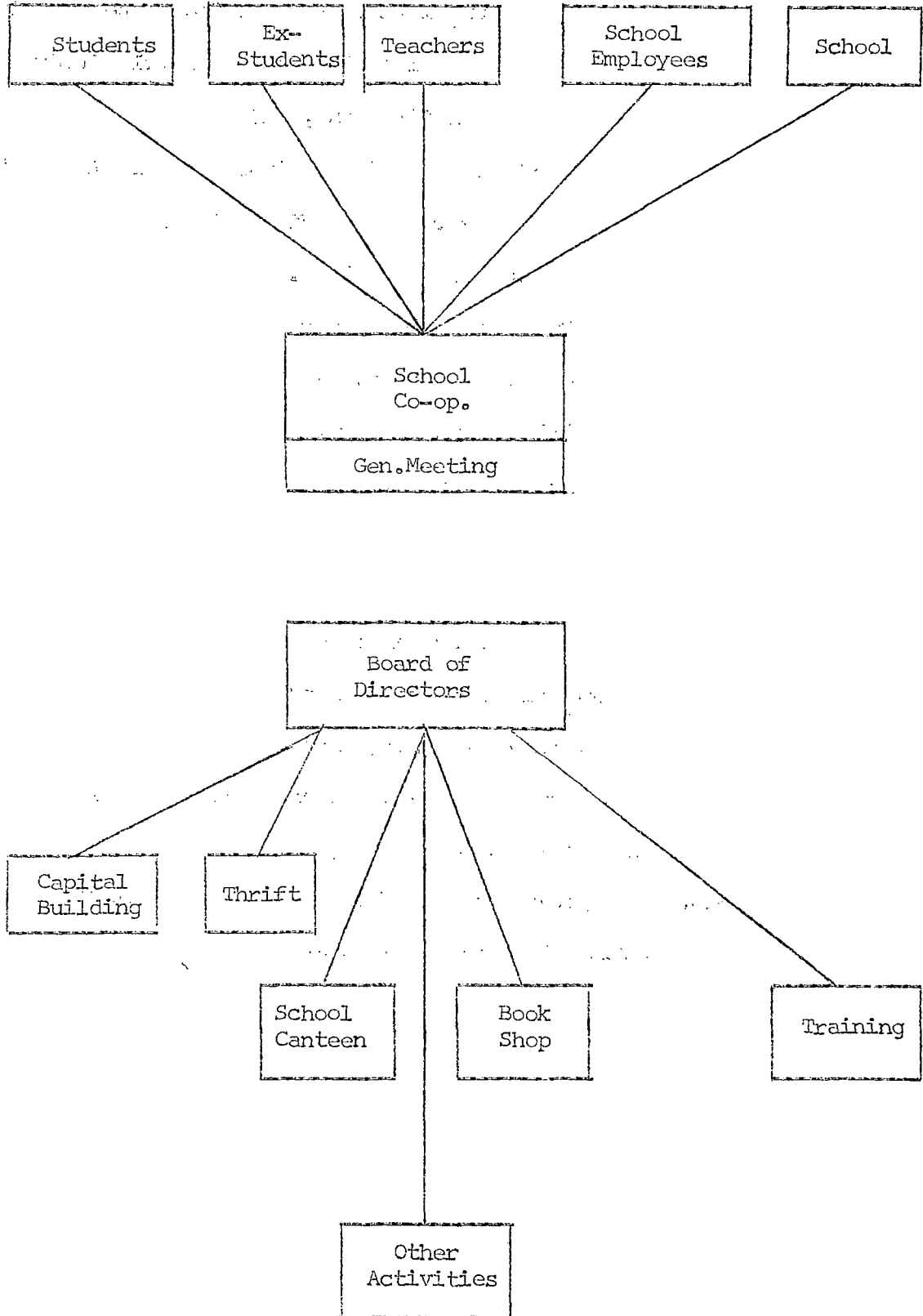
- a) To encourage thrift among students;
- b) To instill the spirit of co-operation/
working together for the common good - i.e.
in accordance with the principles and concept
of co-operative societies;

- c) To supply books, stationary and other student and school requirements at reasonable prices and of good quality;
- d) By practical means to demonstrate to these future leaders the working process of democracy how to elect leaders and settle difference by democratic means, and
- e) To do all other things that are in the interest and for the benefit of the students or the school as a whole.

5.2. It is the fervent hope of coop. leaders in the country that when these students leave school and join society they will be at least aware of the existence of Co-op. Movement and how it operates and what it stands for. For those who go for further studies coop. as a subject is offered in the Faculty of Economics. For those who go for vocational training - especially at the MARA Vocational Institute (Institute Kemahiran MARA - IKM) Co-op. plays a major part in helping students to stand on their own feet - see para 5 below. There are 8 such Institutes in the country.

5.3. For general information appended below is the organisation chart of a School Co-op.:-

Organisation Structure of a School Co-op.

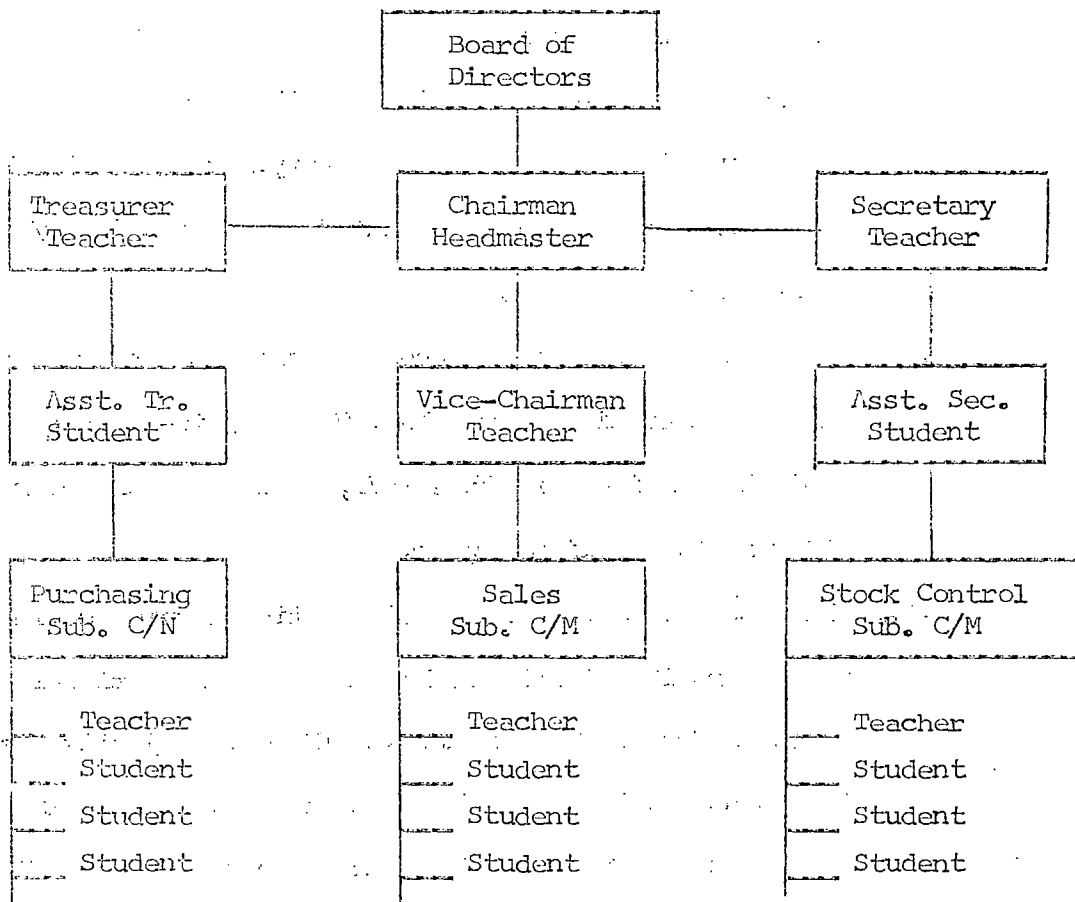


- 5.4. Present-day school co-op. opens its membership to teachers, school employees and even the school itself - so that all purchases done by the school is made through the Coop. Like any other member the school is entitled to receive rebates on purchases and it can do what it likes with it because it is not part of the school fund.
- 5.5. The Board Of Directors of a school Coop. is elected at the General Meeting. To ensure that it is not dominated by non-students it is built into the by-laws that students will form the majority, but that the Headmaster is automatically appointed as the President/Chairman of the Board.
- 5.6. As at end of 1982 there were 350 School Coops. registered with a membership of over 152,400 and paid-up share capital totaling more than \$879,000 with a turn over of over \$6.2 million a year.
- 5.7. These School Coops has formed a national union called the Koperasi Nasional Sekolah (KNS) or the National Union of School Co-operatives. The main objective is to produce or buy in bulk all or some of the requirements of the School Coops. Since its registration in 1975 it has been able to supply to most of the School Coops. items such as exercise books, stationary, work-books, rubber-shoes, etc. It has been successful in bringing down the costs of most of the items mentioned in the open market.

5.8. A School Coop. member of KNS has to pay an entrance fee of \$25 and at least one share of \$100. KNS hopes to go into printing and manufacturing.

5.9. The management Structure of a School Coop. as suggested by the Department of Cooperative Development (and adopted by most), is as follows:-

Management Structure of a School Coop.



5.10. Students being "minors" cannot legally become members of a coop. as the Coop. Ordinance Stipulates that only those who are 18 years and above can become members. As such it is necessary for a School Coop. to be exempted from the requirement of the Ordinance by the Minister in power.

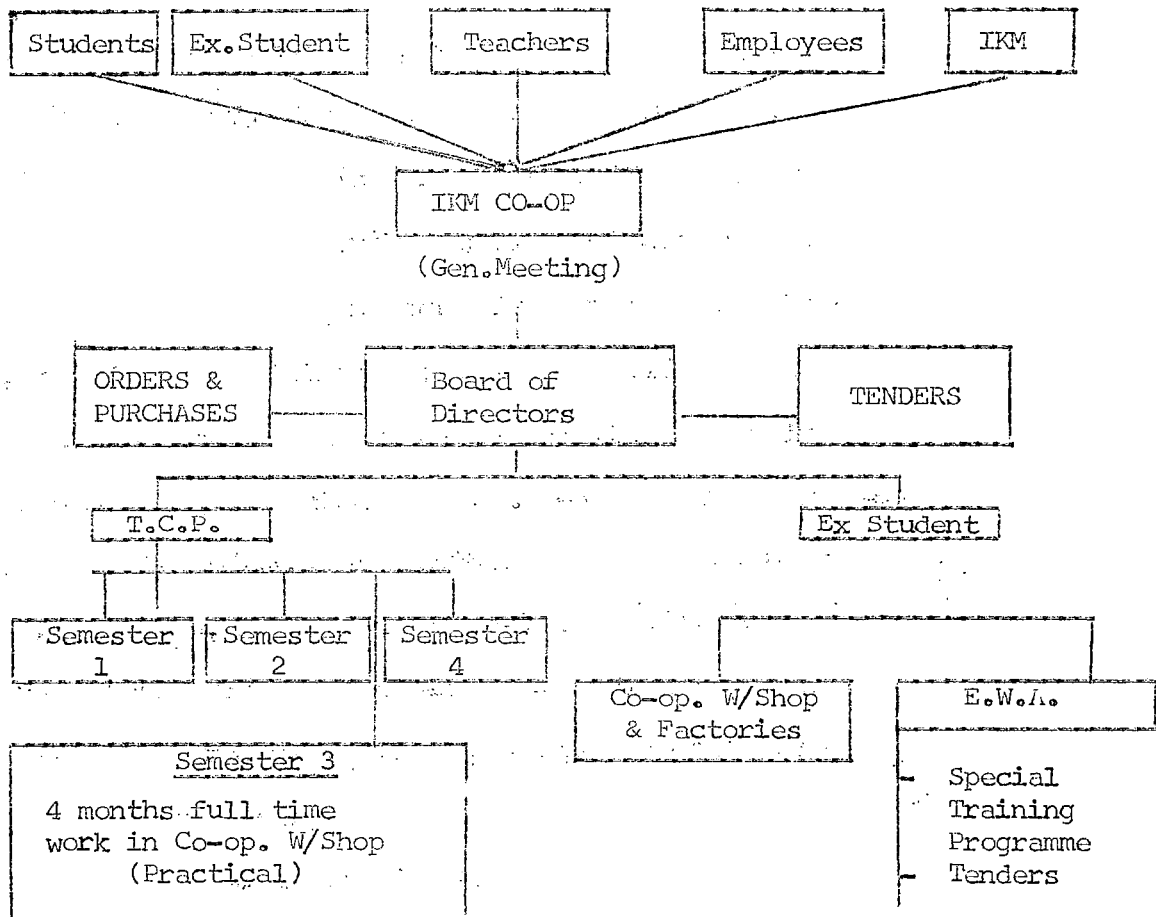
6. MARA Vocational Institute

6.1. These Institutes were established for the purpose of training youths (especially those who have completed their Secondary Schooling) in specific skills, e.g. wood-work, electrical wiring/repairing motor-mechanic, building construction, foundary, plumbing, etc. These youths were expected to stand on their own feet and not just to look for employment, either in the Government Service or elsewhere, at the end of their training. But without any business experience or capital the expectation was too much. As a result many of them ended being employed in jobs that were, in most cases, has no relevance to his skill. But there is not denying the fact that there are some, after gaining the necessary experience by working and accumulating enough capital, struck out on their own and become successful contractors, builders and some have gone for higher studies and qualified as engineers, etc. But the majority could not make it on their own.

6.2. The Pekan IKN Co-op. in the State of Pahang was the first to be formed and registered on 12.3.1981 with a membership of over 200 and paid-up capital of \$15,000. It is based on the School Coop. Structure. In its first year business turnover was only M\$30,000 it is expected to exceed M\$700,000. Now Co-op. has been formed in all the 8 Vocational Institutes in the country.

6.3. The organisational set-up is similar to the School Co-op. The only difference is that the students, while under training, are producing goods that can be sold. During the 1st up to the 4th Semester all materials used by the Institute for the training of the students are supplied by the Coop. and so all articles/goods produced which can be used/sold becomes the property of the Coop. and all proceeds go to the Coop. The Students can get their dividends/rebates at the end of the financial year.

Organisation Structure of a IKM Co-op.



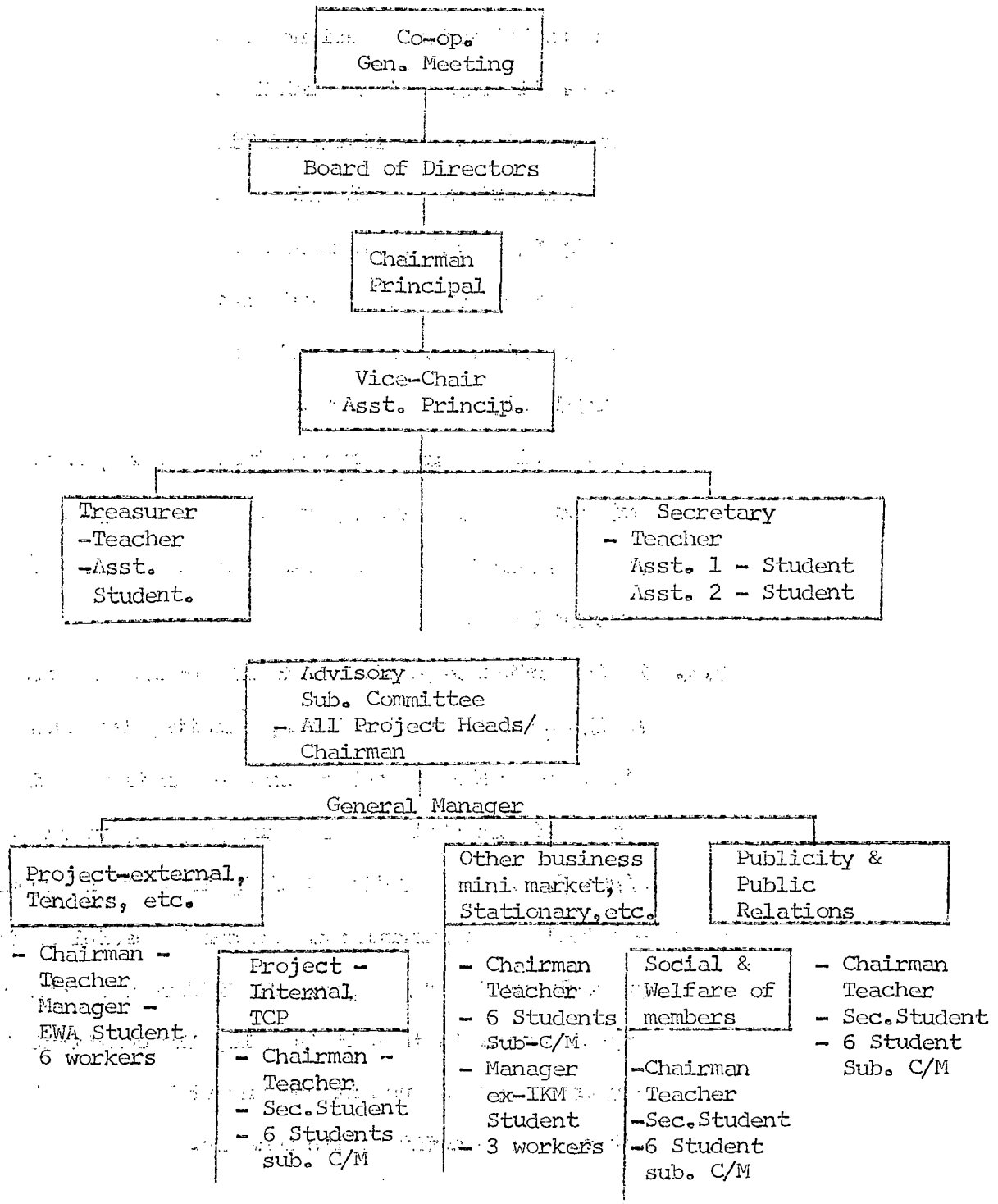
NB: T.C.P. - Training - cum - Production

E.W.A. - Entrepreneurial Walkabout.

