

YOUTH OF TODAY - COOPERATIVE LEADERS TOMORROW



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YOUTH OF TODAY - COOPERATIVE LEADERS TOMORROW

Report of the Regional Campus/Youth Cooperative Seminar for Asia & the Pacific

November 21-23, 1996, NTUC Fairprice Resort, Singapore

Compiled and Edited by
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ICA Consumer University Cooperative Sub-committee
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Singapore National Cooperative Federation



**International Co-operative Alliance
Regional Office for Asia & the Pacific**

ERRATA

One page 85, under heading "6th Principle, following para may be added:

"KOPINDO" is coordinating the cooperatives in Indonesia, within the state/country that encourages cooperation and interaction.

Under heading "7th Principle", on page 85, "Indonesia" may be added in the list of participating countries.

In the list of participants, under "Malaysia" on page 106, "Mr. Mohd. Ali Hasan" may be added.

In the list of participants, under Vietnam on page 107, the first name may be read as "Mr. Do Minh Quy".

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YOUTH OF TODAY - COOPERATIVE LEADERS TOMORROW

This Report is about young people and their values and aspirations for future. They created visions which they would like to realise when they enter into the complex and transient community. They created a world of cooperatives with better human justice and mutuality.

The presentation here is on the three day group exercise which 151 youth have undertaken with much dedication and vigour. They examined the issues faced by their cooperatives as well as young generation in general and came out with an agenda and vision for the year 2000. The Seminar also deliberated on the possible strategies and the roles the elders and young people can play in realisation of the agenda.

The report is presented as a working document for all those who are involved in the development of Campus/Youth Cooperatives at present and in the years to come.

- Editor

Campus Co-operatives Youth Vision for the Year 2000

**By the turn of the 21st Century,
the Campus Youth Co-operatives
will :**

- Improve the quality of services to their members by developing retailing industry with technological applications in computer network, electronic data analysis, vending machines and tele-cards and introducing career development plans for members,
- Ensure the increase of membership by 50% from the current level by becoming more member-oriented and introducing awareness building programmes among student population.
- Expand the focus on wider services to the community by formulating long-term strategic planning for the development of youth co-operatives and the increased participation of youth in co-operatives, introducing co-operatives at the secondary schools, and promoting concerns such as environment, handicapped persons' welfare and services for the disadvantaged in campus youth co-operatives.
- Promote inter-co-operative and inter-country alliances through setting up of joint purchase systems and business alliances, youth exchange programmes, horizontal and vertical integration and networking.

BACKGROUND

The University and College Co-operatives grew up as a distinct sub-sector in co-operatives in the Region since 1989 when the National Federation of University Co-operative Associations (NFUCA) in Japan took the lead to promote such co-operatives with the support of the ICA Committee on Consumer Co-operation for Asia and the Pacific. After several national level orientation programmes combined with on-the-job training provided for university co-operative leaders and executives located in Japan, many countries in the Region experienced a consolidation of primary university/college co-operatives into Federations and business alliances.

Another development which accelerated the process was the organization of an ICA Sub-Committee on University Co-operatives within the Consumer Committee.

The first meeting of the sub-committee has been held in 1995 where the members took long-range decisions to develop the

campus co-operatives further. One of the decisions was to organize a Regional Seminar to discuss the current issues and concerns of youth co-operatives and set a long-term vision and development programme.

Several discussions have been held among the sponsors - ICA, NFUCA and SNCF on the focus of the Seminar to determine the feasibility of widening the target population. However, the consensus was that there are several issues confronting institutional (universities and college) co-operatives and the main concentration should be to address those issues. It was also felt that it is necessary to allow as many delegates as possible so that the discussions would have the benefit of many divergent views and interactions.

The SNCF was very keen to host the Seminar, and the sponsors decided Singapore as the venue.

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SEMINAR SUMMARY

Seminar Objectives

1. To identify the role of young people in terms of the new Co-operative Identity.
2. To assess the needs of youth in campus/youth co-operatives as members and leaders.
3. To create a vision for the Year 2000 for Campus/Youth Co-operatives in the Region.
4. To create public awareness of campus/youth co-operatives, their activities and their social contributions.

Methodology

The Seminar was to be guided by 3 keynote addresses and a panel discussion by keynote speakers who set the pace for discussions in terms of content and issues. They spoke on the main theme from different perspectives.

These ideas and opinions were enriched by the presentations made by different countries on the current situation in the university/college co-operatives.

As the group was very large (151), the familiarisation, ice breakers and socialization activities were essential parts of creating cohesive atmosphere. Group games, cultural events and ice breaking activities were part of the process which helped group work and live discussions.

The group were divided into 10 small groups consisting of about 15 in a group.

These groups were guided by experienced facilitators and the depth of discussions on the topics reached is reflected in the group reports.

The main theme for the Seminar was "Youth of Today, Co-operative Leaders of Tomorrow".

The main theme was divided into 5 sub-themes:

1. Youth and the New Cooperative Identity.
2. Needs of Youth in the Campus/Youth Cooperatives.
3. Cooperative Services in the Campus.
4. Membership participation and leadership.
5. Vision 2000 for Campus Cooperatives.

During the plenary session, the group reports were presented, discussed and consolidated into one report consisting of common Conclusions and Recommendations.

Proceedings

At the Inaugural Session on 21 November, 1996, the guests were welcomed by the hosts, Prof. Poo from the Campus Co-operative Committee of the SNCF and Mr. Tan Kin Lian, the Chairperson of the SNCF. Mr. Robby Tulus, the Regional Director of the ICA ROAP, made a valedictory speech. Dr. Aline Wong, Senior Minister of State for Education and Health made the inaugural address. She was the guest of honour at the opening session.

The keynote addresses of Royal Prof. Ungku A. Aziz, Mr. K. Okayasu and Mr. W.U. Herath, were followed by a panel discussion. The SNCF has arranged a group game as an ice breaker taking the clue from previous evening's familiarization gathering after dinner. This has helped participants to come to know each other. This has also been further strengthened by a cultural show in the evening of 21st November, 1996.

The groups also discussed the country presentations on the current status of University/College co-operatives.

Later, the groups sat in 10 groupings to discuss the allocated themes for one full day. While the final group reports were being prepared, the participants visited few co-operatives in Singapore for a field study.

On the last day, 23 November, 1996, the plenary session on the group report presentations was held where they came to a consensus on the Conclusions and Recommendations.

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**Thursday, 21st November
1996**

WELCOME TO PASIR RIS

Welcome Speech by Prof. Poo Gee Swee, Chairperson of the Campus Coop. Committee, Singapore

On behalf of the campus Co-op Sector organizing committee, I welcome you to Pasir Ris, one of the beautiful resorts in Singapore. The idea of this international gathering was mooted when we had very successful national Campus Co-op Seminar last year. The National seminar has created a new impetus for the Campus Co-op development. We hope to scale the momentum to a new height with this international gathering.