- 6.4. As can be seen in the Organisation Chart the Co-op. has been adopted by the Institute as a part and parcel of its training programme. The Co-op. gets orders and/or participate in tenders (Government, Private or Individuals). For simple works, as in supply of simple furnitures for schools or homes, will be done under TCP. For other works, such as building construction, house repairing, etc. is given to ex-students under E.W.A. or ex-student employed by the Co-op.
- 6.5. Entrepreneurial Walkabout (EWA) is a training programme for the ex-students who opt out and are selected by IKM to undergo special training in business management in the field that they have been trained for. These includes costing, material handling, job planning, plan reading, quality control, etc. For their practical they are attached to the Co-op. and they may be given jobs which the Co-op. has successfully tendered for, and get paid accordingly. During this period they are closely supervised by their teachers in their work. They can continue to work with the Co-op. until such time that they are able to stand on their own feet. This is more so in the field of construction where capital outlay is quite high for the purchase of the necessary equipments and payment of tender deposits - not to mention the difficulty of gaining the confidence of tenderers.

- 6.6. The Pekan IKM Coop. is in the process of opening its own factory/workshop for making furniture and other wood-based products, as well as a showroom. It is hoped that students, on leaving IKM will continue to be members of the Coop. and continue to get its services and assistance. The Co-op. can even help them set up their own workshop, or doing piece-work for the Co-op. e.g. the Co-op. can sub-contract a job to a member with the Co-op. taking a small commission.
- 6.7. MARA, the Government Agency that looks after all the 8 vocational training institutes, has agreed to adopt the Co-op. system as practised by the Pekan IKM, in the other 7 Institutes. A standard management system has been agreed to, as follows:-

IKM Co-op Management Chart



NB: Managers and workers are fulltime employees of co-op.

- 7.1. From our Malaysian experience we find that youths Co-operatives cannot do much if left to themselves alone. But co-operative societies can be very useful and an important organisation to a Government that wants to help its youths. With some help from the Government or agency or even the private sector, a Coop. Society can help its members to fend for themselves either individually or as a group. As illustrated above a coop. society formed at a training centre, with proper guidance and assistance, can go a long way to helping the trainees to put the knowledge and skill gained to practical use.
- 7.2. It is further suggested that all Government aids, either in the form of grants, loans, permits, licences, etc. be given to youths through their Co-operative Societies that can see to it that the aids are properly utilised and not misused. A Co-operative Society is just an organisation - a tool or an instrument. It can be useful if it is properly used and managed. It differs from other voluntary organisations in that it is a legally constituted body - corporate and as such it can undertake any business in the interest or benefit of its members.

1 Introduction

The Republic of Singapore is situated at the crossroads of East and West and the gateway to fascinating Southeast Asia. The Republic, with multi-racial, multi-religious and multi-lingual population, consists of the main island of Singapore and 54 small islands which together form a total land area of 587.6 sq kilometres.

The demographic structure of Singapore is pyramidal with its broad-base made up of young people. More than 50% of her 2.5 million people are below 21 and 65% below 30. In urban society where there is a complete absence of natural resources, the human resource is the only asset Singapore can rely upon in national development.

2 Government Policy on Youth

Although there is no stated national youth policy in Singapore as such, the Government's general policy on youth can be summed up in the speech of the Minister for Social Affairs at the Commonwealth Meeting for Ministers on Youth Affairs in Lusaka in January/February 1973:

"The general policy of our Government is to foster the constructive adjustment of youth to society, to provide the opportunities and the means to enable Youth to realise the ideals of good and purposeful life. It is the aim of our Government to provide for the development of every person so that he will be able to realise as full and useful

a life as possible, regardless of his family's economic background and status".

3 Needs of Youth Development

For our purpose, youth has been defined as those persons within the age group of 15 and 30. The members of youths in our Republic is 822,000 and more than half do not belong to any youth organisations, club and society. The challenge to provide our young people with more purposeful and healthy living is great in the face of rapid industrialization and urbanisation which have given rise to a host of new problems.

4 The People's Association Youth Movement

The People's Association Youth Movement is the biggest Youth Movement in Singapore. Established in Nov 71, comprises over 100 youth groups with over 50,000 members.

a Objectives

- to organise various activities beneficial to youth and to encourage their participation, particularly in social and community service thereby channelling their energies to constructive pursuits.
- to foster organising abilities and leadership qualities among youth.
- to develop a sense of national consciousness and social cohesiveness among youth.
- to promote friendship and understanding among youth, both nationally and internationally.

5 Programmes and Services

a Community Service

The Movement attaches a strong emphasis on youth's involvement in community service. Members lead or participate in national campaigns, tuition scheme for needy students, counselling service for ex-drug takers and service to welfare agencies.

b Recreation and Outdoor Activities

Wholesome, adventurous outdoor activities such as mountaineering and camping are organised by the youth groups to build a more rugged society. Canoeing, deep-sea fishing, windsurfing, skin and scuba diving are popularly organised. Sports activities such as squash, badminton basketball and sepak takraw are regularly conducted.

c Cultural Activities

Cultural activities such as painting, music, cultural, and folk-dances, folksongs and community singing are widely participated by members of the movement.

d Training courses, workshops & seminars

Training courses, workshops and seminars are organised to increase the awareness of our youth on topical issues and to develop their leadership potential.

e Youth Exchange Programme

Efforts have been made by the Movement to promote international understanding. Through the People's Association, youth leaders have been given ample opportunities to participate in various youth exchange programme, seminars and workshops

organised under the auspices of the Asian Youth Council (AYC), Commonwealth Youth Programme (CYP), Committee for Asean Youth Cooperation (CAYC), UNESCAP, other international and regional bodies and foreign governments. Youth Educational Tours to many countries have been organised by the movement. Such exposure to international meetings and conditions of other countries will broaden the vision of our youth. They will be able to perceive their own country's problems, tasks and achievements with an international perspective.

6 Youth Response and future direction

- a There are at present 822,000 youths between the ages of 15 and 30 or 34% of the population. There are 50,485 members of the Youth Groups whose Executive Committees organise activities attracting the participation of hundreds of thousands of Singapore youth.
- b However, to attract more talents and members into the Youth Movement, the People's Association will embark on a systematic membership recruitment drive so that by December 1984 we hope to have 100,000 members. This will mean that approximately one in eight Singapore youth will be a member of the PA Youth Movement.
- c To attract and sustain the active participation of the youth, the People's Association will continue to organise activities which will meet both the existing and emerging needs and interests of the youth such as sports, outdoor activities and

travel. More youth will be encouraged to lead or participate in community service activities. Members of the Movement will also be given more opportunities to meet Singapore Ministers and Advisors to the Youth Group for informal exchanges of views on Singapore's key political and economic issues particularly those of direct concern to youths.

7 Co-operatives - The Singapore Experience

a Brief History

The post-war era of World War One saw traumatic economic chaos with the scarcity and diminishing value of the dollar.

Singapore, being the cross-road for trade in this part of the region, saw an influx of immigrants from neighbouring countries, searching for wealth during the Colonial days. In the Twenties, a few groups of civil servants joined hands to start Co-operatives in the forms as pioneered by Owen and Rochdale Principles of the Nineteenth Century.

The early co-operatives were mainly thrift & loan, and their main function was the socio-economic upliftment and eradication of **indebtedness** of their members. After the Second World War, as Singapore reshaped herself from the Japanese invasion, the co-operative movement continued with their objectives. As the years went by and the Gross National Product grew, the people became more affluent, consumerism was trendier, other types of co-operatives were formed.

b New Era

In the early Seventies, the Trade Union began their involvement in Co-operatives. The Union felt that their traditional **attitudes of confrontation** with employers had no economic future. Through co-operatives, it was felt, could compete against the capitalist, and the NFUC INCOME (National Trade Union Congress Co-operative Insurance Commonwealth Enterprise) was born. It is the only Co-operative Insurance society in Singapore and has now more than 75,000 policyholders who are members of the Society. Since the emergence of INCOME, the insured proportion of the population had increased from 3% to 10%.

A few consumers co-operatives were formed to combat the spiralling inflation of essential food and basic goods during the great energy crisis. The Pioneer Industries Employees Union Supermarkets, Singapore Industrial Labour Organisation Supermarkets and the NTUC WELCOME Supermarkets were the few consumer co-operatives that had chains of supermarkets around Singapore. These consumer co-operatives managed to control some of the community goods like rice, flour and sugar, which helped to control the increasing prices.

Professionalism was injected into the NTUC Co-operative Societies, and they are now giant organisations comparable to any Multinational Companies' standards.

Inspired by these set-ups, formation of other co-operative Societies were observed. Thus, the co-operative movement went into transportation, dental, multi-purpose, car rentals, wholesalers, exporters and also social services.

c Changing Trends

The New Co-operative Societies Act 1979, created an impetus for the setting up of an Apex Organisation for the Movement, namely The Singapore National Co-operative Federation. Although still in the infant stage, it has provided training programmes, auditing, management, consultancy, social and recreational and many other activities beneficial to the movement.

The recent amalgamation of the two biggest consumer co-operatives, the NTUC WELCOME and the Singapore Employees Co-operative, was a move to give better services and cheaper goods to members, rather than competing against each other. Incidentally, the SEC was the result of an earlier amalgamation of two trade union consumer co-operatives that was, the PIEU Co-operative and the SILO Co-operative. It is obvious how members and the public benefit through such amalgamation. Thus, lower operating costs means cheaper goods and the commodity prices are as competitive as other company-own supermarkets. This new Co-operative is called the NTUC FAIRPRICE and become the owner of the biggest chain of departmental and supermarket stores numbering thirty-three outlets and still expanding into most Housing Estates.

One other change could be envisaged in the creation of the interlocking system with various types of co-operatives. An

example is that a member of a thrift & loan co-operative will enjoy the benefits of a consumer co-operative and insurance co-operative and insurance co-operative and vice-versa, without being a member of the various co-operatives. This system is now in the study stage and possibility of implementation looks bright.

8 Membership & Youth Participation In Co-operatives

Active participation of youth in co-operative may be obvious, especially many youth are in the working ages. Membership into co-operative societies has no age limits and youth could be the majority in membership. In some co-operative societies, youth can be seen as the main workforce in running the entire business activities. Probably these societies are newly formed and professionalism introduced. Lets look at NTUC INCOME as an example of youth participation in co-operatives.

NTUC INCOME has a unique approach to marketing and sales as the majority of its sales force is made up of members from NTUC affiliated unions. These are working class people from all walks of life between the age of 18 and 55 years old. They are recruited, trained and subsequently appointed as Organisers, who are the sales representatives of NTUC INCOME, on a part-time basis. Honarariums are given as remunerations for propagating INCOME Insurance Policies.

The other portion of the sales force comprises a limited number of full-time sales representatives designated to canvass and procure insurance business from the open market. They are mostly salaried and also receive commissions to each insurance policy sold.

The management of INCOME is vested in the hands of the General Manager, who has 24 Officers and 103 supporting staff. There are a total of 776 active organisers who still continue to introduce insurance to the working public.

The age groups of Organisers, Development Officers and Assistants, Administrative Staffs and Policyholders are stipulated below.

	<u>Below 35 yrs old</u>	<u>35 to 45 yrs old</u>	<u>45 to 55 yrs old</u>
Organisers	65%	20%	15%
Development Officers	40%	30%	30%
Administrative Staff	80%	15%	5%
Policyholders	60%	20%	20%

9 Conclusion

Through the above examples, youth are mainly involved in cooperative only as a work-force. Regretfully, Singapore has no specific youth cooperatives, although youth can play a dominant role in management and various activities be it educational or recreational.

The youth in Singapore are specially catered for the the People's Association Youth Section. The co-operative movement felt it is not necessary to duplicate the labourous task in harnessing and organising youth activities which had been mentioned earlier.

At present there is no need for the People's Association to organise co-operative society, but if the need arise, the infra-structure of the People's Association with the essence on youth, and the availability of premises like the Community Centres, could be a ready vehicle for specific youth co-operatives to be formed. Another

possibility is the application of the proposed interlocking system, that is members of the Youth Section could avail themselves the benefits of members of the various co-operatives.

The People's Association could also work with the co-operative movement to harness and organise the youths in the various co-operatives to be more active and avail themselves of the activities currently organised by the People's Association.

Finally we will be open to ideas and recommendations that this seminar will provide and hopefully to implement some if not all the recommendations.

Prepared by: ROSDI AHMAD
 SAMAD SALIM

REGIONAL SEMINAR ON "YOUTH AND COOPERATIVES"

KUALA LUMPUR MALAYSIA 22 MAY TO 2 JUNE, 1983

NATIONAL YOUTH COOPERATIVE
(KOBENA)

BY

MOHD WAHIDUDDIN ABDUL WAHAB
MANAGING DIRECTOR OF KOBENA

NATIONAL YOUTH COOPERATIVE
(KOBENA)

Wahiduddin Wahab

Youth Movement vis-a-vis incorporation of KOBENA

Youth movement in Malaysia had its beginning before independence. At that time however youth programmes were mainly recreational and leisure oriented.

When independence was achieved in 1957 the youth movement began to embark on more serious programmes in the area of education, health, political awareness, community development and the like. The number of youth clubs grew with corresponding increase in membership. More and more youths particularly in the rural areas joined youth organisations of their choice and took an active role in the respective programmes.

In 1964 the Malaysian government created the Ministry of Youth to provide assistance and facilitate the youth organisations in undertaking their programmes. The government realised that the youth movement can complement government's effort in bringing development to the people and help fight the social ills plaguing the nation.

Through the Ministry the government channels funds and other facilities to the youth organisations for the purpose of running programmes for the benefit of their members and/or the community. At the same time the Ministry itself organises programmes that can be jointly undertaken with the youth movement.

With facilities and assistance from the Ministry the youth movement not only initiates social programmes but also economic programmes to alleviate unemployment problems among them.

In mid 1970's the Ministry provides facilities and assistance to youth movement to enable their members for economic activities in the field of agriculture and small business. Response from the youths were fairly good and quite a large number of the youth movement members took advantage of these facilities and started their own farms and small business. However as in any other similar programmes there were successes and failures. The important thing is that they are provided the opportunity as an alternative to being unemployed and dependent on others. Indeed these programmes called the young farmers programme and the youth in business programme created a fair number of self employed youths and generated employment to others.

However these economic activities are at best touching the periphery of the economic cake of the country. Opportunities for large scale business ventures are beyond the reach of the youths operating as individuals or small groups.

The Ministry then mooted the idea of an economic vehicle of a size that would enable the youths to avail themselves of the large scale business opportunities such as housing, construction, trading, insurance, plantation etc. There were various options to do this. Among them is the formation of a youth corporation, a public company and cooperative. Of these options the cooperative presented the most suitable for the following reasons.

1. It is voluntary
2. It is democratic
3. It is neutral in politics and religion

At a gathering of youth movement leaders the Ministry suggested the formation of a national cooperative whose membership shall come from individual members of registered youth organisations.

The suggestion was generally accepted by the youth leaders and entrusted the Ministry to formulate the by-laws of this national youth cooperative which would operate under the cooperative ordinance 1948 of the country.

On 14th November, 1976 representatives of the youth movement throughout the country were invited to a meeting to incorporate the cooperative.

Structure

a) Capital

As an economic vehicle the capital required would be from members who would buy shares in the cooperative.

At the same time the Ministry sought and obtained a launching grant of M\$500,000 (US \$220,000) and a loan of M\$2.5 million from the government.

b) Management

The cooperative will be managed by a Board whose number comprises those officials appointed by the Minister of Youth and those elected by the general membership as provided for in the by-laws.

The by-laws further stipulates that the key posts of chairman and secretary be appointed by the Minister.

The Board further appoints an executive head of the cooperative designated as Managing Director who would be responsible for running the cooperative as a business concern subject to the policies and guidelines approved by the Board.