The importance of Campus Co-op activities is not only to provide services to campus communities but also to provide a training ground for the young. It enables students to put into practice the knowledge they learn in the classroom, thus making learning more interesting and meaningful. It also serves as a character building, inculcating in them self-discipline, self-reliance and mutual assistance - a quality good for future career development.

The formation of Campus Co-op Sector helps to unite all the campus co-operatives in Singapore. The national and international seminars provide valuable forum for the exchange of ideas and information, and

sharing of experiences. This will enable students and staff co-operators to appreciate the meaning of co-operative activities and to realize the usefulness of co-operatives in social roles as to check inflation, to stabilize cost of living and to bring about a better and healthy lifestyle for everyone.

To-day, with the collaboration of ICA and NFUCA, we have successfully organized this regional seminar. We have participants from 10 neighbouring countries, 3 eminent keynote speakers, many promising young leaders and a well-thought-of programme to discuss the issues of youth and co-operatives. The main theme and the 5 sub-themes outlined will guide us through the days of discussion.

The committee and the Secretariat have worked very hard for the Seminar. We are happy to see that the response is more than overwhelming. We hope the spirit of co-operatives will be propagated in schools, colleges and universities. On behalf of the Committee, I would like to thank you for your participation and wish you all to have fruitful discussions.

COOPERATIVES ARE ABOUT PEOPLE

Welcome Address by Mr Tan Kin Lian, Chairman of the Singapore National Co-operative Federation

On behalf of the Singapore National Co-operative Federation and the co-operative movement in Singapore, let me welcome you all to this seminar. For our guests and fellow co-operators from overseas, especially those of you who are here for the first time, let me also extend to you a very warm welcome to Singapore.

As I was gathering my thoughts to prepare for this morning's address, I was reflecting on the theme of this seminar which is: "Youth of Today Co-operative Leaders of Tomorrow".

I must congratulate the seminar organisers for having chosen a very good theme, for as I reflected on it, I couldn't help thinking about the relevance of the co-operative movement—its relevance to the world of the past and the present and how it will remain relevant to the world of tomorrow.

As an institution, the co-operative movement has been around for more than a hundred and fifty years. Last year, the International Co-operative Alliance (ICA), the world body of co-operatives, celebrated its centennial anniversary.

In Singapore, the co-operative movement is relatively young. It is only about 70 years old. The oldest existing co-operative in Singapore was established in 1925 and the Singapore National Co-operative Federation had just celebrated its 15th anniversary only this year.

The circumstances leading to the founding of each national movement, and indeed of each co-operative, are usually different. But there are also similarities. And these are found in the values embraced by those who believe in the practice of co-operation, the most fundamental of which are self help and

mutual help.

To illustrate my point and for the benefit of our young co-operators, let me start with the often-told Rochdale story.

It was December 21, 1844, a cold windy Saturday evening in the "Hungry Forties" during the reign of Queen Victoria in England, a very difficult time in the history of the English people. In the small, faraway English town of Rochdale in the north, there was a group of 28 factory workers who had just gathered to open their shop, with a small capital of 28 pounds which they had forked out from their own pockets.

I do not know what 28 pounds was worth then. In today's terms, the equivalent of 28 English pounds might just be about US\$45 or S\$65, not enough to buy you a new pair of Reebok shoes in Singapore.

The Rochdale shop was only a simple shop providing only the most basic necessities of the English working class at that time—flour, butter, sugar, coffee and oats. The shop was owned and run by members, all of whom had a say in the business decisions of their shop.

At year end, the profits of their shop were to be distributed back to the members who were also the customers of the shop. The distribution was in the form of dividends based on each member-customer's total purchases from the shop.

Why did the group set up their own co-operative shop? Well, it was because they were fed up with the commercial shopkeepers at that time charging exorbitant prices for adulterated food. They vowed that, in their own shop, they would not do the same but would instead sell wholesome food at fair prices.

The group had gotten together to take care of a common need. But this did not make the other shopkeepers very happy. In fact, they scoffed at the idea of how a shop run on co-operative principles could even succeed.

The critics were proven wrong. Ten years later, the Rochdale shop grew into a co-operative of 900 members with a capital amounting to 7,000 pounds, 250 times the original capital amount of 28 pounds, and their sales hit 33,300 pounds.

But more importantly, the Rochdale co-operative principles fired the people's imagination worldwide, and more and more co-operatives following the Rochdale model were formed. By the year 1900, just about 50 years after the Rochdale experience, there were some 1,400 co-operatives in Britain alone and like they say, the rest is history.

For Singapore, I am going to share with you the experience of two co-operatives quite similar to that of Rochdale, although the circumstances of origin of the co-operatives that I am about to refer to might be a little different. I am referring to NTUC FairPrice - the supermarket co-operative, and NTUC INCOME, the insurance co-operative, which are now household names in Singapore.

These two co-operative enterprises had their beginnings in the early 1970 in Singapore. The early 1970s was a period of high inflation brought about by the oil crisis. This was compounded made worse by some unscrupulous profiteers who were capitalising on the prevailing inflationary trends to make a fast buck.

When this happened, the National Trades Union Congress (NTUC) backed by its members, decided to set up the supermarket co-operative to help the ordinary workers and consumers in Singapore to fight rising costs of basic necessities, such as bread, sugar and rice.

The supermarket co-operative which was then called NTUC Welcome started in 1973 with a share capital of S\$1.5 million raised

from the other existing co-operatives, the affiliates of NTUC and their members. In 1983, it was merged with two other trade union co-operatives and became what it is known today - NTUC FairPrice.

Last year, FairPrice has a share capital of S\$109 million, a turnover of S\$647 million; and a membership of 300,000. And today, it is the leading supermarket in Singapore with 53 outlets nationwide, and overseas business ventures in the Asia-Pacific region.

In the case of NTUC INCOME, where I come from, it started its operations in late 1970 with a share capital of S\$1.2 million raised from NTUC and its affiliates.

Its purpose was to provide the ordinary wage-earners with the benefit of life insurance coverage at the lowest possible cost, encouraging thrift, co-operation, mutual saving and self help among its members.

Life insurance then was sold mostly to the well-to-do by insurance agents who were motivated largely by the huge, profitable commissions that they could earn from such sales. The ordinary wage earners largely were ignorant of life insurance and they did not take it up because it was not popularly promoted to them. And most of them could not afford the premium payment which had to be paid in annual instalments.

When INCOME started its business, it employed a unique sales system quite different from the other insurance companies. Recruiting from the trade union membership, INCOME was able to train and from a large sales force of its own to spread the message of co-operative insurance and its benefits to the union rank-and-file. The sales agents of INCOME were paid a modest rate of commission for their effort.

Also, by arranging with their employers for affordable deductions to be made from the monthly salary, INCOME made it easy for workers to take up life insurance coverage as additional savings for their retirement and to provide for their families in the event of unforeseen contingencies.