Operational Strategy

KOBENA adopts various strategies in its operation. They include joint ventures with local and foreign firms, equity participation besides self undertaking.

As a cooperative KOBENA is mindful of its social objectives as well. In any undertaking priority for employment would be to its members without sacrificing the professionalism required of it.

In a joint-venture involving foreign firms especially, KOBENA insists on transfer of technology programme by the foreign firm to local youths at appropriate levels.

In its projects where members are the end users such as housing sales price are lower than market value without sacrificing quality.

Activities

Currently KOBENA is involved in a diversification of activities in the following:

- a. Housing
- b. Construction
- c. Trading

- d. Motor
- e. Travel & Tours
- f. Warehousing
- g. Quarry
- h. Brick factory
- i. Advertising
- j. Training

- For housing activity KOBENA is currently implementing projects in various parts of the country with housing units totaling about 2000 in the next 2 to 3 years.
- For construction activity KOBENA is currently constructing one of the biggest government project worth M\$500 million, the University of Technology Campus and a few other projects worth over M\$20 million. The former project is undertaken in joint venture with a foreign firm.
- For motor activity KOBENA imports and distributes Suzuki motor vehicles from Japan for which KOBENA's subsidiary KOBIN MOTORS holds the franchise.
- For Travel & Tours activity KOBENA provides ticketing services for airline travel and organises package tours to overseas destination.

- For warehousing activity KOBENA is constructing 7 units warehouse in Port Kelang for rental to tenants. The 7 units covers an area of 330,000 sq.ft. It would be the second biggest in the country.
- For quarry activity KOBENA will be producing granite stones from a location in Johore.
- Brick factory is in Butterworth producing 22,000 units per day.
- Advertising KOBENA through its subsidiary KOCOMM is an accredited agency providing advertising services.
- For Training activity KOBENA runs a training camp for youths to become skill workers in the building industry. The training camp has so far trained 600 youths and at the moment is training another 315 youths.

Achievement

a. Profits

KOBENA has started to make profits since 1980, three years after its incorporation. The first three years of its existence showed losses. However the profits of 1980 amounting to M\$1.7 million wiped out the accumulated losses of the three years which totalled M\$367,000.

In 1981 KOBENA made profits totalling M\$2.7 million and in 1982 M\$3.9 million.

KOBENA has given out 40% dividends to its members for 1980 and will be giving further dividends for 1981 and 1982.

b. Employment

KOBENA has provided employment to about 1,350 people mainly youths at various levels.

c. Trained Youths

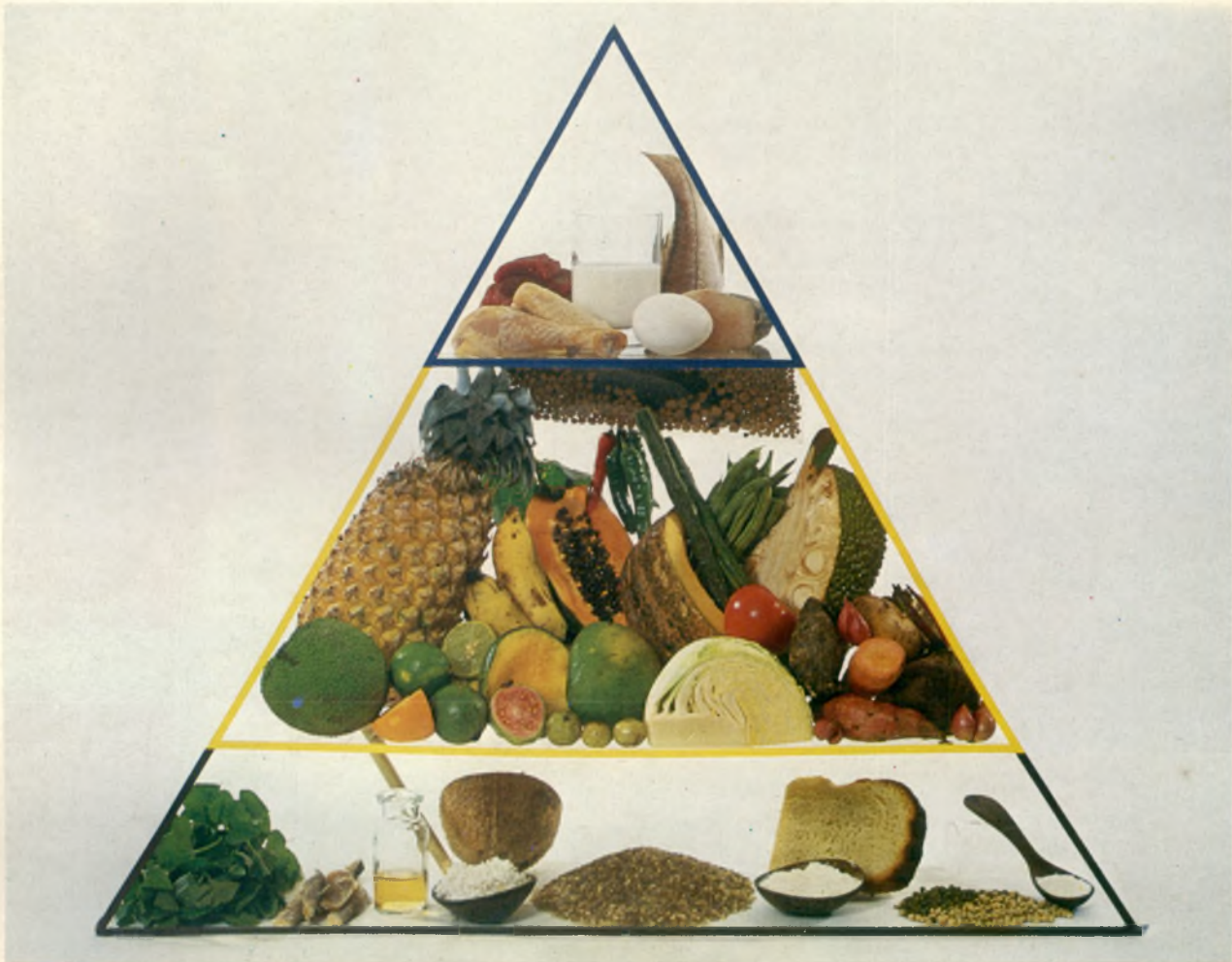
600 youths have been trained and another 315 are being trained.

d. End Product

About 600 members have been able to own houses at cheaper rates from KOBENA's housing projects and about 1,400 more in the next 2 to 3 years.

KOBENA's membership stands at about 10,000 with capital subscription of about M\$400,000.

REGIONAL SEMINAR ON YOUTH AND COOPERATIVES
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MAY 22 - JUNE 2 1983



YOUTH AND COOPERATIVES -
PROJECT EXPERIENCE

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Youth and Cooperatives - Project Experiences.

One of the main objectives in launching the Womens Consumer Education Project through Co-operatives in Sri Lanka was to enhance the participation of women ^{in cooperation}. Even though one can be satisfied with the end of participation of Sri Lankan women in social and economic activities, nevertheless there are certain areas of activity in which women participate only in a marginal way. Traditionally the socio-cultural environment in our country provided an important place to women both in society and in the family unit. Hence restriction placed on the active involvement of womens in social activities has been insignificant when compared to some of the developing countries in Asia.

In the commercially based cooperative movement of Sri Lanka until the middle of the last decade it has been observed that the participation rate of men has been overwhelmingly greater than that of women. In spite of the fact that there were no legal restrictions imposed on women in regard to obtaining membership and engaging themselves in the management of societies or in seeking employment in co-operatives there was no marked tendency amongst women to engage themselves in such activities. One of the main recommendations of the ICA Regional Seminar held in Kuala Lumpur in 1975 (which was the International Women's year) was with regard to establishing womens projects after conducting surveys on womens participation in cooperatives. Following up on this recommendation the authorities in Sri Lanka conducted the survey in the participatory level of Women in Cooperative activities and also held National Seminars in this regard. As a result the cooperative movement of Sri Lanka was able to provide an opportunity to its women members to obtain a knowledge in consumer education and thereby enhance their involvement in cooperative activities through the Womens Consumer Education Project which was inaugurated on an experimental basis.

The Swedish International Development Authority the Swedish Cooperative Centre and the National Cooperative Council of Sri Lanka provide the financial backing for this project while the

ICA offers advice and specialist knowledge. The Project which was started in 1979 has now completed its third stage of expansion. It was launched in five multi-purpose Cooperative societies in the financial year 1979/80 and in 1980/81 another 10 societies were included while in 1981/82 the Project was further expanded to cover 15 more societies, making a total of 30 societies in the three phases. In 1983 Project activities have been integrated with the programmes carried out by the National Cooperative Council of Sri Lanka and is now responsible for Co-ordinating all Womens Co-operative education activities in the island. An analysis of the consumer education programmes of the Project which are basically directed towards increasing womens participation in Co-operatives showing that they are more designed towards attracting the younger women members. The education programmes lay emphasis on subjects such as Nutrition, and family Health, Consumer Protection, Home Economics, Co-operation, savings and Home Gardening. In addition to these main subject areas, we also identify the needs of participants and provide them with information in such fields as well. An examination of the nature of the project would show that it is not exclusively meant for the younger age groups. Its information activities are directed towards all women members and their families irrespective of age. But a remarkable more noticeable feature has been that it has mainly attracted the younger members in the rural areas. This could be better understood by examining the structure of the project and the strategies we have adapted in carrying out our activities.

In carrying out Project activities we have laid emphasis on: fostering and developing leadership qualities in participants. Project activities are organised through women leaders and these leaders are identifiable at various levels in a four tiered hierarchy. Firstly at the base are the village level leaders, elected by the women membership of the branch (village level.) These leaders elect the Central Womens Committee at society level who in turn participate in the District General Meeting. At District level 5 members are elected to the District Womens Committee who are entitled to participate at the General Meeting at National level.

At the beginning there were difficulties in the election of village level leaders. Hence with the opportunities given to the membership, new leaders emerged at village level. A noticeable trend was the election of leaders on their own ability rather than on socio-economic forces prevailing in rural communities. A special feature in this new trend was the emergence of more and more young women as leaders. At present about 70% of our women leaders are young persons and when compared to the 30% when first started the project, it is shown clearly that youth participation in the project has increased remarkably.

Project Activities

Residential Workshops at National and District Level.

A main activity of the Project is to provide information and methodology in co-operation and relevant fields to women leaders of selected societies at local and society level. Residential workshops for Education Officers attached to societies and to women leaders is the most important activity that is directly conducted by the Project. Members of the Central Women's Committees which are operating at the society level are selected for these workshops. Their main responsibility is to disseminate information at village level with the assistance of Education Officers attached to the societies. Lectures and group discussions form the basic teaching methodology adopted at the workshop while practical exercises are made use of in order to supplement the theoretical knowledge. These exercises take the form of cookery demonstrations, exercises designed to identify nutritive values of food items, exercises with respect of purchasing items, role playing and case studies. These methods adapted not only helped the participants to enhance their knowledge but also developed their ability to work within a group as leaders.

Due to organisational difficulties we were unable to train as many leaders as we would have wished to. Therefore one day workshops too were started in order to meet the demand at district level. With the experience gained later we are now conducting two day residential workshops at district level. This has enabled the participants to gain experience in working in groups, to exchange their knowledge and experiences and also provided them with more learning time. As a part of leadership training, the participants are given an opportunity of taking a lead in conducting discussions and even lectures. This would enable them to conduct their work in the field without any assistance. Speech training, preparation of audio-visual aids are also part of the training provided at the workshops.

It has been our experience that at these workshops it is the younger participants who take an active interest in the programme that is offered.

Handbooks

The Project has prepared handbooks on subjects that are relevant to its activities. These handbooks provide guidelines to the Education Officers and Women Leaders on coordinating classes, hints on practical exercises and audio-visual aids and also methods to be used in monitoring progress. These handbooks are of invaluable assistance to young women leaders not only to improve their own educational standards but also to conduct their field level programmes.

Supplying Consumer News.

It is the responsibility of the Project to supply information to members on Project related subjects. It issues a monthly bulletin with latest information on nutrition, cooperation and consumer news. This news bulletin also makes an attempt to answer questions raised by reader/and also publishes articles of interest written by members, in order to foster^s the capabilities of members.

Field level meetings and Field trips.

The ultimate objective of the activities described is the propagation of such information that is useful especially to develop the status of women and member families through women leaders and officers attached to the Project. It is hoped that through this means more and more women would take an interest in the activities of their cooperative societies.

In a Project such as ours working in rural communities find that sustaining member interest for a continued period through field meetings alone is a strenuous task. Hence the societies have adopted a variety of strategies in order to keep alive the interest of members. Practical demonstrations in cookery, food preservation and handicrafts in addition to knowledge in the subject areas help to a great extent in ensuring continued participation of members. Field trips too are organised in order to provide a variety into the programme. These activities are undertaken with the assistance of field workers attached to other institutions and Government Departments.

I will now proceed to discuss in detail the methods adopted to achieve the objectives of the Project.

Savings promotions.

All societies in which the Project operates also have Co-operative Rural Banks attached to them. With the help of these Rural Banks women leaders have carried out savings promotions progress. Some societies have sponsored "Savings Days" on which days members make house to house visits in order to promote the habit of savings amongst the membership. Some others have motivated members to save by conducting compulsory savings campaigns whereby each member will deposit a specified amount of money every month in her account. In order to further promote this some societies have organised monthly

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lotteries amongst the relevant accounts and offer attractive prizes. These programmes have proved to be popular amongst the younger members of the societies and have also helped to increase the savings habit.

Libraries.

Womens Committees of some societies have opened up libraries for women and children. These libraries have been set up in the society itself, with ^{books} donated by members and well wishers. The fundamental reason behind this has been to encourage the reading habit among the younger generation.

Construction of wells for drinking water

In order to commemorate the International year of the Child the ICA sponsored a programme with a view to provide clean drinking water. The proceeds of a Flag Day were utilized by the Womens Committees to construct wells for drinking water in suitable areas with the help of voluntary workers and the societies ^{and} they were able to construct 25 wells.

Nursery : Clases.

Although there are Nursery : Clases for children of pre-School age in the towns, these facilities are lacking in the rural areas. Educated women leaders in some Womens Committees who have ^{acquired} proficiency in Montessori methods have been able to organise such classes with the help of the societies in areas where there is a demand. This has resulted in providing employment opportunities to even a small number and is helping to train others in a useful way.

Project for Income Generating Activities.

A major problem faced by the rural youth is that of unemployment. They are therefore naturally attracted towards projects which offer some hope of gaining employment. In order to take advantage of this fact Womens Committee have been able to run canteens in the societies, to organise members to supply cooked food to such canteens and also to persuade the societies to sell handicrafts made by the members, through their branch stores. In certain agricultural areas the womens committee run small shops for retail selling of farm produce. These shops have also become sales outlets for items of handicrafts. Thereby the unemployed youth members have been given a helping hand to earn something at least for their daily expenses.

As a joint venture with the societies, the Project has been able to sponsor self employment activities such as dairying and poultry keeping among the members. Even though these projects are financed by the members themselves they are unable to find suitable animals and birds locally. We have been able to supply the cattle and chicks, at reasonable rates by negotiating with Government farms. It is important to note that most persons interested in this type of activity are young women. We consider it as a service to the national economy to create an interest and encourage educated young persons to take up to self employment rather than wait for white collar jobs. One problem that they face in this respect is the lack of know-how and capital. Those who participated in the savings schemes sponsored by the Womens Committees are able to obtain loans from the Rural Banks of the societies.

We consider it is our duty to sponsor income generating activities among the membership. Considering the existing need for such activities and the demand expressed by the members we have already prepared a separate project specially for this purpose to be

undertaken by our Project. The National Cooperative Council of Sri Lanka is now negotiating with foreign agencies with a view to obtaining funds for this purpose. If we succeededⁱⁿ our efforts we would be able to undertake a meaningful programmeⁱⁿ in this field. The Project that has been prepared is mainly meant for young women of school leaving age. The proposed Project has three separate programmes for skills development, self-employment and for group projects to be undertaken by the Cooperatives.

Dressmaking Classes

Whilst carrying out our activities in the rural areas it was found that most young members were keen on learning scientific dressmaking. Most women in our country sew their own clothes but they do not have a proper knowledge of dressmaking. In order to fulfill this need the Project started a nine months dressmaking course in all societies. This course was not meant to be a professional training but was meant to teach women members the fundamentals of dressmaking so that the knowledge so gained would be helpful to them. However at the request of the members themselves, the Project organised a centrally conducted examination at the end of the course. The marking system at the examination was not confined to written and practical tests but also to the keenness shown by the participants in spreading the knowledge that she had gained among fellow members in the village. By this means we were able to judge the keenness and the capability of the participants. Since accommodation in the classes were limited this was also means of spreading knowledge to the members who were unable to participate in the classes. Certificates are issued to those who are successful at the examination. These who pass with marks^{are} are appointed in the societies as trainers in respect of dressmaking. Some of the participants have been able to set themselves up in self employment projects. 95% of those who participated were young persons who were able to develop their skills as a result of this programme.