Last year, INCOME had a membership of more than 650,000. Its total income amounted to S\$706 million, and its total assets had exceeded S\$2.4 billion. INCOME is now a modern co-operative enterprise - a leading life and general insurer in Singapore. Today, one in five persons in Singapore buying a life or car insurance policy gets it from INCOME.

If we look at the experiences of many countries in the Asia Pacific region, I am sure we can find many examples of successful applications of co-operative approaches to improve the welfare and living standard of their members. These co-operatives can thrive under different settings, from small co-operatives that depend on a high degree of member involvement to the larger co-operatives that have to compete with private businesses. In spite of the different circumstances in which they have to operate, there are some very striking similarities among the successful co-operatives:

One, co-operatives are about people. People with some common, honest, decent need.

Second, co-operatives are about people getting together to do something about their common needs. Usually, these are needs which are poorly catered for, or have not been catered for, by existing businesses or institutions in the society.

From the examples, as you can see, qualities such as self reliance, mutual help and concern for the community or society are not just co-operative values; they are also essential values for the progress of the human society. My personal belief therefore is that all our young people should be inculcated with such values at the earliest possible age so that they would be better equipped to deal with problems and challenges that they

might face later in their lives.

Campus co-operatives provide an excellent learning experience for student members as they have the "hands-on" opportunity to run their co-operative business and to put into practice the co-operative values that they pick up in the process. This is why campus co-operatives are a priority in the agenda of the Singapore co-operative movement. We see the need to propagate co-operative values with our younger generation through the education system.

Last year, the Singapore National Co-operative Federation organised the national campus co-ops seminar to publicise and promote the setting up of co-operatives in the schools and other educational institutions in Singapore. The effort is being reinforced this year by this seminar which we organise for the Asia-pacific region in collaboration with the ICA and the NFUCA, Japan. And plans are afoot for a video-and-print production to made on the subject of co-operatives next year so that this could be presented to all young Singaporeans in secondary schools, post-secondary and tertiary learning institutions and youth organisations, educating them on what co-operative are about and how they help people to cope with common problems of their own and of the society.

I hope that all the participants will be able to benefit from the exchange of views and experiences at this seminar and that it will help to strengthen your understanding and belief in the value of the co-operative approach.

In closing, I like to wish you all a fruitful seminar and may those of you who become leaders of tomorrow bring about even greater success and achievements for the co-operative movement in your respective countries.

COOPERATIVE WILL BECOME EFFECTIVE.....

**Address by Mr. Robby Tulus, Regional Director for Asia & the Pacific,
International Co-operative Alliance**

First of all I would like to offer my sincere thanks to the organizers of the "Regional Campus Co-operatives and Youth Seminar for Asia and the Pacific", particularly to thank the "inner team" that has collaborated conscientiously to make this important event a promising one : Mr. T. Kuriki from the National Federation of University Co-operative Associations of Japan, Mr. Nga Thio Hoe, chief Executive of SNCF, and my colleague Upali Herath, Regional Advisor of Consumers Co-op Development Program and HRD. The rare privilege is indeed mine, and indeed the ICA, for being accorded the occasion to interact with delegates which include about "30% of the young once and about 70% of the young ones" at this momentous and celebrated event at this novel Resort of NTUC in Pasir Ris.

Allow me therefore to bring the hearty welcome and felicitations from the International Co-operatives Alliance to all participants of the Seminar, and once again thank the host - SNCF - and our sponsoring partner, the National Federation of University Co-operative Associations of Japan.

This happens to be second Regional Youth Seminar that I have the good fortune of attending this year, in addition to many other national Co-op Youth camps and seminars I also had the chance to attend. The Asia Regional Co-operative Youth Conference I attended in Cebu in February this year was a resounding success, and this expanded version will undoubtedly enhance and build on the one organized by VICTO for the Asian youth co-operators earlier this year. One could immediately sense the vigour that arose from the sharing of common aspirations and perspectives on co-operative development among the young people. The

expectation voiced by these progressive Youth groups was clear and indisputable, i.e. the desire to break new grounds where they can exercise their intellect and aspirations in the process of revitalizing old models and traditional outlooks. In co-operative parlance, it means the prospect of becoming co-operative leaders in the future that will renew co-operativism in a constructive and progressive manner. As some advocated it more blatantly : "Youth cannot wait. The future is now".

Indeed, such aspiration was articulated with great certainty when 60 young people from all around the world, representing 21 countries, deliberated and debated relevant co-operative issues during the 3rd International Youth Seminar at the Stanford hall, located south-east of Manchester, as a prelude to the ICA Centennial Congress in Manchester in 1995. They reviewed the final draft version of the CO-OPERATIVE IDENTITY, and studied in-depth the key thoughts inferred in Prof. Dr. Ian MacPherson's paper regarding education and democracy.

Such articulation came at a most critical stage in the co-operative history, a time when a consensus on the new Co-operative Identity was reached by all delegates of the Centennial Congress. The Co-operative Identity should become an active catalyst for all co-operators, particularly for young co-operators who will carry our co-op identity towards their VISION 2000. The new Statement of the Co-op Identity also reflects the perspective that while co-operatives are collections of individuals, they are also reflective of the joint concerns of the membership. While visioning for the year 2000, therefore, I urge all young participants from the Campus Co-operatives to consider discussions on their social role, career development and

appropriate service structures within the context of the co-op membership as a whole. We must remember that the whole is greater than the parts, so the challenge is to also find integration with older folks - irrespective of gender - in order to capitalize on the membership advantage.

The Youth Congress in Manchester was indeed an important eye-opener. The young did not waste time in advocating their view point in that the co-operative movement appears to be still a little cobwebbed. While agreeing with the new Co-operative Identity, they asserted that the movement's image must be modernized in order for it to appeal to the younger generation. They suggested that one of the most important ways by which co-operatives can mobilize the young is to get more young people involved in discussing issues that relevant to their needs and expectations in the contemporary world vis-a-viz the co-operative organization, following which the co-operative is called upon to empower them to take part in decision-making processes.

It was voiced in no uncertain terms that young people do know young people best and therefore can help make policy decisions which reflect the needs and interest of the young. The young appealed, therefore, that the best way of educating towards responsibility is educating the young through leadership opportunities. If youth are not involved in setting the direction of co-operatives, their democratic advantage is lost.

I hasten to add, however, that such democratic advantage must be exercised in the socio-economic context of co-operative development, not in context of ideological pursuits which more often than not create radicalism and opportunism that will end up in chaos. Co-operatives provide the best platform for the youth to exercise their democratic advantage to develop relevant ideas and skills with fresh perspectives which, in turn, will benefit the organization. Being a socio-economic enterprise, co-operatives

provide the best means for the young to draw up strategies for marketing co-operatives to the young, be it for their future business career or for leadership development.