Quiz Contests and Competitions.

The Project has organised many competitions related to the subject areas that are connected in its educational activities. This has been done in order to create a further interest in the subject areas and to strengthen the level of understanding. These competitions were in the form of "Do You Know" contests, Oratorical contests and sports meets in order to foster leadership qualities, drama contests and competitions to select the best housewife, best homemaker, garden etc. Since these were organised between societies they were able to foster a spirit of healthy competition and helped considerably in building up confidence and character in the young persons who took part in them. It also provided an opportunity for young women from rural areas to take part in social activities.

Other activities in Societies.

It has been noticed that with the training given to Women members by the Project more women are now coming forward to take part in the management of societies. There has been an increase in women's participation in society activities at branch committees, General Meetings and Director Boards of Societies. Women's Committees are now actively taking part in various co-operative activities both at society level and district level. They have not been reluctant to point out shortcomings in the management to those in authority. Indeed there have been occasions on which they have been very critical. The fact that Board of Directors have responded to these criticisms and taken action to rectify them is by itself a notable success. Assisting government institutions in their society welfare schemes in rural areas is another activity of women committees.

Some cooperative Women's Committees have volunteered to help government agencies in implementing assistance programme to uplift nutrition status and family health in low income families in rural areas.

Women leaders and Education Officers in some districts have been of help to the health department to distribute "Triposha" (Lactogen etc.) to needy children and pregnant mothers.

They have also worked in conjunction with the Health Department to provide sanitation facilities to those families in need of them. Womens Committees also take an interest in introducing subjects such as Nutrition, family Health and cooperation to local school children. This had helped the movement to recruit young new members into cooperative societies.

It cannot be stated that the project activities I have described above have been solely designed to encourage the participation of youth in the Project. Our project was designed to cater to women members of all ages. Nevertheless we have been able to attract a large number of young women into our programme of activities. This has been due to a number of socio-economic reasons. Most of these reasons are related to the problems experienced by present day youth in our country. I consider it ^{is} important to place before you some reasons which compel young persons to be attracted to programmes such as WDC. from the experience I have gained from the inception of our project.

1. When compared to other developing countries in the Asian region Sri Lanka has a well developed education system. We have a literacy rate of 86.5%. For this reason alone there are a large number of educated young persons who are unemployed both in rural and in urban areas. They are facing the problem of finding jobs that would match with their educational attainments. Generally disappointed with the prevailing social system they participate in any programme that would give them a flicker of hope in finding employment. Some who have actively participated in such programmes have indeed succeeded.

2. Some youth who are otherwise inactive, especially in rural areas find satisfaction in engaging in community development work. It gives them a status of acceptability in society. Moreover young persons like to work and get together in groups. They are thus naturally motivated to do service to the community. It need not be stressed that rural folk have less opportunities than urban folk to meet each other for entertainment or at social functions. Therefore people in rural areas are keen to participate in these activities.
3. I have stated earlier that the educational standards of the Sri Lanka youth are comparatively high. The subject areas such as Nutrition, Family health, Consumer Protection, Co-operation etc. are easily understood by those who have had a higher education. Not only do they understand the subject matter, they also are able to relate this knowledge to the prevailing needs of their families and the community at large. This is one reason why young women have attended our programmes regularly and in progressively larger numbers.
4. Another reason is the changing attitudes of youth towards leadership. According to our religious and cultural environment and traditional upbringing, Leadership at village level has been left with the elders. Until recent times young persons have willingly accepted the leadership given by elders. We have observed at our leadership training programmes that young persons are eager to accept leadership with confidence. Moreover they are motivated towards conducting new programmes as well.
5. We will also have to bear in mind the problems that are common to certain populations and environments. With

the increase in population in Sri Lanka there has also been a percentage increase in the female population. At the 1971 Census the female population was 48.5% of the total population while the percentage at the 1981 Census increased to 49.3%. Furthermore there is a marked tendency towards late marriages among young women. Average age at marriage has increased from 23.5 years in 1971 to 24.4 years in 1981, which is an increase of 0.9 years between the inter-census period. There are socio-economic reasons for this trend. Many young women are unable to marry due to reasons such as the prevailing caste system and the dowry system. In certain areas the dowry system has assumed a commercial nature. Discussions with participants in these areas often brings up the questions as to whether this social custom could be done away with by creating an attitudinal change in society against the system. Young unmarried and employed women naturally find solace in social activities that take place in the neighbourhood or in the village. At the same time we could also see some instances where due to certain divisive forces such as caste or politics, it is not possible to work with certain groups at the village level. Since projects sponsored by Cooperative societies are not bound by such divisive forces, young persons from all groups could participate in our activities without any hindrance.

6. Participation in the Project activities at village level afforded an opportunity to young persons to build up leadership qualities. After receiving such experience they can achieve social mobility from society level up to National level. Moreover the Project activities offer them opportunities of participating in residential workshops, study tours and even perhaps the chance of

being elected to the Board of Directors of the society. In general the Project activities can be regarded as a part of development of the status of young women in Sri Lanka.

7. Present day trend is for young persons to migrate to towns in search of employment. When such hopes are not realised they tend to accept any programme which would offer an opportunity of earning a livelihood by making use of local resources.

Search for solutions to youth problems through cooperatives is a matter of importance for the movement in such a context.

I have presented above the rural level youth problems which I identified through my experience of working in the Womens Consumer Education Project for the last 4 1/2 years. Finally, I wish to discuss the means of finding solutions to these problems through the Cooperatives and the importance of the Cooperative system in such an exercise.

In any attempt to find a solution to the problem of youth it is essential that they are first brought under a systematic form of organisations. Since the youth of today have commonly identifiable objectives they could easily be brought into our association which will help them take their problems together. Traditionally, the Cooperative movement has been an organisation which has sought and provided solutions to economic and social problems common to various groups in society. Indeed the founding fathers of the movement, the Rochdale Pioneers were seeking a solution to their own problems when they started the first cooperative society. We have come a long way from those pioneering Days but still the fundamental principle remains the same. It would therefore be pertinent to see whether we could not make use of a time tested institution, the Co-operative system, to be the rallying point

of finding solutions to the youth problem.

The cooperative movement is fundamentally a people's movement. It is based on trust and faith in each other and on a concept of self-help and mutual help. It is open to all sectors of the social system who wish to make use of the distinctive organisational pattern provided by cooperatives. The Cooperatives provide the happy meeting ground for capital and labour in that the members join a cooperative to satisfy commonly felt needs and to a large extent they are the masters who decide what they should do and how. The cooperative form of organisation lends itself to activity in many fields, be they consumer, agricultural production, housing, cottage and small scale industry, and for that matter even large scale industry (eg. Indian Farmers Fertiliser Coop in India, the large scale Industrial Cooperatives in Spain, France, Great Britain etc) Therefore all this can be achieved against a backdrop of both political and economic democracy symbolised by the cooperative. But, it must be admitted that successful cooperative effort depends on whether you play by the rules or not. There are many instances where cooperative effort has failed because the guiding rules were ignored by some and by their trying to convert cooperative effort to personal gain. This type of activity gives cooperatives a bad image - but it is for the Cooperatives and their movement to increase their awareness and participation and ensure that the rules are observed. It is in this context that the youth have a positive role, in that the Cooperatives can provide them with an institutional base for their economic efforts and their participation and leadership can enrich cooperative effort and enable them to make a meaningful use of their, knowledge and skills.

The Cooperatives therefore have to use their potential to attract the youth to Cooperatives, to educate them in matters cooperative, and motivate them to play a role in cooperative effort. After all, they are the leaders of tomorrow - should not the cooperatives provide a forum and a

and a lending hand to help them to play an effective role in socio-economic development.

MINISTRY OF CULTURE, YOUTH & SPORTS,
MALAYSIA

REGIONAL SEMINAR ON YOUTH AND COOPERATIVE

MAY 23 TO JUNE 2, 1983

KUALA LUMPUR

ORGANISED BY:

COMMONWEALTH YOUTH PROGRAMME: ASIA-PACIFIC
CENTRE AND INTERNATIONAL COOPERATIVE ALLIANCE

COUNTRY PAPER ON

"YOUTH AND COOPERATIVE MOVEMENT
IN MALAYSIA"

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1. Introduction

Malaysia gained its independence on the 31st August 1957. Its population then was less than 10 million. However, in 1970, the population increased steadily to 11.3 million. One recent census which was carried out in 1980 showed that the number had increased further to 13.4 million. Approximately 4.6 million (29%) of the population are youth, those between the age of 15 to 40 years. Most of them live in the rural areas and the majority of those who are under 18 are still schooling, others are school leavers or still pursuing further studies or training in colleges, institutions or universities. In the 19 - 25 age group, 8% may be unemployed and others have joined the government service in various sectors, majority of them are with the armed forces, the police, the education service, technical and construction workers, farmers, fishermen and so forth. About 1.3 million of these youth are members of Youth Organisations.

Before World War II and during the pre-independence period, policies and programmes for youth were not given much emphasis. As a matter of fact, the formation and promotion of youth organisations were not encouraged. The youth bodies that existed were merely those sponsored by schools, mostly the uniformed youth groups such as boy scouts, the St. John Ambulance Brigades and the Girl Guides. After World War II responsibilities for youth were undertaken by the Department of Social Welfare which was formed in 1953. After Independence this department becomes the Ministry of Welfare Services where

a section for youth welfare was formed. Its job was merely preventive, such as to prevent youth from becoming delinquents or social misfits. Its programmes were mainly geared towards filling up leisure hours or were recreational in nature.

When the Ministry of Culture, Youth and Sports was formed in 1964, policies and programmes for youth took a drastic change. Youth work was no longer passive but development oriented. Youth participation should be considered as an integral part of the general popular participation in the development process and without their total involvement in the process is meaningless. In line with the National Development objective of planning - to channel and utilize national resources towards specific development goals in accordance with the needs of the nation and its people, the New Economic Policy came to light with its objectives as follows:-

- i) Eradication of poverty
- ii) Restructuring of society
- iii) To create 30% among the Malays and other Bumiputras (son of the soil) in industrial and business community.

2. Youth and National Development

Youth development may be defined as an improvement of the standard of living and quality of life of the youth in all aspects such as political, economic, social and spiritual

development. Opportunities need to be created and projects to be developed for total involvement of youth in areas connected with actual development situations; formulation and implementation of projects and programmes and also their evaluation. Thus the government formulates policies which enable the youth to participate and contribute towards national development. Youth programmes in Malaysia are basically based on government economic policies with the following considerations:-

- a) The need for skilled manpower for national development.
- b) The need of a reliant, self disciplined and responsible nation.
- c) The need for National Economic and Social Development.
- d) The need for National Unity and Security.

On the basis of the above considerations three main objectives of national youth development have been determined, namely to fulfil.

- a) The need for National Economic Development
- b) The need for National Unity
- c) The need for National Security

Malaysia feels that it is absolutely necessary that youth development also aims at fulfilling the needs of national unity and security besides economic development considering

the unique problems of the multi-racial and multi-cultural society that Malaysia is.

In pursuit of these objectives, the Ministry of Culture, Youth and Sports, Malaysia has developed Youth programmes on the basis of the development of three basic skills among youth. The skills are:-

- a) Leadership
- b) Business
- c) Technical

It has become a guiding rule that all youth programmes planned and implemented through various means, must have the quality and the capacity to produce all the skills required or at least a combination of two. Basically, as a strategy, the aim of the programme is to help the youth themselves. Then they can have a better perspectives of the issues and problems affecting them and appreciate the constraints on efforts aimed to meet them.

3. Administrative Organisation

The youth Division in the Ministry of Culture, Youth and Sports is headed by a Director General assisted by a group of professional officers to carry out the extension programme in keeping with the government policies. There are 5 separate sectors under the charge of individual directors which cater for programmes in the Youth Division namely:-

- i) The Youth Movement Sector
- ii) The Youth Training and Guidance Sector
- iii) The Economic Development Sector
- iv) The Youth Unity/Solidarity Sector
- v) The Administrative Sector.

The Youth Division maintains an intimate working relationship with a wide range of Federal and State Government Departments, Boards and Agencies including all voluntary Youth Bodies, whose work involves young people so as to adopt an intergrated approach in the implementation of its youth programmes.

In the field of youth movement, this section offers advice, guidance and assistance as well as implements planned programmes in line with the government policies and the Five Year Plans with particular emphasis on socio-economic and community projects. The training and guidance section prepares the youth to be better qualified job-seekers and capable self-employed youth. Due emphasis is, therefore, given to vocational and disipline training. The Guidance Bureau is mainly responsible to guide and to assist youth trained in our institutions and set up in obtaining jobs suitable for them. At the same time, it provides guidance and information to out-of-school youth on training, educational opportunities and employment. Motivation courses geared towards responsible living of the youth are also conducted.

As a multi racial country, Malaysia has placed National Unity as the ultimate objective - whilst economic condition for national unity is vital, social conditions in terms of breaking down racial prejudices, tolerance and understanding must also prevail. These conditions can only be brought about through interaction and participation in common programmes and sharing of problems by various races and inculcation of loyalty and national consciousness. Unity among youth would mean unity amongst the population as the youth then would not be in the fore-front of any racial conflict. The youth unity section seeks to provide multi-facet programmes for youth with national unity and security in view.

1. Economic Development Sector

Industry and business activities are two significant ingredients in the economic development of this nation. The participation of youth in these fields indicates one of the major steps taken towards achieving the goals of the New Economic Policy of the nation. The ultimate aim of this sector is to increase the number of youth involved in business and agricultural activities, particularly in their own environment and in new towns created by developing territories under the National Development Programme. Youth should consider that business and agricultural activities as a source of income, relying greatly on their acquired skill and their agro-based products that could be put out for sale.

The Youth Voluntary Organisations will act directly as a catalyst to ensure the success of the projects. In this way, it will attract more youth who have had no business movement and will also project its image as an organisations that promotes business and agricultural activities, through which the youth become the beneficiaries, satisfied in achieving their goal in improving their standard of living.

The programme drawn, consist of all the elements necessary to equip the youth mentally, technically, organisationally and financially to start economic ventures. In drawing up the programme the Ministry takes into consideration poverty related factors that may hinder the participation of these youth. These factors include their lack of motivation, their ignorance of opportunities, their lack of properties and sureties necessary for capital acquisition etc.

The objectives of the Economic Development Sector are:-

- a) To enable youths to become self employed
- b) To create job opportunities
- c) To enable the youth to utilise fully the available resources to venture into business.
- d) To enable the participation of youth in large scale business.

The major programmes are:-

- a) Youth In Business

- b) Youth Farm Projects
- c) Petty traders
- d) Youth Cooperative Movement.

Under a-c the youth are provided with the necessary pre-requisites to start their own project. The target group of these programmes are generally school leavers, being trained in skill by the Ministry, motivated to be entrepreneurs and undertake viable projects. These programmes also provide guidance and assistance in the management of projects undertaken after the grant is given.

5. Youth Cooperative Movement

The Youth Cooperative movement in Malaysia started in 1963 before the foundation of the Ministry of Culture, Youth and Sports itself. The first Youth Cooperative Society "Syarikat Kerjasama Tenaga Belia", Tanah Merah, Kelantan was registered on 30th June, 1963 to overcome the problems in land utilization purchasing and marketing plus other factors in the Youth Land Scheme. In 1974, the World Assembly of Youth (WAY) initiated a seminar in Kuala Lumpur to discuss the participation and the development of youth in the cooperative movement. The Ministry of Culture, Youth and Sports^{is} formed in 1964, through its Youth Movement Section had encouraged and offered assistance to youth organisations to form cooperative societies as one of their activities as a means ~~to~~ up-lift the economic standard of their members or to support certain financial undertakings of the

organisations.

On the 1st of December, 1966 another Youth Cooperative Society was formed by the Chinese Youth in Seremban, Negeri Sembilan known as the "Young Malayan Development Cooperation". Now it is still in existence in Kuala Lumpur. Within the second National Development period (1970-75), the youth voluntary organisations had become more aware and conscious. They realise that the basic foundation cooperative should come from the youth, by the youth and for the youth to share and to satisfy their socio-economic needs. Coupled with the systematic approaches by the government, through various campaigns, courses, seminars, dialogs etc. plus other assistance, the youth were motivated to form cooperative societies within the third National Development period (1976-1980). The major Youth Organisations in the country took measures in forming cooperative societies of their own. They are as follows:

1. Malaysian Islamic Youth Cooperative
2. 4B Youth Movement Cooperative 'SEGEMAC'
3. MAYC Cooperative Ltd "SHAMELIN"
4. Scouts Cooperative "KO PENGAKAP"
5. Tamil Youth Cooperative
6. GPMS Koperative "KO PELAJAR"
7. United Youth (GBB) Cooperative 'KOSATU'
8. KOBENA (National Youth Cooperative)

At present, there are 21 existing Youth Cooperative Organisations with a membership of $\frac{1}{4}$ million and more than M\$100 million in assets. The distribution of these cooperative organisations in the country are as follows:-

<u>State</u>	<u>No. of Coop</u>
Federal Territory (K.Lumpur)	9
Pahang	1
Johor	2
Kelantan	2
Negeri Sembilan	1
Selangor	1
Perlis	1
Melaka	1
Kedah	1
Sabah	1
Sarawak	<u>1</u>
	21
	=====

These cooperatives commercial activities include; thrift and loan, hotel management, trading, housing development, marketing production and transportation. To compare the total involvement of individual youth in cooperative movement through the statistics given may not be justified. Of the total 4.6 million youth population only 1.3 million are members of youth voluntary organisation out of which only $\frac{1}{4}$ million become members of the youth cooperative movement. In fact a large number of unaccountable youth who are working in the public or private sector have

become members of cooperative societies in their respective organisations. To quote some, the police, army, teachers and health organisations, Unions, political parties and others like the fishermen or farmer associations have formed their own cooperative societies the membership of which comprises largely of youth.

Most institutions of higher learning have their own cooperative societies. Even some secondary schools have been encouraged by the Ministry of Education to form cooperative societies. At present there are 350 student cooperative societies with a membership of 150,000 students and paid up capital of M \$879,000.

6. The Role of Youth Division, Ministry of CYS in Youth Cooperative Movements.

In line with the objective of the national cooperative development movement the effort of the Ministry of Culture, Youth and Sports is to encourage the formation of optimum number of youth cooperative societies with large membership, adequate capital and efficient management. The Ministry encourages the Youth Volunteer Organisations to form affiliate cooperative bodies at District, State and National levels. It also encourages Youth Cooperatives to participate in and undertake a feasible and viable project. individually or as joint ventures or partnerships with other cooperatives or companies.

Through the Youth Economic Development Sector, the participants of all assisted projects viz: Young Entrepreneurship programme, Youth Farm Project or Petty Traders are directed to become members of the National Youth Cooperative (KOBENA). KOBENA then takes the role of supplying materials needed for the individual projects.

The Ministry also conduct surveys in its efforts to evaluate the effectiveness of youth cooperatives. A recent finding was that, the majority of the Youth Cooperatives in the State and District levels were not functioning as expected. It happens due to various factors such as:

- a) Members were still ignorant about the concept, the principle, system, benefits and the role of cooperative movements.
- b) Youth organisations were not totally involved
- c) Youth cooperatives have no proper programme, performance and budgetting systems.

The ministry conducted courses at state levels for youth cooperative committees as well as for the committees of Youth Organisations with the cooperation of the local Department of Cooperatives at the State. The objectives of the courses are:-

- a) To educate the youth involved in the cooperative movements of their role.
- b) To instill awareness among the majority of youth of the benefits and beneficiaries of cooperative movements.

- c) To boost membership and accept KOBENA as the apex of all youth cooperatives.

The contents of the course are as follows:-

- a) Introducing the concept and principle of cooperative movements.
- b) The role and contribution of cooperative movements in community Development.
- c) Cooperative Rules, Regulations and Laws.
- d) The advantages and disadvantages of cooperative consumer activities.
- e) The role of youth in cooperative movements.

The Ministry also provide modest grants and aids to newly formed Youth Cooperatives to assist them in equipping an office with administrative tools. Business ventures may be helped through the formation of intergrated youth projects that combines various business activities into one collective unit. The individual projects can be given allocation or grants through the Youth Business Programme, Youth Farm Project and the Petty Traders Scheme. The cooperatives can form subsidiaries or partnership with the intergrated youth projects that may be registered as a subsidiary company.

Youth voluntary organisations are also provided with grants on request to manage their educational programmes be it on cooperative movements. The grant may be obtained through one of two ways.

- a) As a club activity which can be assisted by the Youth Movement Sector.
- b) Conducting cooperative campaigns, dialogues courses, seminars etc of their own sponsored by the Youth Economic Development Sector of the Youth Division.

7. The Role of Youth

The increase of the youth population is likely to have serious implications on economic growth and social progress. It is estimated that by 1985 about 1.5 million young people from all walks of life would be in search of jobs in this country. A good proportion of these are deemed to be school leavers. For many of the poor, there is a little chance to achieve high academic and professional standing for rewarding jobs. Most of them are not sufficiently motivated, without adequate skills and experience, to enter into the labour market to undertake self employed projects.

The Training opportunities available may not adequately satisfy everyone. The rising rates of unemployment, rural-urban migration drug addiction, growing dissatisfaction of the educated youth with lack of relevant opportunities, hinder their future productive participation in society. Thus, despite continued expansion of educational and training facilities, there will no doubt be an absolute number of drop-outs and unemployed if there is limited expansion of opportunities for them to undertake.

Most cooperatives can help these youth in some way or other. Opportunities can be accorded to them and thus their hope for some economic return can be fulfilled. Employment can be created and morals upgraded, but most of these youth ought to pay cooperative entrances fee and must have some extra fund to invest in cooperative. There again they are in difficulty.

The Youth Volunteer Organisations can raise some funds through their activities to help the less fortunate youth to become members of cooperatives. Thus the youth can take advantage of all the facilities and assistance offered by the cooperative societies. Motivated youth with a sense of purpose and goals in life, will surely prosper under the cooperative umbrella and will no doubt one day be an asset to the movement.

8. Conclusion

The Youth Cooperative Movements will surely have a bright future in this country. With its young generation and available natural resources, coupled with an honest, efficient and effective government we can be rest assured that the cooperative movement will be a strong and democratic agent for social and economic development of the nation.

MAHFIZ ABDULLAH,
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MA/11y.

"COOPERATIVES AND YOUTH"

(Paper presented by R.B. Rajaguru)*

I shall make an attempt in this paper to take a brief look at the process of development, the way in which cooperatives have been able to contribute to this process and to see what new approaches and strategies will help cooperatives to play a more significant role. In this approach 'youth' will be treated not as a separate entity within any given society - but as an integral part of any society, but which requires special focus, in view of the way in which cooperatives have developed and also the way in which the very development process has taken place. What is being postulated is by no means a comprehensive thesis or a set of solutions, but merely to serve as a starting point for a meaningful and critical analysis of the issues before us.

02. All approaches to development generally try to ensure the best utilisation of the resources, and the maximisation of the benefits accruing to the mass of the people. The expectations of the people at large are that development would lead to a better life, with more goods and resources, better facilities for education, health, housing, transport leisure etc., and generally a feeling of security and stability. As many are aware, the approaches to development themselves have not been uniform with the approaches varying from open economy, mixed economy, to centrally planned and controlled economies - the approaches being dependent on the particular political and economic ideologies to which the powers that be show adherence. This paper does not intend to make any pronouncements in respect of the merits or demerits of the various systems - but will take a general look at the overall development approaches in the developing countries of the region and see what role, if any, cooperatives have generally been able to play.

03. Many of the countries in Asia, were at some stage or other dependent colonies of one colonial master or the other - and it is a generally accepted observation that most colonial masters used the colonies to sustain and develop their domestic economies. The conscious

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approach to national economic development in all situations began after the colonial states gained independence and set up their own national governments. In most situations in Asia, this happened around the 1940's and thereafter. The elite in many of the then colonial countries had their education and orientation in keeping with the traditions of the colonial masters who were mostly European and consequently most approaches to development planning and implementation used the European experiences, which by the early '50s included aspects of mixed economy approaches coupled with some element of centralised planning. The plan outlays brought into focus the necessary resources to implement the plan and measured its impact on the economy in terms of the increase in the Gross National Product (GNP) of the country. The exercise implied that if any particular country wanted to develop, it had to achieve at least marginal headway in its economic growth over the growth in population, and that as much resources should be raised from domestic sources, as against external funding, both by way of aid and borrowings. It was assumed that economic growth achieved in this manner would generally lead to a better life for all concerned. I must admit that what is stated above is a very simplistic view of planning and development - but this would give some indication of the general approaches made. Since the inception of approaches to development on a planned basis in the mid fifties, many a plan has been implemented in each country, while enormous amounts of resources have been used and a tremendous amount of development has taken place in each country - developments in 'Industry, Transport, Housing, Education etc. etc. But the question that began to be asked in many a country, in many an international forum, in many a aid consortium, was whether in fact the visible development and increase in GNP has led to a better quality of life - and if so, how many share this better quality of life'.

04. It is against this latter assessment of development, the measuring of the Physical Quality of Life (PQL), and the interest shown by the average persons in the development process that there is increasing disenchantment in regard to the approaches and their efficacy. It is an admitted fact, that notwithstanding tremendous sectoral development,

the number of persons below what is termed the poverty line has tended to increase or remain stagnant in many a country in the region. It is also a fact that development by and large has meant the development of a few as against the mass of the people - that the process has led to a class of tremendously rich elite while many are in abject poverty. - It is also a fact that the development process supported by the more affluent countries of the "North" has led to their enrichment and to a position of dependency and poverty for the nations of the "South". The North - South cleavage thus exists both within the developing situation in each country and between the developed and developing countries. The 1980 World Development Report gives the following figures in income distribution within countries. In Brazil the poorest 20% of the population apparently get 2% of the income, and the richest 20% get 67%; for Malaysia the corresponding figures were 3% and 57% of income; for India 7% and 49% for Great Britain 6% and 39%.

When you look at the global situation quoting from the same report, the average annual income per head of 18 Industrialised Countries in 1950 was USD 3841; that of 38 countries with the lowest incomes was USD 164, or about one twenty third of the industrialised. In 1980, the estimated average income in the former countries is USD 9684, while in the latter it is USD 245, or about one fortieth.

05. In the early 1970's the ILO estimate of "destitute" people was 700 million while today the World Bank says it is closer to 800 million, or about 40% of the population of the developing countries excluding China. They are said to live in "absolute poverty", "a condition of life so characterised by malnutrition, illiteracy and disease to be beneath any reasonable definition of human decency." When you take into consideration that a large proportion of the population in developing countries falls in the category of "youth", it can well be surmised as to how many youths are in this category, with the development process leaving them more destitute and disadvantaged than before.

06. More recent thinking in regard to development, tends to think of development as "a process, which should stimulate a critical awareness among people as a basis for their involvement in self-determined and self-directed action". The traditional approaches generally tended to make of the needy, passive recipients of benefits that trickled down from the various programmes initiated by a welfare oriented government - providing them neither the capacity, motivation nor the awareness of the need for active involvement in the processes of development.

07. What has been the role of the Cooperatives in this "development" process? If we are to go by recent pronouncements on Cooperatives, and by the UNRISD studies done in the '70's, the Cooperatives have failed to be an effective means by which those with limited resources could work towards an improvement in their life style - the general impression created by these studies is that cooperatives have been able to help the affluent but have not been able to assist the disadvantaged and the poor. Here, I would think that it would be useful to look at Cooperatives from the point of view of historical growth to assess cooperative performance in its proper perspective. The arguments, however, are not intended to be an "apologetica" for cooperative non-performance but are put forward in the hope that new approaches to cooperative effort may be made to enable cooperative to be more acceptable and effective.

08. Cooperation in its modern concept was introduced to Asia by the colonial masters, starting with the cooperative credit society of unlimited liability, with the ostensible intention of relieving chronic rural indebtedness among the peasantry. The very nature of unlimited liability made it rather an "exclusive" organisation for the generally well to do in rural society - while the way in which the societies operated led to trust and understanding among the membership - but did not necessarily lead to corporate community activity which would bring the membership together in the economic effort. Generally, the laws that were used also prevented the societies undertaking any activities not spelled out in the laws and the by-laws, except to limited use of the Education and Common Good Funds for limited social

purposes. Individuals, using the Cooperative Credit Societies, who have improved their economic levels are considerable, but such success has been achieved through individual enterprise, using the credit cooperative and its good faith to advantage. It is my view that if the cooperatives had the opportunity for natural growth in this fashion, they would eventually have turned out to be much more effective, member oriented economic and social organisations in time. Unfortunately for the proper development of cooperatives in many countries in Asia the world was convulsed with a second world war which had tremendous impact on the course of cooperative development. In many of the British Colonial countries, food distribution became a matter of primary concern and most governments sought to use the cooperative form of organisation to ensure equitable distribution of scarce commodities. This in itself would not have seriously affected the proper growth of cooperatives. Save for the fact that, any situation of scarcity leads to a 'Black Market' and cooperatives rightly or wrongly got tainted with sources of unscrupulous manipulation - notwithstanding the yeoman service rendered in keeping the channels of distribution open. This situation also led to a more disastrous development, wherein some persons, at various levels of leadership and operation, looked on the cooperative society as a place where one could make some 'quick' money and then strike out on ones own. It can be said, therefore, that the Cooperatives emerged from the Second World War with a mixed image - one of having done a difficult job well and the other tainted with some elements of corruption and double dealing. One other factor of significance is that many governments recognised cooperatives as a potential instrument for carrying out government policy. Thus when many a government concentrated their efforts on increasing food production at home, while maintaining the pattern of food rationing through cooperative channels, the governments began to use the Cooperative form of organisations to develop agricultural production and marketing. With the advent of independence, the role of the Cooperatives thus got firmly established both as an instrument of national policy and also a channel for the distribution of various commodities based on government policy. In some countries, the

cooperatives were even elevated to the level of a distinct sector in the Plan documents and Cooperatives were called upon to achieve set targets within stipulated time periods. With this form of backing and support from government, commendable achievements have been recorded in many a country, with the cooperative form of organisation being used almost any economic development plan, be it in the fishery, industrial, handicraft, consumer or agricultural or any other sector - there is considerable evidence of significant achievements and also of failures - and also a general tendency to feel that cooperatives have grown, but the awareness of the people has not grown commensurately. It is generally said that in many countries we have a number of cooperative societies which may be good, bad or indifferent, but yet very few countries have been able to progress to the level where it can safely be said that there is a Cooperative Movement within a country. In this context, a concept of a cooperative movement would imply that there is within the membership of individual societies, a conscious feeling of belonging to a larger entity with its own principles, ideologies and aspirations, towards the preservation and achievement of which, the membership as such would continuously endeavour. When one views the increasing control of bureaucracy and the politician over the affairs of cooperatives, In many situations, one would tend to agree that the type of awareness among the membership is still inadequate and cooperative performance is often ad hoc and perfunctory. For that matter in many situations, cooperatives survive because of specific government programmes and have not been able to build up sufficient inner strength and cohesion to survive if and when the particular government programmes cease.

09. What of Cooperatives and Youth? It must be said that the overall outlook of cooperatives in this regard has always been that youth are the future cooperators and that approaches must be made while they are still young to inspire them to future cooperative involvement. In this connection there have been several approaches, often government inspired, or at least backed by government to the development of school and university cooperatives, or cooperatives for the school leavers, or, again dependent on government policy, of setting up agricultural/cottage

industrial etc Cooperatives for Youth. Steps have also been taken by some countries, to introduce the subject of Cooperation into the School Curricula while many universities today offer Cooperation as a subject in their degree courses, or as areas of specialisation for Post Graduate degrees. No proper assessment has been made of these approaches to evaluate the impact of these programmes in producing cooperatively oriented youth who would like to either find employment within the cooperative sector or find cooperative approaches to solve their general economic problems - suffice it to say that in many countries, cooperative approaches to provide income generating opportunities to at least a limited number of persons, have proved to be of advantage to youth. Overall, the question may well be asked, have the Cooperative Systems in any given country, a conscious focus on youth and have they been able to win the confidence of the youth for cooperative effort? My view is that very few countries, if any, can answer affirmatively - mostly because over the years, cooperative effort has not emerged out of a desire to meet local needs and aspirations, but have generally tended to support some centrally planned government effort - with the membership and the beneficiaries only being partially involved in the whole process.

10. What of the Youth themselves - whether they have been expressed to Cooperatives or not - do they have at least some faith in Cooperatives? - Would they look to Cooperatives as a possible means to solve their social and economic needs? The answer is difficult to find - but till recently, if one went by the age structure in the composition of the membership of cooperatives - the general picture was that of a preponderance of the more elderly, with only a few youth in membership and fewer still in leadership positions. Unfortunately for cooperatives and cooperators, in many countries of the Region, the cooperatives tend to suffer from hostile publicity wherein, the lapses in cooperatives are highlighted and the achievements played down. Cooperatives by themselves have not been effective enough in influencing media to portray a better image for cooperatives, nor have they been able to find suitable fora to correct erroneous impressions. An image, as it prevails

at present, would certainly not be attractive enough for youth to join in, in the cooperative effort or to think of cooperatives as even a second or third priority for employment prospects. In recent times there is said to be an increase in youth membership in cooperatives - but here again there are some who believe that this is more because the potential of the cooperative as a stepping stone to other avenues is being recognised - rather than for the intrinsic value of cooperative effort in itself.