Co-operatives could also provide significant support to the existing formal education offered by schools and universities in this region that are fashioned in the past and therefore not so compatible for the current globalized era which brings with it technological demands and philosophical arguments. Co-ops could help enhance the productivity of young professionals by making them more active and creative in co-operative businesses, but at the same time allowing them to understand ethical values and standards in doing business for the betterment of the larger good in society.

Co-operatives, in a sense, offer the challenge for more critical and strategic thinking. Thinking strategically means the ability to consider how the membership advantage, the co-operative distinctiveness, the empowerment of people -including the young-, the combination of resources and the pools of accumulated capital can be most effectively deployed. It is envisioning what can be prudently attempted and collectively accomplished, which basically is a very sound alternative for the young to pursue a pragmatic and well balanced socio-economic objectives.

This then brings me to the point where understanding the need and aspiration of the young essentially means sensitizing present co-operative leaders (the young once) to consciously mainstream the young in the current leadership and management structures of co-operatives. Unless the current leadership are fully committed to support the active involvement and representation of the young in co-operative development programs, they will lose the opportunity of creating a development continuum because of the generation gap.

The promotion of linkages and youth networks, the formation of student/campus

co-operatives, and the (financial and human) resource allocation for leadership development, all constitute important factors to get the youth mainstreamed in co-operative leadership and management structures. We trust the current Seminar will endeavour to build this important roadmap.

Finally, we should be constantly reminded that the central focus of any co-operative movement must be serve the best interest of its MEMBERS - particularly young members whom we speak of today - both in the short and in the long term. Co-operatives exist primarily to serve their members, and any measure of effectiveness must be based on how well those needs are served. We also

rest on the belief that Co-operatives will become more effective when they give the young more control over their lives. It is only fitting, therefore, that we offer all the young participants a special vote of confidence that their genuine views and aspiration will be constantly weighed against current co-operative development trends and practices, so that fresh perspectives can be found this time around and instituted for future co-operative growth. There is an important kind of dignity in enlarging such kind of empowerment to the young. We wish all of you every success in this pleasant and momentous Seminar.

Thank you very much.



AS YOUNG PEOPLE AND LEADERS OF TOMORROW

Inaugural Address by Dr Aline Wong, Sr. Minister of State for Health and Education, Singapore

I am pleased to come to this seminar as your Guest of Honour. As I look around this room and see the youthful faces at this gathering, I am looking at the hope and future not only of the co-operative movement but also of the Asia and Pacific region, as I am sure some of you will emerge one day as leaders in your respective countries.

Realistically, tomorrow is not too far off. We are less than five years to the next millennium and a new world order is already emerging with the end of the Cold War. While adjusting to the new order, countries in the Asia-Pacific region are also undergoing an unprecedented period of peace, stability and economic progress. The throbbing progress achieved in the region is felt around the world. The 21st century is dubbed the Asia-Pacific century. For a vivid, popular description of Asia's throbbing progress, you can read Time magazine's recent Golden Anniversary (1946-1996) Issue (Oct - Dec 1996) which is devoted entirely to the coverage of Asia.

Just to quote from one of its lead articles, to give you some flavour of the excitement, James Walsh writes in "Asia: Long March to Greatness": - "The skyscrapers and subways and bullet trains. The electronic empires that supply the world. The many manufacturers and financiers, trading and development firms each earning tens of billions of dollars a year.

The universities and research labs. The apartment houses and family cars, jet package tours to Honolulu and Paris, designer jeans and razor-cut coifs. Satellite TV and the Singapore Girl. The five-star hotels and restaurants where beeps from cellular phones pop off like celebratory firecrackers. The

lively streets aboil with direction and purpose. The part of the world about which no introduction apparently can be written without the word dynamic."

In more quantitative terms, East Asia's¹ nominal share of world's output was only about half of North America or Europe in 1980; by 1994, it had caught up. Between now and 2005, the World Bank expects the economies in East Asia and the Pacific to expand by 7.9 per cent per annum. In terms of economic size at PPP terms, Asia is projected to overtake the US and Europe combined by 2010.

All this sounds exciting and, indeed, the future holds even more exciting and promising prospects for the countries in our region. If our progress could go on unabated for another 20 to 25 years, many of the changes which are being brought about now will have become deeply rooted, and entire societies, not just economies, would have been transformed. Our youth of today should have this as their vision and be aware that they have an essential stake in the future well-being of the region. While it is the older generation which lays the foundation of change, it is the younger generation which must bring about the transformations for the future.

The Asia Pacific region is a vast and heterogenous region. Even as the region on the whole is progressing countries are at varying stages of development, the rate of progress differs and there are great disparities between the rich and the poor countries in the region.

¹ East Asia refers to Asean-5, NIEs, China and Japan

For example, the World Development Report 1996 cited the per capita GNP (1994) for Vietnam as US\$200, China as \$530, Indonesia \$880, the Philippines \$950, as compared to Taiwan's \$11,600, Hong Kong's \$21,600 and Japan's \$34,600. Singapore's per capita GNP was US\$ 22,000 in 1994. although in PPP terms, the disparities between countries are not as great, the point still is that great income disparities exist among these countries. Differences between countries are also seen in demographic changes.

Countries such as Japan, Taiwan, Hong Kong and Singapore have total fertility rates which are well below replacement level for some time already, and are facing the problems of a rapidly ageing population whereas Malaysia, the Philippines and Vietnam are having rates of 3 to nearly 4. More stark are difference in life expectancy and infant mortality rates. In Japan and Hong Kong, the average life expectancy at birth was 78 - 79 years in 1994, whereas in Indonesia, it was 63 years, and in the Philippines and Vietnam, 65 -66 years. However, countries such as Indonesia and Malaysia have made great progress in their infant mortality rates over the last few decades, while others such as the Philippines, Thailand and Vietnam have very low adult illiteracy rates, comparable to those in South Korea and even Japan.

These indicators show the disparity among the Asia Pacific countries in terms of their economic and social development. Besides these, there are great differences in their political institutions, as well as cultural and religious context. Hence, the issues and challenges faced by these countries vary, and the solutions they will find will vary.

However, the Asia Pacific countries also share certain challenges in common. These include: regional security, trade liberalisation, competition for investment capital, human resource development, environmental concerns, labour migration, and public health issues such as AIDS control, to name a few.

To resolve these issues, a lot of mutual understanding and cooperation is called for. As young people and leaders of tomorrow, you must help to build the bridges of goodwill and understanding in the region. Of the 3.5 billion people in the region, at least a third is under 20 years old.

Of equal importance to building bridges for regional cooperation is your contribution towards the development of your own country. Many countries in Asia and the Pacific are still struggling against limitations posed by such factors as an under-developed infrastructure and legal framework, a dearth of capital and skilled manpower, problems of poverty and income inequality, corruption, large-scale rural-urban migration, social problems associated with breakdown of the traditional family and traditional values and so on.