11. What has been said earlier may show a tendency to emphasize the negative rather than the positive aspects of cooperative growth. While conceding the fact of growth of cooperative structures in many situations, greater emphasis would be made in the course of the paper to areas which have suffered by neglect; which have tended to minimise the spirit of cooperation even where the structures are sound. The cooperative by its very nature is an association of people, who think that cooperative effort can lead to the satisfaction of their social and economic needs. In the process of growth of cooperatives, for quite some time the emphasis was on its legal structure and economic objectives - with societies being able, under the existing laws, only attend marginally to social needs. This in itself tended to alienate the cooperative from the social environment in which it functioned. In the context of a developing economy, the cooperative at the village level happened to be the only people's organisation with a juristic personality and a fairly sound economic base and hence should have developed the potential as a forum for identification of needs, mobilisation of resources, planning of activity which sought to satisfy the needs of the society and the utilisation of the corporate strength of the societies for socio economic improvement. For a proper achievement of these objectives the cooperative would have had to function as the meeting point of diverse persons and opinions within the socio economic environment. They would have then had the potential to make demands on external sources for assistance in implementing their programmes, designed to meet their needs. Unfortunately what really happened was the reverse; the planning and programming was done by outside agencies, the funding came by and large from outside sources

and the cooperative became only the instrument for disbursement and recovery. Even the attempts at improving member awareness (often approached on the basis of member education) was a part of an external input, where what was "taught" generally depended on, not what the member wanted but on what the teacher could teach. The alienation of the member from the actual day to day operations and thinking of the society became all the more emphasized once cooperatives began to be amalgamated on the basis of plans and programmes of external agencies, who decided on norms to determine a society's viability and its capacity to support professional management. In a situation of this nature, it is no wonder that very few cooperatives have developed conscious policies on their own to meet particular problems within their social systems. Far too few are the number of societies which had conscious programmes to recruit youth, or for that matter women, into cooperatives, to train them for leadership and accommodate at least some of them in the Board of Management. Far too few are the societies that allowed interest-groups to grow within societies and gave them necessary encouragement to improve their particular interests - not unless these were imposed as a government fiat from above. The success of a cooperative, and its very acceptance would depend on good member relations and member participation - where the cooperative provides the necessary forum to discuss common and sectoral interests and helps in formulating and implementing programmes to help these interests. Effective people's participation is one way of ensuring member loyalty and helps also in reducing bureaucratic restraints and adds substance to this belief that the sources of knowledge and wisdom does not necessarily depend on outside sources, that they can well emerge out of local effort. It is to this extent that cooperatives have allowed the thinking to outside sources that they have not been able to be responsive to their own needs. And this would be true in case of many activities, inclusive of activities pertaining to youth and women. In both these spheres there is government initiative already taken, but cooperatives by and large have not been able to respond. It would be seen that government approaches, especially in the case of youth, are in a sense time bound, as membership in youth cooperatives functions are

limited by age. It would, therefore, be the responsibility of the general cooperatives to work towards closer collaboration with government effort to ensure that those who receive their initial orientation through specialised cooperatives limited to youth, find meaningful avenues of continuation of cooperative effort within the cooperative system as a whole. For that matter, it should be the endeavour of the cooperatives to provide suitable fora for youth activities within the existing cooperative to ensure that youth are not alienated from the mainstream of cooperative activity. Here it must be emphasised that any successful approach would depend not only on meaningful steps taken by individual cooperatives, but also by their federations and in particular the National Cooperative Organisations - which should be the proper forum to establish linkages and collaboration with agencies concerned in this sphere at national level.

What is it that the youth expect and what can cooperatives do? It is certainly not possible to find one answer which can correctly portray the expectations of youth - the responses would vary from place to place and society to society. But in general we are at a critical point when traditional value systems have been eroded and seriously challenged and the parent or the community find it difficult to find satisfying answers to youth expectation, whose expectations have been raised both by education and exposure to outside situations by more effective media, and whose attempts to secure satisfying situation in are thwarted by the manipulations of a politically motivated or economically corrupt society. Add to this, the average expectation of the parents that, if they are farmers, their children should do better - not return to the land and soil their lands - and many similar view points, and the complexity of the problem can be at least moderately grasped. But, in this social milieu what really has happened, is that both parent, and the social organisations to which they belong in their own environment, have left the onerous task of finding solutions to external agencies, and make little or no effort in their own locale to find at least some workable solutions, which in itself has led to the alienation of youth and the over emphasis on generation gap and inability to communicate properly. I would venture to suggest that there is a definite role cooperatives can

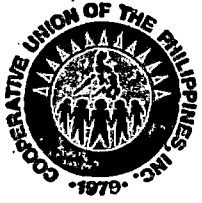
play in this regard, as it has the potential for action - it could be the focal point for identifying areas of action and formulating programmes, which of course would require considerable assistance and guidance from external sources - especially from governments - but in addition to implementation of programmes, the cooperative - which would form the opinion forming body in a given social environment, the opportunity of influencing the respect and regard for established value systems, culture heritage, the work ethic, social commitments, dignity of labour and all other accepted norms which will help to reduce the feeling of alienation and help the youth to find an active position in the task of nation building. This does not mean, however, that this can be a lone effort by the cooperatives. The cooperative could be the focal point and coordinator of effort but it should be possible to draw upon the assistance of schools, universities, other social organisations and religious bodies, who could provide the depth and dimensions, the cooperative by itself lacks. It would then be a joint social effort for social betterment.

All this may sound fanciful but I am sure, during the course of this Seminar, we will come across numerous instances which would show that, if a genuine attempt is made, it is not beyond the potential of cooperatives to provide a means of meaningful action for youth to contribute their best both for their own development and for the development of the society they live in. It is my hope that the examples we share will help us to inspire us and help us to intensify efforts and thus work for the greater benefit of the community at large.

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REGIONAL SEMINAR

ON

YOUTH AND COOPERATIVES

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PHILIPPINE COUNTRY PAPER

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YOUTH AND COOPERATIVES

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I INTRODUCTION -

The cultivation of a meaningful relationship between the youth and cooperatives presents a challenging field of endeavour:

The youth can help develop cooperatives and vice-versa. In the Philippines, efforts have been made toward this direction, but mainly in the teaching of cooperation among the youth. Cooperatives however have not yet progressed to that point wherein they could do something about youth development. Nonetheless to a certain extent, cooperatives in many schools, colleges and universities have in various ways contributed to youth development. A prime example would be credit unions or credit cooperatives in schools which admit students as associate members and inculcate in them the practical values of democratic process, savings and investments and judicious borrowings. Along the same vein are those consumers' cooperatives which teach the students the practical values of good entrepreneurship through participation in the administration and operation of a business entity.

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In any case, however, all the foregoing activities do not constitute parts of an integrated conscious effort to develop any relationship between the youth and cooperatives. They are but sporadic and uncoordinated activities without an over-all plan.

This Paper aims to present what has been taking place with a view to discovering ways and means of developing a program that would promote a mutually beneficial relationship between the youth and cooperatives.

II. THE YOUTH IN THE PHILIPPINES -

The 1982 population figures show that of Philippines' 52M population, 21M belong to the 7 - 24 age group, or 40.6 percent of the total population. The distribution by age group in thousands is as follows: ¹

<u>Distribution by Age Group</u>	<u>1982</u>
7-12 years old	7.906
13-16 years old	4.742
17-21 years old	5.463
22-24 years old	3.011

Our labor force, by age group, in thousands, except percent contribute parts of an integrated conscious effort to develop any relationship between the youth and cooperatives. It is as follows:

Total population, 15 years old and over	30,546
Labor Force, ² 15 years old and over	19,085
Percent of Population, 15 years old and over	62.5

Labor Force by Age Group

15-24 years old	6,056
25-44 years old	8,620
45-64 years old	3,849
65 years old and over	560

The total population the distribution by age group thousands is as follows:

¹Source: National Census and Statistics Office, as cited in the Five-Year Philippine Development Plan, 1978-1982, pp. 201-202

²Labor Force defined as persons age 15 years old and over who are either employed or looking for work. Sources: NCSO and NEDA.

And for the unemployed and out-of-school figures, in thousands, we have the following:

	<u>1982</u>
Total Unemployed	755
Total Out-of-School Youth	4,408
7-14 years old	1,148
15-24 years old	3,260

Considering that developing countries like the Philippines are characterized by a high population growth rate and a predominantly young age structure, this seminar is indeed very timely, and indeed we congratulate the United Nations for declaring 1985 as the Year of the Youth. It gives a chance to focus our attention on this potential source of strength, not only for the cooperative movement, but for national development efforts.

III PHILIPPINE EXPERIENCE IN YOUTH AND COOPERATIVES

1 TEACHING OF COOPERATION IN SCHOOLS*

*As mentioned in the introduction part of our country paper, Filipino youth involvement in cooperatives and vice-versa came about as a result of efforts undertaken by different government and private sectors pursuing varied objectives.

In the case of the Bureau of Cooperatives Development (BCOD), the government agency responsible for cooperatives development in the country, the objective is to inculcate upon the youth the principles and practices of cooperation with the view of adopting them as a way of life. In other words, the BCOD pursues cooperatives education that includes the youth as a strategy for cooperatives development.

It is necessary to mention that the Philippine government recognizes cooperatives as one of the instruments for national development. However, it has also recognized, on the basis of past experience, that cooperatives development can neither be effective nor meaningful without the enlightenment and involvement of the future participants and beneficiaries

of the program, the youth of the land. It is convinced that the youth to accept cooperativism as a way of life, cooperative concepts, principles and practices must gradually be tried, felt and appreciated by them. Government also believes that this could be done by imbuing them with cooperative values from the time they enter school so that by the time they get out of it, those values would have already been internalized and made a way of their life. Short of this, the youth cannot be expected to get interwoven into the fabric of cooperative society.

It is in this perspective that the cooperative program planners of the government conceived of undertaking a cooperatives education program that includes the teaching of cooperatives at all levels of the educational system in the country.

To concretize said idea, a special committee on cooperatives education was created in 1973. 1) The said committee was directed to work on a plan and strategy to systematically incorporate cooperative concepts, principles and practices in the school curricula at all levels of the national education system. The following year, it rendered report embodying its findings, observations and recommendation 2) many of which are being considered in pursuing the objectives of the cooperative education project dubbed as "Integration of Cooperatives in the School Curricula (FCSC)" launched, operationalize the plans and strategies proposed by the special committee.

1.1 Objectives of the Project

General Objective: To inculcate upon the youth the principles and practices of cooperation with the view of making them a way of life.

Specific Objectives:

In the Elementary Grades - The main objective of teaching cooperatives in the elementary grades, including the kindergarten level, is the formation and development of ideas and habits of cooperation. Cooperative education at these levels also aims to inculcate in our children and youth desirable character traits besides the technical knowledge of cooperatives.

In the Secondary School Level - The aim of cooperative education at this level is to give the student knowledge and training about economic cooperation as a way of life, and as an instrument of national development.

In the Vocational School - The objectives of teaching cooperatives in vocational school is to provide the student with the knowledge, habits, skills and appreciation about cooperatives which they can use in their involvement in cooperatives after finishing their vocational education.

In Institutions of Higher Learning - The objectives are to develop managerial and technical manpower needed in manning cooperatives of various types; and to train teachers and cooperative educators who will handle subjects or courses on cooperatives in the different educational levels.

In Adults Education - The main of adult cooperative education is to acquaint the adult and out-of-school youth, as well as the general public, with the nature, principles, techniques and operation of cooperatives, helping them understand and appreciate the benefits and privileges they can derive from cooperative organizations and the responsibilities they will have to assume

1.2 RATIONALE FOR THE SCHEME OF INTEGRATION OF COOPERATIVE CONCEPT IN THE SCHOOL CURRICULA RATHER THAN THE TEACHING OF COOPERATIVES AS A SEPARATE SUBJECT.

The overall design of the integration scheme in both the elementary and the secondary curricula is within the frame work of the elementary and secondary education.

It is well to mention at this juncture that the 1973 Philippines Constitution states that "... The State shall establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development."

For education to be relevant, the institution of curricular reform was indispensable. The thrust of this reform is generally toward relevance --- a reaction against too highly academic bookish education. Making the curriculum relevant to the needs of society means that current social problems and issues as well as ways of solving them have to be incorporated into the curriculum if it has to perform one of its most important functions in national development.

In education, integration means careful structuring to bring about related parts to a unified whole; well-ordered sequence which is a cohesive layout of content; systematic follow-through and scientific evaluation to find out what has to be done and how it is to be done. In a nutshell, the concept of integration implies that content imperatives are interwoven meaningfully to the existing curriculum.

This scheme of integration has two components relevant to the learning of students. One, the acquisition on the part of the learners of the basic concepts, both process and content, that are inherent in the existing curriculum; two, the development of new concepts that are needed for understanding of and for effective participation in the present system in its efforts to achieve national development.

At the start, integration had been a nagging question to most teachers because of its novelty, yet, it was later found the best alternative to a curriculum that aims to accommodate a number of government thrusts.

1.3 THE PARTICIPATING AGENCIES

The implementation of the project called for the collaborative efforts of several agencies of government. In view of this, the Department of Local Government and Community Development, the then Head Agency of the BCOD, forged a Memorandum of Agreement to implement the project with the Department of Education and Culture, the Philippine College of Commerce and the Department of Public Information.

1.4 ACTIVITIES

As a pre-condition for the teaching of Co-operatives at all levels of the Philippine educational system, two major activities had to be accomplished: One, materials production- the preparation of indigenous instructional

materials adopted to the social, cultural, political and economic conditions of the Philippines and two, training of teachers for cooperatives. The various phases of these activities are:

1.4.1 Production of Instructional Materials:

As confirmed by the Special Committee's study, a serious draw-back to an effective education program in the Philippines is the lack of indigenous teaching/training materials. Most of the information available on cooperatives are based on the experiences and conditions of Western countries which are different from those in the Philippines. While it is true that cooperative principles are generally applicable, their effectiveness is conditioned, however, by social, cultural, political and economic variables in the place where they are to operate. This suggests in need for researches to produce Philippine - based materials be undertaken and thereby enrich and make more meaningful the teaching of cooperative to our people.

In view of the foregoing, it was decided that the initial thrust of the project will be the production of instructional materials³ for the three levels of education.

The subsequent production of the prototype instructional materials entailed careful preparation, study and consideration. Serious preparations were also made to insure that the materials would suit the needs of the target clientele. Emphasis was given on their mental and maturity level so that the teaching units as well as the lessons will be most appropriate to their age and ability level.

To insure also that the lessons were interesting and within the group of the students, activities were drawn from the learning continuum and expectancies of each grade as well as economic programs focus on cooperatives education as an instrument of economic emancipation of the masses served as the beacon for all the teacher-writers.

Due to the dearth of books, references and materials on cooperatives education, efforts were made to draw an image of the physical, intellectual and experiential profile of the potential teacher-writers who will prepare the materials. While it is true that most teachers are well grounded in methods, techniques, psychology and the like, it was further considered to get those who have had experiences in journalism. Demonstration teachers were also preferred to those who had no other special ability other than their own line of specialization only.

However, the blending of all the qualities required by the project of all the would-be writers was considered only a dream. However, the people behind the project were not deterred by this constraint for paramount in their minds and hearts was the belief in the Filipino's capacity to achieve almost the impossible, particularly if this would mean the improvement of the lot of their countrymen!

And so, inspired by the call of the new dispensation's socio-economic emancipation of the deprived segment of our society through cooperatives development, as well as the dynamism, determination and enthusiasm of the teachers in whose hands the production of instructional materials were placed, cooperative instructional materials production began in earnest and was completed in the summer of 1975.

After undergoing an initial process of review and revision the prototype instructional materials were ready for try-out at a micro-level by the second semester of 1976.

1.4.2. Training of Teachers. After reproducing the instructional materials for try-out in the classrooms, a training course⁴ on cooperatives for selected try-out teachers of pilot schools in both elementary and secondary levels was drawn with the following objectives:

- a) To provide the try-out teachers with a knowledge of the present cooperative development program and of the government policies on the same;
- b) To enable them to react on the prepared teachers' guides and outlines; and
- c) To provide opportunities for them to exchange ideas and methods of teaching cooperatives.

In the elementary level an initial fifty--six (56) selected teachers from urban and rural schools of varying categories and representing all grade levels were trained first.

For the secondary group, an initial group of thirty four (34) selected teachers handling Practical Arts, Social Studies, Communication Arts (English) and Mathematics subjects and representing the different year levels from pilot high schools in Metro-Manila were trained: Also included in the training were some department heads from said pilot high schools for the purpose, of serving as coordinators during the try-out period.

⁴Schedule of Activities is attached as Annex "C"

A unique workshop style was adapted for the training courses. Borne out of the unproductive and ineffective lecture method in the past which usually ended where the speaker/lecturer stopped, evolved the participatory method of teaching. In this method the teacher-participants were expected to take maximum responsibility for every aspect of the workshop arrangements so far as practical. This meant setting the schedules of each day's activities, choosing from among themselves their own discussion leader, and devising their own working-rules. These were all done in a democratic cooperative fashion.

No lectures were given; instead, the participants were given materials to study and discuss. The members of the training staff assumed the role of resource persons to answer questions, to clarify doubts, clear up confusions and comment on discussions on reports.

All of those in the staff or guest-expert category were given name badges, indicating their particular line of specialization or expertise. These proved to be very convenient for the participants as they could readily approach the person concerned when needed.