As members of the co-operative movement, you have a role to play in transforming society by upholding certain values. The co-operative movement is a value-laden institution. It is based on the values of self help and mutual help. the movement promotes self-reliance, enterprise and resilience. It also stands for the ideals of a democratic, participative and just society. These values can equip our youth with a reliable bearing and help them tackle various challenges and problems when they become leaders of tomorrow.

I am sure you will be discussing some of these challenges and problems in the course of the seminar. I hope you will focus on those which are more relevant to you as members of the co-operative movement, and which you can do something about whether it is within your own countries or in co-operation with your peers from other countries.

To conclude, it is important to imbue young people with the idea and the experience of participating in the co-operative movement. In this regard, Singapore still has some way to go. I observe that the total number of individual members in the Singa-

pore National Co-operative Federation or SNCF-affiliated co-ops exceeds 900,000, of which only about 13,000 are from the campus co-ops.

But I am encouraged to learn that SNCF has already made a start to promote co-operatives to our youth, especially to youth organisations, schools and other educational institutions, by reaching out to them through organising national seminars in the last couple of years.

I would therefore like to congratulate the International Co-operative Alliance, particularly the Regional Office for Asia and the Pacific, for organising this Regional Seminar

in collaboration with the National Federation of University co-operatives Association (NUFCA) of Japan and the Singapore National Co-operative Federation (SNCF). This gives the young people of different background from the co-operative movement of the region an opportunity to meet, to communicate, discuss issues of common concern, to establish bonds of friendship and to prepare for future leadership.

On behalf of Singapore, I would also like to extend a warm welcome to all the foreign participants and guests. Let me wish you all the best in your deliberations.

COOPERATION, COMPETITIVENESS AND CARING - Key for Success

**Extracts from the Keynote Address delivered by
Royal Prof. Ungku A. Aziz, President, ANGKASA, Malaysia**

Western management theorists claim that they are creating new concepts and approaches to management, but these theories are restatements of what was taught by Asian masters such as Confucius and Lao Tse. Therefore we should recapture the treasure of knowledge of the past.

The concepts of Cooperation, competitiveness and caring have lead the University Coop-erative Bookshop to become one of the leading business house in the book store business in Malaysia. The involvement of committee members and the staff for the fulfilment of needs of the members made it unique and distinct from the private business.

I do not believe in charity rendered through voluntary and free services by the members, but compensating for their labour.

The members of the book store could work in the store in their free times, for which they will be compensated.

Another key issue of success is the proper inventory control and minding the turnover of the items in the store. Proper accounting and auditing make the business transparent and forward looking. Induction of new students to the cooperative is a vital task for the committee and the staff to make cooperative continuing and regenerating.

The campus cooperative should not get affiliated to any political actions as a matter of principle. The objective should be to provide services for members to fulfil their daily needs and to promote a harmonious campus community life.

COOP STORE IS A FIELD WHERE MEMBER'S DEMAND IS ACTUALISED . . .

Key Note Address by Mr. K. Okayasu, CEO & Managing Director, NFUCA-Japan and Chairperson, ICA University/College Coop. Sub-Committee for Asia & the Pacific

I say that there can't be success of University Consumers Cooperatives without participation and cooperation of student members.

And, the participation and the cooperation are very important themes for human resource development.

I consider the participation and the cooperation to be basic constituent of HRD.

Of course, the other basic constituent of HRD is entrepreneurship.

Today's main theme is to deepen about participation and cooperation.

The participation becomes the word that various businesses use in addition to a consumers cooperative.

For example, in 1995, there was a big earthquake around Kobe-city in Japan. It became big issue that residents participated for the cause of reconstruction. Even if it is assumed if we had any kind of "good" policy, I can't say it is a true policy if we didn't sympathize with the feelings of people who lived actually there.

Policy of business of consumers cooperatives too is the same as this.

In addition to a consumers cooperative, all corporations which ignore a heart of user aren't successful. It isn't successful even if it insists strongly that oneself maintain a good enterprise when there is no sympathy of user.

For example, We run many restaurants in many campuses. We think about nourishment balance of student and provide many kinds of meals.

But, our feeling isn't transferred if it is a menu which isn't delicious.

And If the manner of staff is "letting eat" it, in service counter, the feeling that a student will eat in the restaurant will be no more valid. I said, that all businesses don't develop if there is no sympathy of patrons. It is important that a message reaches to patron with a sense of such service decently.

In that case, do you think that what kind of message is the best?

There are many rivals such as retailers, chain stores in Japan. The rival hears voices of customers and users, too. Therefore, it isn't always advantageous that a consumers cooperative only listens to voices of members. Now, when it becomes so, It is not enough that we make use of voices of members in our policy only. It is also necessary that we make use of the power of members in a business, and bring it into the center of our business. This is a more difficult subject But, it is a subject that we want to challenge.

Some private sector companies are going to undertake such efforts, too. But, as a matter of fact, I don't think that private sector can do in the actual sense. I think consumers cooperatives only can do so. Why consumers cooperatives? Because the consumers, who are co-op members, also become board members. so I believe the cooperative is the best organization to materialize this discipline. I think that the consumers cooperative can take action. It is not enough that consumer co-operative only listen to members voice. Based on these members voices, consumers co-op makes co-op's policy. And based on this policy, co-op makes store.

This has been a Japanese consumer cooperative's way, and I think we will continue

this way also in this future. Then, from view point of this policy, I will make some comments on what is a co-op store.

University cooperative's store is located in a campus and is not so big in size. Comparing to a department store, it is smaller.

But, we have made efforts to make such a store that members' feelings and lives are fulfilled. We do not simply think that co-op store is a place to sell commodities. We have made another efforts.

We consider that there are four fields in a store of university consumers cooperative.

The first one is that co-op store is a field where members' demand is actualized through cooperation among members. Therefore, store assortment must be changed by members's demands or requests. To do so, our co-operatives adopt opinion card system in addition to activity of board of directors. As you know some stores receive over 10 opinion cards, actually 10 to 20 daily. It is a hard job for a manager to respond to them every day. Manager's polite response makes members recognize that " Oh, co-op store is my store" and "The store is changing through my opinion".

The second one is that the co-op store is a field where policy of the board is actualized. Of course, it is a pre-condition that the board of directors activities are conducted democratically.

The third one is that co-op store is a profit center, of course. Co-op store must generate proper profit. The fourth one is that co-op store is a field where co-op staff grow up through working, especially cooperatively. So, Salary and working conditions are very important.

These four fields' concept has made a difference from the private sector. I said stores are profit centers. But if it is just a profit center, a gap will arise and between the co-op and the customer.

As this issue relates to a basic issue, what

is co-operative? I would like to say one point. It is said in the Statement on the Cooperative Identity. "A co-operative is an autonomous association of persons united voluntarily to meet their common economic social and cultural needs and aspirations through a jointly owned and democratically controlled enterprises."

Members utilize a co-operative, not for contributing to co-op business but for improving his/her life, for a better life.