Resource persons, guest experts and members of the staff were welcome to attend as much of the workshop as their other responsibilities allow.

1.4.3 Try-out of the Prototype Instructional Materials on Cooperatives. As such as the training of the pilot teachers was completed, the micro-tryout of the instructional materials for both the elementary and the secondary levels was set for a period of six months. During this period, the tryout teachers kept records of their teaching experiences, comments and recommendations, if any, for the revision of the materials. Evaluation instruments, which they themselves prepared during the Teachers' Training, were utilized for the above purpose.

A supervisory team composed of personnel from the DEC and the DLGCD was created to oversee the try-out. The team undertook the functions of visiting, observing and serving as consultants to the tryout teachers. By the end of the semester, *All the data needed for the evaluation such as (1) the feedback reports, (2) responses on the criteria on the Evaluation of the Teacher's Guide, (3) observation notes and (4) results on interviews made during the visits to the tryout classes were prepared.

1.4.4. Evaluation of the Instructional Materials Based on the Micro Tryout. Data gathered during the micro tryout were properly categorized, analyzed and interpreted in a workshop organized for that purpose. At the end of the workshop, the following were accomplished: (1) Determination of the complexity of objectives found in the Teachers Guide for the various grades, using the Puissance Analysis; (2) Compilation of interpretation of feedback reports of the teachers who tried-out the materials in all the pilot schools; (3) Preparation of evaluation reports; and (4) Planning for the revision of said materials.

1.4.5. Revision of the Tried-Out Instructional Materials. As an outcome of the evaluation, the instructional materials were revised and later mass produced for nationwide utilization.

1.4.6. Tryout of the Instructional Materials in the Thirteen Regions of the Country.

To bring the macro tryout of instructional materials into a successful fruition, the following activities were undertaken:

(a) Preparation of the Pre and Post Test - To evaluate the tryout of instructional materials, there is a need to know if the students in the pilot secondary schools know any more about cooperation and cooperative than students in the other schools who are not studying cooperatives. The only practical way to find this out is by testing. The tests were also prepared with the expectation that they could help in establishing a knowledge base level on which to build new teaching materials. It was possible that the pilot secondary students knew more about cooperatives than was expected. But the tests could at least help in learning the strong and weak points in their knowledge of cooperatives so that waste of time and money in preparing materials in the future could be avoided

The same logic applies to the elementary schools as well. Without the testing of pupils the evaluation of the instructional materials on cooperatives will be ineffectual.

b) Training of Tryout Teachers

Some 1,560 elementary school teachers and 832 secondary school teachers were trained on cooperatives to prepare them for the macro-tryout of the instructional materials. In addition 270 school division supervisors, district supervisors and principals/assistant principals of the pilot schools underwent a similar training course in preparation for their role as over-seers of the macro-tryout.

c) Administering the Pre-Test to Pupils/Students of Pilot Classes.

To establish bench-mark data of their knowledge on cooperatives, pre-tests were administered to pupils/students of pilot classes.

d) Monitoring Tryout in the 13 Regions for One School Year. To

ensure the success of the macro-tryout, the collaborative efforts of the central and field personnel of both the DEC and the DLGCD were harnessed. While the DEC officials provided the pilot teachers with support regarding integration processes/methods of teaching, the DLGCD cooperative officers served as resource persons regarding lesson contents (on cooperatives). By the end of the school year 1979, the macro-tryout was completed and the gathering of feedback commenced.

e) Gathering of Feedback - the various phases of this activity were:

- i) Administration and interpretation of the results of the post tests;
- ii) Analysis of tryout evaluation forms; and
- iii) Final interview with pilot teachers, pilot pupils and schools administrators.

(f) Evaluating the feedback. As a result of the macro-tryout feedbacks, cooperative concepts and practices are

now integrated in the elementary and secondary level curricula in the Philippines education system.

In the course of integrating cooperative concepts in the school curricula, efforts to organize school cooperatives in the pilot schools were also made.

The school cooperatives as envisioned are genuine cooperatives, organized and operated by students to meet one or more of their practical economic needs. The use of the term "laboratory" to describe these cooperatives has been avoided as it carries the connotation of the experimental, which oftentimes is taken to mean also temporary and artificial or just a classroom exercise.

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The school cooperatives that are organized in the pilot schools vary in types. Some are credit unions and others are producers cooperatives for selling handicrafts and products from teaching trade skills, and for agricultural training.

In the enthusiasm of some pilot classes in the intermediate grades and in high school, they organized and operated small, temporary cooperatives which they dissolved at the end of the school year. This was, however, not in consonance with an earlier recommendation for them to organize an on-going cooperative to serve the entire school which new students could join as the older ones graduates. In the case, however, of the others, they formed pre-cooperatives which were savings clubs. There are many of these in the elementary grades. This approach is, in fact, an earlier recommendation to the pilot teachers since the school children have to raise capital and learn the habit of regular savings. In this approach, the teacher is the educator and sympathetic advisor, not an active participant in operation. He/she is advised never to do the bookkeeping or supervise workers, etc. Based on experience, it is better to have several teachers who can contribute their individual special talents without any one being depended on by the children.

On the part of the students, better results are realized when they are required to take the maximum amount of responsibility of which they are capable in the operation of the cooperative.

The use of student workers instead of paid outsiders to work in the cooperative brings work positive attitudes habits and skills on the part of the students. As much as possible, therefore, volunteer unpaid service is encouraged. Only actual out-of-pocket expense are paid.

It is also the experience that adult cooperatives can play an important part in the development of school cooperatives, as "godfathers" or sponsors.

In some instances, a school cooperative becomes a member of the adult cooperative. A practice here is for a director of the school cooperative to attend the meetings of the school cooperative and act as a resource person to the junior board. Employees from the management of the senior cooperative also sometimes advise, especially in bookkeeping, purchasing, display, etc. Whenever possible, also, the school cooperative makes wholesale purchases from a cooperative rather than a private trader. A close relationship with an adult cooperative greatly simplifies the handling and safekeeping of money in a school cooperative. Furthermore, the idealism of the student cooperators is often a "refresher" of the idealism of their elders in the senior cooperative.

1.5 SOME INSIGHT GAINED DURING THE IMPLEMENTATION OF THE PROJECT.

1. Collaboration with other agencies which can help in realizing program objectives is more effective than single-agency programs. It saves resources of staff, time and money.

2. To be effective, the above-mentioned collaboration between agencies must be based on mutual desire to work together, which is best fostered by informal discussions and work sessions.

3. This collaboration must be backed up by:

a) planning, programming and staffing policies that include this joint effort;

b) budget for it in each agency;

c) allowance for joint work in the timetable of each agency;

d) official recognition and commendation for those who undertake these joint efforts.

2. COOPERATIVES INVOLVING THE YOUTH IN SCHOOL

We have in the Philippines credit cooperatives and consumers cooperatives among faculty members, employees, and students in various schools, colleges, and universities. There are no official statistics available on the matter but their number easily exceed 500 cooperatives of the foregoing types. These cooperatives involve the youth in varying degrees ranging from mere patronage of services to actual participation in the administration and management of the cooperative; and enjoyment of benefits and privileges accruing to membership.

Among all these cooperatives, there is one kind that emerges as the typical cooperative involving the youth. Representative of this type of cooperative is the Consumers' Cooperative formed by the faculty, employees and students of the Philippine Science High School in Quezon City, Philippines.

2.1. The Philippine Science High School - The Philippine Science High School is a unique, national high school created by the Philippines government to prepare gifted students in the sciences and mathematics for scientific careers. It is the only school among the agencies under the umbrella of the National Science and Technology Authority, the ministry charged with the task of central direction, leadership, and coordination of scientific and technological research and development activities in both government and private sectors.

The PSHS draws its studentry from all over the country, through a highly selective screening process. In effect, therefore, it is a representative sample of the intellectual elite of Philippine society, within the secondary, age-level group, ages ranging from 11-16 years. All of the students are scholars subsidized by the Philippine government, until they finish high school, as long as they maintain a certain grade-point average. They are bound by a scholarship contract to pursue science or science-related careers.

The campus is a self-contained community within a 7.5 hectare site in the heart of Quezon City, surrounded such national landmarks as the Quezon Memorial Circle, the Heart Center for Asia, the Lung Center, Parks and Wildlife, Children's City, the Manila Seedling Bank, the Veterans' Memorial Hospital and the Ministry of Agriculture. The campus includes a Science Humanities Bldg., an Administration Bldg., Dormitories for Boys as well as for Girls, a canteen, occupied by the PSHS Consumers' Cooperative, Inc., and an on-going Sports Complex for sports and recreational activities.

Of the almost a thousand (1,000) students, around 400 live on campus as scholar-residents. The rest live in their own homes if they are from Metro Manila or in boarding houses in near-by districts.

2.2 PSHS CONSUMERS' COOPERATIVE, INC.
Against this backdrop, the PSHS Consumers' Cooperative Inc. was created out of a need. The PSHS organizational structure does not include a Food Services Division, hence, the community decided to band themselves together to form a consumers' cooperative. Both failed because of poor management. A private concessionaire was also tried but we had problems with quality of food and high prices. We could not also maintain a reliable feedback mechanism. We finally decided to try, for the third time, this time is dead earnest, to put up a consumers' cooperative, with teachers in the major role but with students as associate members.

We started with but a few incorporators who risked their own capital to revive the cooperative movement. We launched a more aggressive educational campaign especially from among the students who comprise the majority to be served by the cooperative. To date, there are 175 student-members as associates, 26 administrative staff and 29 faculty, as regular members, a total of 230 members but which is only about 25% of the total school community of 1,030.

Each student-member pays a membership fee of ₱10.00 plus a minimum of Fifty Pesos (₱50.00) or 5 shares at ₱10.00. The maximum amount for an associate member is Three Hundred Pesos (₱300.00). For the regular member, a membership fee of ₱10.00 is also required, plus a minimum of ₱150.00 or 15 shares at ₱10.00. We now have a capital stock formation of 5,000 shares, at ₱10.00 per share, but only about halfway to the goal of 10,000 shares.

Roughly we have a yearly gross sales of ₱20,000.00 except for the summer months, April and May where we go in the red because we have to pay salaries of personnel but we have very little business.

How do we involve the youth in running the cooperative? At the beginning of the school year, we hold an orientation seminar for prospective cooperative members, the incoming freshmen. Within the school year, the Cooperative manager holds monthly meetings with the student officers of the dormitories. These monthly meetings provide the mechanism for feedback, not only from the dormers but also from the canteen personnel as well. Solutions to problems are agreed upon and such solutions are assessed in the following monthly meeting. The goal in such meetings is to maintain a two-way communication system. In case arbitration is necessary, the members of the Board of Directors are called or the officials of the school are consulted.

What indicators do we have that they are involved in their cooperative? They tell us if the prices are high; if the quality or quantity of food is below standard, or whether the service is poor. We have considerably reduced junk food and substituted other more nutritious items. We have also struck some kind of balance between what young people like to eat and what food should be eaten because of nutrition. An example is the introduction of vegetables. Generally, most young people do not go much for vegetables, but since it is also our duty to educate the young, we teach them the value of proper nutrition. We also tackle the problem of bottled, carbonated drinks versus fruit juices; the importance of eating regular meals versus intermittent snacks throughout the day. To date, we have shown, through actual performance, that we could keep prices competitive, offer a variety of nutritious food items, serve the PSHS community adequately and well, and even attract surrounding communities to patronize our cooperative. We are proud to be one of the few successful cooperatives in the national public school system. After five years as pre-cooperative, we were registered last June 1982, as a viable, full-fledged consumers' cooperative.

2.3 A PROBLEM TO RESOLVE - Although the majority of our cooperative members are students, as associate members, they have no voting rights. The students feel that this is unfair. They seek for representation through a seat in the Board of Directors. Under the present rules, however, this is not possible because of legal constraints. The transitory solution adopted by our Board was to automatically seat the Teacher-Adviser of the Student Council to seat as a member of the Board of Directors. In this manner, the Teacher-Adviser periodically meets with the Student Alliance officers to ascertain the wishes of the student body which the cooperative served.

We look forward to another school year of fruitful cooperation. When our students go back to their respective regions all over the country to assume positions of leadership, we are very certain that they will be able to persuade others about the advantages of a committed cooperative movement, a potent force in the national development efforts of a developing country like the Philippines.

3. COOPERATIVES INVOLVING OUT-OF-SCHOOL YOUTH -

The Philippines is a very young country majority of its population being below the age of ~~30~~ years. Due to economic limitations a very high proportion of the youth population drop-out of school at Grades IV-V and the greater bulk belong to the rural areas of the country.

Various government programs have been designed to train these out-of-school youth so that they may become productive citizens even though they may not have any further formal schooling. These ~~programs~~ range from job training, apprenticeships, to entrepreneurial training projects.

While the cooperatives have not yet come up with a conscious and deliberate ~~effort~~ to harness the talents and energies of the youth, many cooperatives have in many ways provided job opportunities to out-of-school youth on a seasonal basis. There however, are incoordinated activities.

As a strategy to step-up the mobilization of the agricultural sector, the Philippines has embarked on a national program of farmers' cooperatives called Pambansang Katipunan ng Samahang Nayon (PKSN). Samahang Nayons are federated from the municipal to the national level, village level institutions classified as full-fledged cooperatives. Its main functions are (1) education

of its officers and members; (2) a savings program; and (3) discipline of its members.

Members of the Samahang Nayon undergo a total of sixty (60) weeks of education program. In its organizational phase, the members take eight (8) lessons known as the pre-membership education program. These lesson ranges from Agrarian Reform and Cooperatives to Factors for the Success of the Samahang Nayon. In its developmental phase, the first course regarding management is given to the officers. This course consists of twenty (20) lessons designed to develop among the officers the knowledge, skills and attitudes necessary for intelligent leadership and effective management of the Samahang Nayon, followed by a course on product specialization.

The Savings Program is a built-in program within the Samahang Nayon. All members of the Samahang Nayon must participate in this program. The Samahang Nayon has two funds to be continuously built-up by its members. These are the Barangay Savings Funds (BSF) and the Barangay Guarantee Fund (BGF). The Barangay Savings Fund is built-up by saving five percent (5%) of all production loan borrowed by a member from financing institutions. This fund may be utilized for the purchase of shares of stock of existing rural banks or for the organization of cooperative rural banks. And the Barangay Guarantee

Fund is raised through members contribution of one cavan of palay per hectare per harvest or its equivalent in cash or other products. This may be used to: (1) guarantee land amortization of members under the agrarian reform program; (2) give members modest forms of life insurance; (3) capitalize their area marketing cooperatives; (4) guarantee loans; and (5) provide social services needed by the members. These funds are required to be deposited in official depository banks of the Samahang Nayon.

The disciplinary program of the members of the Samahang Nayon are expected to have a strong sense of self-discipline. This is because of the educational process and the sense of belonging to an organization. Sanctions that may be imposed range from the imposition of a fine, suspension from membership, taking over the management of a member's farm up to expulsion from the organization.

Through the Savings Program of the Samahang Nayon, we have achieved and organized: (a) 54 Area Marketing Cooperatives; (b) 29 Cooperative Rural Banks; and (c) The Cooperative Insurance System of the Philippines.

The Area Marketing Cooperative (AMC) serves as the marketing arm of Samahang Nayon. AMC's are engaged in the procurement of agricultural inputs and farm supplies as well as in the processing, storage, warehousing and marketing of produce essentially grains, while the cooperative rural banks is the credit and financing

institution for the members of the Samahang Nayon, and the Cooperative Insurance System of the Philippines provides low-cost insurance to the low-income group of our society, primarily the members of the Samahang Nayon.

Considering that majority of our youth drop out somewhere between Grades IV and V, what linkages can be developed by the Samahang Nayons to involve these school leavers, majority of whom belong to the rural communities?

In Bataan, we have initiated apprenticeship activities in hollow-block making, poultry-raising and other livelihood projects. Linkages are being worked out with the Kilusang Kabuhayan at Kaunlaran (KKK), such that school leavers can be tapped for skills training preparatory to being employed in income-generating activities of the cooperatives.

To attract more of them to involve themselves in such activities, our Samahang Nayon has organized some sports activities like basketball, volleyball and softball tournaments, jogging and walkathon groups and the like. Through such activities, communication situations are created whereby information on village projects are passed on, and hopefully persuade our out-of-school youth to be involved. Youth brigades or Kabataang Barangay chapters are now being tapped more and more, not only for

sports activities, but also for income generating projects of the Samahang Nayons.

We submit that we have barely started. We still have to come up with better strategies to tap the majority of our young people to get themselves involved. We hope this conference will give us more insights into this problem.

IV. FUTURE DIRECTIONS

In the Philippines there is clearly a great need to look for a more integrated approach and better strategies to reach more of our youth, whether in-school or out-of-school, in the area of cooperatives development. More lateral linkages should be established between the Ministry of Education, Culture and Sports and the Ministry of Agriculture and the Ministry of Labor Employment. Within the structure of the educational system, cooperative education should go beyond the pilot stage, only after a thorough evaluation of the first phase of the program. Universities and colleges who have not established cooperatives should learn from the few success cooperatives existing in the country. Our out-of-school youth, through our Kabataang Barangay or youth brigades, should be harnessed more for supportive roles to farmers' and fishermen's cooperatives.