How to improve my life condition, what is my life vision or objective what my concerns? Many people ask these issues or questions.

I believe that basic principle of policy formation of a consumer co-operative depends on these concerns and incorporates objectives and concerns of consumers.

On this matter, I would like to introduce you what we are discussing today among university cooperatives in Japan.

When they are asked what is the objective of consumer co-operatives, they can respond at once because they are positively engaging in the consumer co-operative movement.

But, there are several answers when they are asked what is the objective of the business of the consumers co-operative.

Someone says that it is to change from deficit into surplus. It may be said so because management is surely strict. The other person says that it is to make efforts to produce a proper rate of profit.

Now we are beginning to ask ourselves if we can get the same answer from two questions.

One is, what is the co-op objective?

The other one is, what is the management objective?

From last year, we had discussed what is the management objective and reached one answer.

Each member has a vision in his or her life. We defined that the objective of co-op management is to realize its vision. It took 2 years for this discussion.

At the beginning, students have been surprised about such co-op management objective. Seeing co-op staff's working, many students were thinking that the objective of co-op management is to produce profits.

This newly defined objective of co-op management is probably acceptable to many students, many active students.

This vision is, also a vision of members'. So relations between the realization of vision and the realization of co-op profit is the arguable point.

For example, there is request form a member to keep some of pretty notebook in the co-op store. so, we order 10 copies of such notebook from a supplier, because we can't order only one copy.

But, it is a trouble, if 3 copies are sold and 7 copies remain. Therefore another choice is co-op store does not order them ignoring its opinion. What will happen at this store?

Surely, I think, the student may not buy other articles at the co-op store any more. It is a point of argument. We would like to reconsider about member participation, as one of the ways of solution.

At the beginning, one student says that he wants such a notebook. If the student says that not only to co-op store but also in the class or laboratory, co-op can assort notebooks with more and more liberally.

The cooperation does not mean to take action only by one person to realize a demand of oneself. I think that cooperation means to deal with other people, with various people. I think the most important thing is that student themselves take action and actively.

Students talk among themselves that I want to learn such a topic, or I want to take such a job after graduation, I want such a society, I want to do many times for a peaceful society, and so on. I think that, as a matter of fact, it is very important for a co-op to take their desires into store assortment, and through these activities, we can fulfil and develop, co-op business.

I will introduce a book.

This is a book of education studies. This book says that; Traditional education is mainly knowledge migration. But now, through traditional education, school can no longer accomplish real, or true, education.

Who introduced this book to us is a Professor of Education Department of the University of Tokyo. He is just a co-op member but not a director. He said that co-op is the best organization where a person has many opportunities for experience of participation, that is situational learning, and where he or she can get human growth from cooperation. when I listened to him, I was very happy.

The reason why I began to consider this is that young students become leaders in their countries in the future. These students are a treasure. The professor says that co-operatives in which, those students are members and engage in various activities including cooperation, is the best learning organization. Therefore I am happy naturally.

Finally, in Japan, there are some opinions that we are very anxious leaving any kind of business in the hands of students leaders. The reason is that students do not have experiences and abilities. Against this opinion students answer that: Not that We students, do not have capability, it is only that we do not have opportunities. I want to consider this message. so I agree to hold these kinds of seminars.

YOUTH REMAINS AN UNTAPPED HUMAN CAPITAL . . .

**Key Note Address by Mr. W.U. Herath, Regional Advisor,
Consumer & Human Resource Development, ICA ROAP**

01. The Focus

The remarks made here will specially focus on the general and macro level aspects of youth limiting to Asian Region. The Campus/ Youth co-operatives are also considered as the institutions functioning within this broad frame work. Although the discussions are made in broader terms, the linkages to co-operatives as potential socio economic institutions have been kept in mind.

The definition of 'youth' differs considerably in many countries, anything from seven years (Philippines) to 40 years (Nepal). However, many countries accept the ages between 15 and 35 years which can be accepted as common. However, the youth is generally considered as a transitional age between childhood and the adulthood.

02. Demographic Status of Youth

Demographically, it has been found that the number of youth will increase in less developed countries and decline in developed countries in spite of some efforts to increase population growth to an acceptable rate from a negative growth in developed countries. Youth population in Asia consists of about 20% of the total population. An ILO forecasts the size of youth population (between 18 and 25 years of age) in selected countries as following:

Bangladesh	37.0 million
India	31.3 million
Indonesia	37.6 million
Thailand	13.5 million
Malaysia	5.9 million
Sri Lanka	5.2 million

Considering the World Bank's forecast-

ed population growth for year 2000 in East Asia (1.4%), South Asia (1.9%) and High Income Economies (Japan, Singapore - 0.5%), there will still be an increase of young population in the Region. Out of the total population an average of 40% is economically active and 20% of which are young adults. The incidence of teenage labour in Asia is 45% of the total youth population which mainly includes the child labour.

03. Environmental Factors Affecting Youth

During the last decade, Asian countries witnessed a radical transition to a more open and globalized economy by global compulsions. Many such changes affect the human capital in its investment and development. Some of them are:

- * Commercialization of the traditional agriculture-based economies which resulted in new economic relationships from subsistence farming to entrepreneurial activity.
- * Self-reliant communities becoming dependent on the outside markets and accelerated phase of change in the family systems to become nuclear family based with new social relationships. In such a system, time and space for a child to relate is difficult.
- * Due to the compulsions of the emerging nuclear society and increased economic relations of the family, many young children lost the socialization they had in the traditional society and the role models they perceived are from the commercial society. In such a system, the human values have been subjected to a radical change.

- * As a result of the withdrawal of subsidies on Education, Healthy Services and structural adjustments in the developing economies, the marginalization of a sizable population is taking place. The result: 800 million people in developing countries do not get enough food, and about 500 million people are malnourished. Poverty alleviation programmes are yet to show any impact. Even in the industrialized countries, poorest 40% households get only 18% of total income. More than 100 million people live below the official poverty line and five million people are homeless.
- * Re-engineering of the education and health delivery systems have not yet accelerated to sustain the human capital base within an accelerated change in the economic policies. former Soviet Union and socialist and some mixed economies are examples.
- * The changes in the market economies in the industrialized countries too, have had negative results in the job creation. Although the total unemployment rate is about 8% in industrial countries, the rate among youth is nearly 15%. More than 30 million people are job seekers.
- * Unemployment and under employment affect youth mainly as they enter into the market late and from an educational environment unsuitable to the job market in the developing countries. The labour supply does not match the demand. e.g. In India, young educated, the category which constituted 12% labour force, accounts for one third of unemployment. The waiting period for a job by graduates in Sri Lanka is four years.
- * With the decline of subsidies in social security and community services, the school drop out rate is increasing.
- * Depletion of ecological resources such as forests, lakes, and lagoons as well as pollution in addition to fragmentation of

land has a negative impact on the self generated employment among young people in the rural areas.