It is projected by our government planners that from 1982-1987, government assistance will gradually phase out and from 1987-2000, cooperatives development will be

entirely left to the cooperative movement, with government assuming a supervisory role with the Cooperative Union of the Philippines providing the umbrella for all cooperatives. As our young men, exposed to cooperative education, move into positions of leadership, we have great reason to hope for a certain degree of economic gain, and a better quality of life for the Filipinos in the not-so-distant future. We also hope that a similar pattern is projected in the other countries within the region.

In anticipation of the foregoing eventuality a conscious and deliberate program of developing a mutually beneficial relationship between youth and cooperatives should be undertaken. Based on what has been going on in the Philippines such a program can be designed to rationalize the efforts and activities now being undertaken by various government agencies; schools, colleges and universities; and cooperatives.

The objective of such a program should be the improvement of the social and economic welfare of the people through the cultivation of a mutually beneficial relationship between the youth and cooperatives. Specific steps towards this end should be undertaken, among which should be the following:

1. Survey of the extent of activities on youth and cooperatives;
2. Design of a project to teach cooperation to the youth. Such a program should encompass both the youth and out-of-school youth;

3. Design of a project for cooperatives to involve the youth in the practical application of cooperative principles and practices in their daily lives through income-generating projects; participation in the administration, management, operations and benefits of being members of cooperatives; and such other activities calculated to instill the ideals and practical values of life to the youth through the cooperative ideology.

4. Design of a project to prepare the youth for membership and leadership in cooperatives with a view to developing more economic opportunities within the Cooperative Movement so that they may find reasonable prospects of steady income and economic security.

While the foregoing may appear to be very optimistic, we believe that given the appropriate and suitable atmosphere and support by all concerned, such a program is highly feasible. In any case, the challenge is there for us to consider and act upon.

YOUTH AND AGRICULTURAL COOPERATIVES IN KOREA

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I. INTRODUCTION

As youth is the main group of a national future, it is very important how to rear and guide youth. In Korea, the last two decades had been marked by an impressive record of economic and social development. In fact, certain institutional changes such as increased literacy, land reform, and industrial recovery in the fifties, paved the way for industrialization in the sixties.

The drive for planned economic growth through industrialization only started in the early sixties. In 1962, a new government adopted a political strategy that made economic development as its main goal, thereby initiating a series of five year economic development plans. The major goals of the development plans were to build an industrial base and to promote modernization of the industrial structure.

In 1961, the year before the initiation of the first five-year economic development plan, per capita GNP stood at a meager 95 US dollars. By 1981 it had reached 1,607 US dollars. Korea's total

and per capital GNP have risen 8.2 percent and 6.3 percent respectively per year in real term during the period (1962-1981).

With industrialization and increased income, Korea has met a lot of social changes such as the concentration of population into cities, the development and spread of mass media, advance of standard living through making more income, and increase or diversifying of taking recreation and leisure. These changes have caused several problems which have never seen in traditional societies.

According to the census, there were 37,418 thousand people in 1980 compared with 31,435 thousand in 1970. The number of youth population under 24 years old increased from 15,265 thousand in 1960 to 18,853 thousand in 1970 and to 20,873 thousand in 1980. But the ratio of youth against total population declined from 61.2 percent in 1960 to 60.0 percent in 1970 and to 55.8 percent in 1980, due to sharp increase of the aged and decrease of birth ratio.

The Number of Youth Population

in 1,000 person

Year	Total	Youth	B/A (%)	Group by Age		
				0 - 14	15 - 19	20 - 24
1960	24,963	15,265	61.2	10,717	2,366	2,182
1966	29,160	17,691	60.7	12,684	2,708	2,299
1970	31,435	18,853	60.0	13,241	3,088	2,523
1975	34,679	20,478	59.1	13,208	4,147	3,123
1980	37,418	20,873	55.8	12,714	4,183	3,976

In 1980, the number of economically active population was 9,699 thousand, and the number of economically active youth was 3,207 thousand equivalent to 12.7 percent of the total. But the number of employed youth was 2,843 thousand in 1980 compared with 3,007 thousand in 1979. Among them 615 thousand youth were engaged in agriculture and fishery sector equivalent to 21.6 percent of the total employed youth. The youth engaged in agriculture and fishery had markably declined since 1975.

Economically Active and Employed Youth

in 1,000 person

Year	Economically	Employed By			
	Active	Total	Agri. Fishery	Mining & Manufacture	Other
1965	2,394	2,089	1,290	307	492
1970	2,620	2,392	1,149	536	707
1975	3,100	2,835	1,185	870	780
1976	3,317	3,076	1,181	1,108	787
1977	3,419	3,128	1,098	1,245	785
1978	3,363	3,119	864	1,341	914
1979	3,283	3,007	675	1,345	987
1980	3,207	2,843	615	1,186	1,042

The problems of youth in Korea have increased since the middle of seventies. Especially, after the abolition of all extra-curricular lessons (1981) and liberalization of hair style and uniform under highschool (since the beginning of 1983), the number of juvenile delinquency has sharply increased.

According to the data released by the National Police Headquarters, the number of Juvenile delinquency has increased by 15 percent per year to 86 thousand in 1982. After the liberalization of hair style and uniform, particularly, the number of juvenile delinquency has increased by 30 percent from 19,426 during the first quarter last year to 25,271 during the same period this year.

Therefore, the government has set May as the month of youth and operated a lot of programs for youth. In 1982, it required 161 billion won to operate 96 programs for youth compared with 115 billion won and 90 programs respectively in 1981. These programs have stressed leading and guiding youth righteous such as ;

- 1) To settle rightful nationalism and morale, it is necessary not only to streng then education of national spirit but to expand various training and service operation of youth.
- 2) In order to purify youth emotion, it is needed to construct more recreation grounds for youth.

- 3) The government arranged the synthesis plan for promoting infant education in accordance with the international trend of early education.
- 4) Those programs for guiding of employed youth and up bringing of youth in rural areas are enlarged and strengthened.
- 5) Every reformatory operates the school education and training for job in order to guide righteously juvenil delinquents.
- 6) TV education for youth are continued and the international interchanges of youth are expanded.

II. YOUTH IN RURAL AREAS

Until the early sixties, with a high population density and primitive industrial structure, Korean rural areas had been highly over-populated so that low labor productivity and rural under-employment was a chronic social and economic problems. With

accelerated growth in the non-agricultural sector during the successive five-year economic development plan period, the size of the farm population has continued to decrease.

The farm population amounted to 14,559 thousand in 1960, it has declined to 14,422 thousand in 1970, and to 10,827 thousand in 1980. The ratio of farm population against the total national population declined from 58.3 percent in 1960 to 45.9 percent in 1970 and to 28.9 percent in 1980. This tendency is anticipated in the year to come.

The Trend of Farm Population and Rural Youth

Year	Farm Population (A)	Ratio Against Total (%)	in 1,000 person				B/A (%)
			Youth by Age				
			0-13	14-19	20-24	Sub-Total (B)	
1965	15,812	55.1	6,769	1,705	2,653	9,422	59.5
1970	14,422	45.9	6,271	1,497	745	8,513	59.0
1975	13,244	38.2	4,780	1,070	982	6,832	51.6
1980	10,827	28.4	3,230	1,684	845	5,759	53.2

The decrease in the absolute number of farm population is directly related to the excessive out-migration of youth who can be active in farming. The heavy out-migration of working age population from rural areas can be demonstrated by examining the youth ratio in the urban and rural areas.

In addition to urban influences, there are other factors contributing to reduction in the number of rural youth. And youth left behind in rural areas are these from relatively smaller farms and those with lower levels of education. Besides, they still express the desire to leave their family farms at the first opportunity.

In fact, many farmers today concede that their living conditions have improved remarkably in recent decade or so. But a father in rural areas doesn't want his son to enter farming and to be a farmer. This comes from low prices of agricultural products, higher income and more educational opportunities for urban life than

rural life. Many youths currently expect a high income and more leisure than farming provides. The census data show that the ratio of rural youth against total population in rural areas decreased by 5.8 percent point to 53.2 percent in 1980 from 59.0 percent in 1970. By contrast, urban area experienced a drop of the ratio by 4.0 point during the same period. The changes of rural youth, thereby, were relatively larger than those of urban youth.

This population change has brought about a series of related consequences; a chronic labor shortage increased labor participation by women and the aged, and increased mechanization in farming.

III. COUNTER-MEASURE OF YOUTH PROBLEMS IN RURAL AREAS

According to the rural researches, about 50 percent of total youth, at present, are satisfactory for rural living, and only 32.2 percent of them want to become farmers. The main reasons why most of the rural youth don't want to be farmers are those the prospect for farmer is not good and physical labor in farming needs more than other jobs.

Moreover, most of farmers except 13.1 percent in the data researched by Seoul National University Agricultural College, don't want their sons to succeed their jobs.

Anticipated Job by Rural Youth

in percentage					
Farmer	Officer	Technician	Teacher	Other	Total
32.2	33.3	13.1	9.7	11.7	100.0

* Officer consists of employe by company and public servant.

Intention of Parents for thier Son to be a Farmer

Intention	Percentage
Yes	13.1
No	27.9
Unaware	59.0

* Unaware is those follow their son's will or don't know how to do.

Therefore, the upbringing of farming successors has been considered seriously as a national agricultural policy task. To solve these problems, the government and agricultural cooperatives have conducted several measures such as ;

- 1) up-bringing Saemaul Youth Clubs
- 2) Up-bringing Future Farmers
- 3) Training for Rural Youth

1. Up-bringing of Saemaul Youth Clubs

Youth clubs symbolized by the clover with four-leaves are organized at the levels of Eup, Myeon and village under the basic spirit such as 4-H(4-H is the initial letter of Head, Heart, Hand, and Health). Youth clubs are especially reared as one of the Saemaul grass-root organizations.

A chronicle of the Saemaul youth clubs is as follows ;

3. 1947 : A rural youth club initiated in Gyeonggi Province

- 3. 1954 : 4-H-club associations were organized at almost levels of administrative district larger than Eup or County.
- 11. 1955 : National 4-H Club Committee was started
- 12. 1954 : The first promotion march was held by National 4-H Club Committee.
- 4. 1963 : Technical training between U.S.A. and Korea was operated.
- 2. 1974 : National 4-H Club Committee was reorganized to 4-H Association as non-governmental organization.
- 1. 1971 : All 4-H Club were unqualifiedly renamed to Saemaul youth clubs.
- 3. 1980 : Training center for the number of Saemaul youth was set up.
- 12. 1981 : The supporters' association for Saemaul youth are inaugurated at the level of cities and provinces.

The major activities of Saemaul youth clubs in rural areas are classified into ;

- A) Guidance on projects to be selected and implemented, for the club members to feel rewarded and confident

in their own experience of farming and community service, etc.

- B) Supporting the program with funds to promote project activities and to secure the future farmers.
- C) Training of club members in the field of leadership and citizenship, and of farming techniques, etc.

At the end of 1981, the number of Saemaul youth clubs amounted to 33,140 and about 662 thousand youth are belonged to the clubs. Almost of the members were male. The ratio of male member against the total was 65.4 percent and the number of voluntary leader was 145,121 at the end of 1981.

Saemaul Youth Club

Classifi- cation	No. of Clubs	Members			No. of Volun- tary Leader
		Total	Male	Female	
Village	31,643	591,299	380,794	210,506	135,639
Township	1,497	70,299	54,642	15,683	9,482
Total	33,140	661,624	435,436	226,188	145,121

The assistance and training for the Saemaul youth clubs is under the supervision of the Office of Rural

Development, however, agricultural cooperatives and National Saemaul Youth Club Supporters' Association, which has been taken in charge of NACF since 1974, give support to the clubs. Because agricultural cooperatives have made efforts to bring up the second-generation innovative farmers who will lead the development of farm villages and practice the scientific farming.

Agricultural cooperatives put emphasis on the training of Saemaul youth club members on the cooperative idelas and businesses. And the funds for the training is borne by agricultural cooperatives and the curricular notes are provided to the club members without charges (10 thousand notes were provided and 8 million won was contributed to several functions of youth by NACF in 1982).

2. Up-bringing of Future Farmers

To prevent rural youth from migration to urban

areas and to rear them to future farmer, the government enacted the up-bringing Fund Law for Prospective Farmer and Fisher on 5th, Nov. 1980, and has started to support the programs of prospective farmer and fisher. The fund established by endowment and subscription increased by 20 percent from 40 billion won in 1981 to 48 billion won in 1982.

NACF has managed the Prospective Farmer(fishery) supporting fund. But the fund has operated to support youth under 35 years old, who want to take root in rural areas and are selected by administrative organization. The loan term is eight years including 3 year deferment, and the interest on the loan is 5 percent per year.

In 1982, NACF supported 1,998 prospective farmers and fishers through loans of 14,580 million won in 1982 compared with 1945 persons and 7,000 million won respectively in 1981. Especially, support for prospective farmers was 12,897 million won to 1,846 persons in 1982 compared with 6,300 million won to 1796 persons in 1981.

Unit { Person : each
 Amount : million won

	1981		1982		Grand Sum	
	Person	Amount	Person	Amount	Person	Amount
Farmer	1,796	6,300	1,846	12,897	3,642	19,197
Fisher	149	700	152	1,683	301	2,383
Total	1,945	7,000	1,998	14,580	3,943	21,580

The other project to rear future farmers Korea has operated self-farming classes in 10 agricultural highschools. These classes can be attended by those who want to succeed their fathers' jobs (farmers) and are selected. They are free from fees of entrance and tuition, and moreover they are given Saemaul scholarship by NACF. NACF gave scholarship of 208 million won to 2,149 students in 1982 compared with 232 million won to 2,198 in 1981.

3. Training for Rural Youth

Training for rural youth is classified into three categories. First, to expand farm mechanization and fully utilize farm machinery, training of farm machinery such as driving, practical operation in the fields, maintenance and repair is given to rural

youth. Farm machinery training courses focus mainly on operating and maintenance of major machinery such as power tillers, water pumps, pest control equipment, threshers and tractors, etc. And equal emphases are also placed on newly adopted machinery such as rice, transplanter, raising nursery, binder, combine, harvester, and grain dryer. The number of youth participated in this training in 1981 was 2,150 compared with 2,200 in 1980.

Second, rural youth who want to be farmers are selected to learn the competent and diligent farmer's management and living. In 1981, 1313 rural youths participated in field training which had operated in 130 farms of the competent and diligent to learn techniques of cultivating and raising.

Third, those who want to learn special techniques can experience camp training on the advanced farms and rural guidance offices in order to learn special techniques. In 1981, 823 rural youths experienced farming techniques of green house, fruit culture, and raising domestic animals.

IV. AGRICULTURAL COOPERATIVE JUNIOR COLLEGE (ACJC)

The NACF has established the Agricultural Cooperative Junior College to train youth pioneers of agricultural cooperative movement. The college is located in Koyang, Gyonggi Province, 20 Km far from downtown Seoul. Its campus is in the green belt away from urban pollution, thus creating a good physical environment for the students.

The chronicle of the college is as follow :

- 12. 1962 : Founded as the Kunkook Cooperative College Educational Institute.
- 3. 1963 : The Institute opened on the campus of Kunkook University.
- 2. 1966 : Taken over the Institute by NACF.
- 3. 1966 : The Agricultural Cooperative Educational Institute founded.
- 9. 1966 : The Institute was transferred from Kunkook University to the present campus and reorganized to the Agricultural Cooperative Junior College.

2. 1983 : 19th Commencement Ceremony was held.

The educational objective of the college is to educate and train students who will play leading roles in the development of rural communities and the agricultural cooperative movement as rural pioneers. In order to attain the objective, the following educational policy is employed ;

- 1) Acquirement of high standard of personal attainments.
- 2) Cultivation of personal quality for business management.
- 3) Skilled techniques to deal with business transactions.

It is required for all the students who intended to apply for admission to the college to pass the preliminary entrance examination for college admission enforced by the government. And other qualification for college admission can be summarized as follows ;

- o Dedication to the development of the cooperative movement.

- o Sufficient health to the student to engage in farming during the school semester.
- o Sons of farmers recommended by the president of the agricultural cooperatives for admission.

The privilege rendered to students is free from fees of entrance and tuition for all students and guaranteed by primary cooperatives upon graduation. The department of agricultural cooperative is the only department within the college and the college consists of 200 students or 100 per grade.

The regular courses are given in three cartegories such as culture, required and selective according to the prepared syllabus.

Curriculum	Culture	Required	Selective
1st grade	29%	42%	29%
2nd grade	4%	25%	71%

All the students are required to live in the

dormitory which can accomodate 200 students. Each room is shared with 4 students. The domitary is not only a place to serve boarding and lodging, but also a place where students can purify their personality through the orderly collective life.