These issues affecting youth in the Region demand action from different approaches, as the welfare state concept itself has undergone considerable changes. The UN-based summits on Environment, Social Development and Food Security have changed the course towards more people's participation in the human development activities as well as economic development initiatives.

04. Impact on Youth Population

What behavioural impacts these factors have made on the contemporary young generation? With the unfulfilled belongingness to a stable family a community environment, the impacts of these factors on the young people in the lower strata of developing economies are mainly psychological which affect later development of the youth. The result would be imbalanced behaviour patterns in the later life. In particular, there are visible overt behaviours expressed. Some of them are:

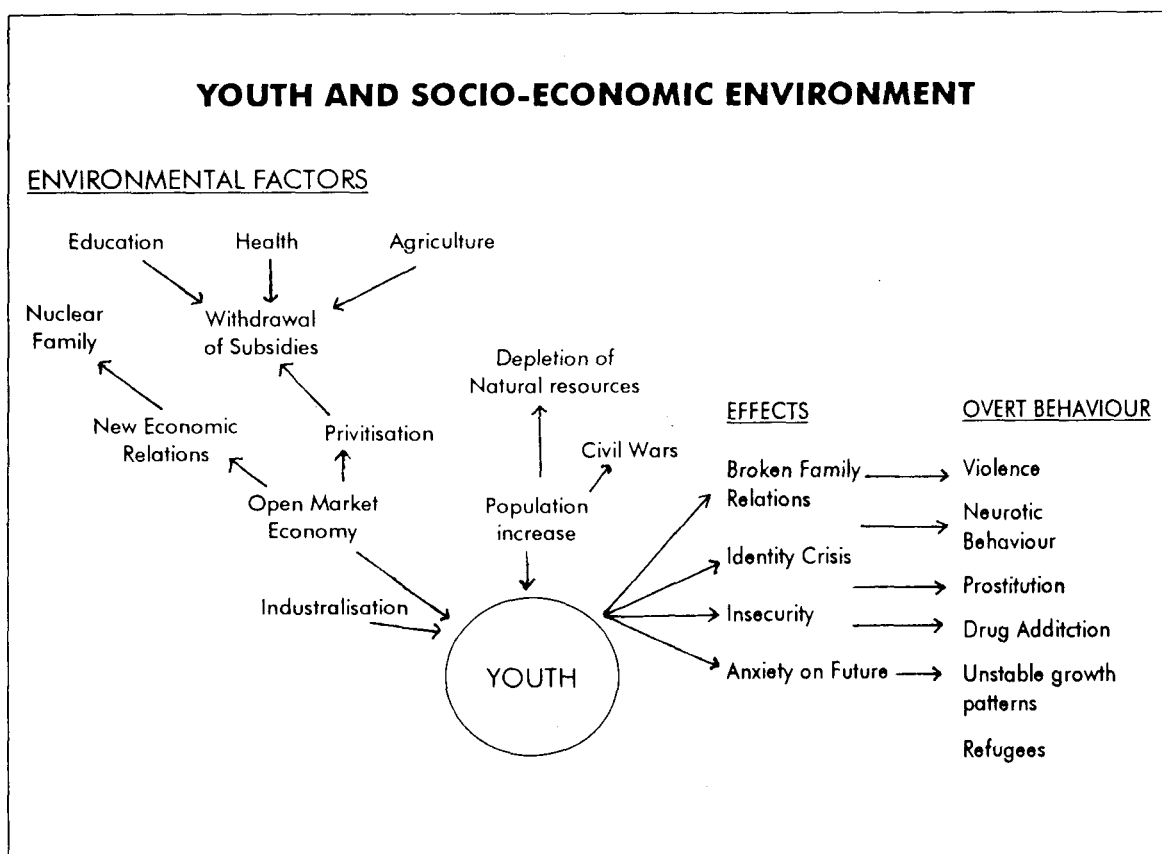
- * There is a growing incidence of violence and vandalism among teenagers irrespective of their economic backgrounds.
- * Sense of insecurity caused by unperceivable change in the society combined with impermanence of the ecosystem create neurosis among young generation.
- * Many young children enter into commercial sex and drug addiction due to economic compulsions as well as the unstable family backgrounds. Increasing drop out rates from the school system and the increasing unemployment makes them vulnerable to such developments.
- * The increasing number of young refugees due to ethnic and other wars make them vulnerable to anti-social behaviours which is promoting ground for anti-social elements.

The future economics insecurity make students revolt against the social and economic establishments.

The early maturity of young people in comparison to predictable traditional societies makes them aware of their role in the civil society which is unprepared to provide them with responsible roles in the main stream of the society. The unfulfilled aspiration alienate the youth from the older generation and result in unstable growth patterns.

ates higher ambitions among youth. These imbalances propagate decadent culture among young people.

Considering the global issues on socio economic and ecological environment, youth remains an untapped human capital. Their potential to participate in a long term development process has not been considered at the macro economic and social plans. Although there is an indirect reference to their involvement in the social summit documents, there still to find a role in the national plans



The inability of the governments to provide social welfare and the community services due to economic reasons caused by the emerging market society, results in the negation of the opportunities to majority of the younger generation relevant economic and social skills. On the other hand, the information society cre-

ates higher ambitions among youth. These imbalances propagate decadent culture among young people. paradoxically, youth organizations in the third world have shown more awareness and concerns on the survival organizations in the third world have shown more awareness and concerns on the survival issue such as environment and peace than the elder generation of leaders.

05. Potential of Youth in The Development Process

Therefore, it is necessary to build on the strength of young people in terms of their numbers as well as quality as a human capital. There are many qualitative aspects of youth that can be utilised in the main stream of the societal development process:

- * The youth today is more educated in terms of literary skills as well as social skills in comparison to traditional societies.
- * They are more aware of the critical issues of human survival such as environment, peace, economic and social justice.
- * They possess a more independent mind than earlier generations due to exposure to the open education and information systems which is an asset to invest on view innovative ideas.
- * The desires to participate usefully in the socio economic ventures to help disadvantaged groups have been expressed in many programmes they have created in many countries e.g. Sweden, Denmark, UK, U.S.A., Canada.
- * The ideas and expressions of youth normally are not conditioned by the external factors and they are intrinsic by nature. The motivations can be utilised for more productivity in the society.

06. Prospects for Co-operatives among Youth

When we talk about future prospects for co-operatives among young people, we need to consider the compatibility of their mind, behaviour patterns with the co-operative ideology and practices. let us consider some of these aspects:

- * Co-operative ideology believes in the equality, and independence of human beings. Normal youth is independent in thinking and actions in a given circumstance.

- * Co-operatives believe in social and economic justice. there are visible examples of campaigns, an struggles either on political or social basis by young people in many countries which shown the commonality.
- * Co-operatives are self reliant and self help organizations. In a given opportunity, young people are self reliant and aspire for managing things by themselves. By nature they tend to help each other.
- * Co-operatives are concerned about the community and its critical issues. so are the young people in many countries. They have shown examples of national as well as global campaigns on many issues in the fields of ecology, crime against children, health issues and literacy issues.
- * Co-operatives aspire to create a global society which is safe to live in and sustainable. Many youth organizations endorse the same vision as they are the future.

Many countries in the world have shown excellent case studies in youth integration in co-operatives in community co-operatives as well as co-operatives organized by themselves.

Mutual help has been an ideal among young people organized into co-operatives as well as other types of self help organizations. Swedish Students Union donates substantial funds from their donations though voluntary work for helping young people in Africa and Latin America. Jamaican young peoples credit unions are helping other disadvantaged children through their savings.

Helping refugees and disaster victims has been practised by UK Young Peoples co-operative Clubs. Japanese University co-operatives set another example.

North American Students Union provides support to needy young people on

housing, career counselling and other types of consumer services and shown their ability to function cross cultures and without boundaries.

Environmental campaigns are undertaken by many youth co-operatives all over the world. These activities form a clear agenda in youth co-operatives in North America including Canada, UK, Japan, Philippines, and Sri Lanka.

The University co-operatives scattered in at least seven countries in Asia provide consumer services to young students by practising self help and mutual help. They too provide credit facilities to needy.

In order to balance the deprivation of opportunities for youth to achieve gainful employment, many youth co-operatives in North America, Sri Lanka and Philippines provide vocational training, entrepreneurship development and credit facilities for school leavers and young entrepreneurs.

Literacy programmes for disadvantaged children have been supported by young peoples co-operative groups in Jamaica.

Campaign for peace has been an annual activity in Japanese University co-operative system. Leadership development through self reliant management systems in youth co-operatives which observes democracy has been a major achievement of youth co-operatives all over the world irrespective of any type. Value based leadership is the management philosophy followed by these co-operatives. They have been fortunate enough to be detached from the political interferences except in the case of some community-based youth co-operatives.

The school co-operatives all over the world have not only supported healthy personal development of young generation, but also supported a more democratic school system. The school industry today, reinforces the commercial values of the society from the very childhood, in which the children miss their fantasies and dreams of the childhood.

The severity of the competition and parent pressure on them make them insensitive machines. In contradiction, the creativity of the students has been explored by co-operatives through open group practices not withstanding the theoretical inputs in the class room. A learner centred approach has been followed by these cooperatives to teach subjects specially in the fields of social sciences.

We could see two broad types of co-operatives among youth in the Region:

- Community-based youth co-operatives in Sri Lanka, Fiji, Bangladesh, Republic of Korea, Indonesia, India and the Philippines.
- Institutionalized youth co-operatives in Japan, Malaysia, Thailand, Singapore, Philippines, Sri Lanka, India, and Indonesia.

The community-based youth co-operatives are functioning among self employed and unemployed youth while institutional youth co-operatives function between students and teachers. The objectives and functions of these two types are slightly different from each other due to the difference in the needs of the membership. However, there is a commonality in the co-operative values they maintain and the approaches to basic socio economic issues. The community-based youth co-operatives are more vulnerable to interference by the governments, and sometimes they serve the political agendas. Some of the revolutionary movements of youth have also used co-operatives as a sustainable base for their campaigns.

The community youth co-operatives are able to provide alternative development approaches to the community services which are withdrawn by the governments as a part of their structural adjustment programmes in transition to market economies. UN advocated peoples participation in these social and economic development areas are vital to the survival of the civil society and a sustain-

able human development. the youth worker's collectives in Sweden and Japan are engaged in some of these areas already, such as health care for aged and children, essential community services such as creches, nurseries etc.

07. Sustainability Issues of Youth Co-operatives

There are issues concerning the sustainability of existing youth co-operatives themselves:

- Very few youth co-operatives have federated into some vertically integrated organizations.
- There is no relationship or business alliance between the two types of youth co-operative organizations: Institutionalised (university/campus/college/school co-operatives) and community-based youth co-operatives.
- The economic strength or the viability of many youth co-operatives is weak.
- The dominance by the authorities (government or administrative authorities of academic institutions) is high in some co-operatives.
- Mobility of membership cannot sustain a continuous development of these co-operatives.

SYNTHESIS OF VALUES/PRINCIPLES AMONG YOUTH AND CO-OPERATIVES	
<i>Value/Principle</i>	<i>Characteristics of Youth</i>
Autonomy Independence	By nature, young want to be autonomous and independent
Equality	Youth believe in equality
Democratic member control	Youth like to work in groups
Concern for community	Youth are concerned about future survival aspects of community.
Honesty	Youth ideal is honest behaviour
Openness	Youth are open to peers.

- ### CONTRIBUTIONS BY YOUTH CO-OPERATIVES
- * Consumer services to students' community
 - * Housing facilities to students' community
 - * Career counselling and entrepreneurship
 - * Credit facilities to members
 - * Campaigns on community concerns
 - * Peace campaigns
 - * Literacy programmes
 - * Leadership development
 - * Helping youth internationally

- Limitations on the expansion of business into a wider client base and diversification of business.

Another aspect that concerns co-operators is the marketability of co-operatives among emerging youth population. The turnover of youth is high and time bound. Therefore, the strategy to attract the floating young

generation should indeed be an efficient one. This is vital for the renewal of the co-operative movement too.

However, the youth market has diverse characteristics in different countries. With the changing behaviour of the youth's generations, the market strategies too should be innovative enough to attract their interest.

SUSTAINABILITY ISSUES OF YOUTH CO-OPERATIVES

- * Vertical Integration
- * Strategic business alliances
- * Economic viability
- * Dominance by authorities
- * Mobility of membership
- * Expansion of business
- * Marketing cooperatives to youth.

STUDENT/UNIVERSITY COOPERATIVES IN INDIA

PRESENT POSITION AND FUTURE PROSPECTS

T. Paranjothi, A.M. Jose, B. Ramesh and B.M. Shashidhara

India - Profile

India is a vast nation with a lot of internal diversity. The population and size of land is very large where as the literacy and percapita income is very low. With her multiple religions, languages and region identities she is both enchanting and complex. the present political and territorial division of India is the Product of a combination of different independent princely states, which were under British control till 1947. Autonomous states, multiparty free democracy of parliamentary type, secular outlook, socialistic constitution and mixed economic structure are the distinct features of India. She has some of the world's best both in world's worst (like poverty, unemployment and inequality) too coexists (See Appendix - 1). India has opted for a complete economic reforms since 1991. This transitory phase has increased the role and significance of cooperatives in the economy.

The history of cooperativemovement in India is almost a century old. The first of the enactments came in 1904 and the first fullfledged cooperative legislation was passed in 1921. Since then Cooperation has spread to the nook and corner of the country in varied forms. Today India has more than 353,000 cooperative organisations with a total membership of more than 170 million.

Agricultural cooperatives are the most important segments of cooperative movement in India. Dairy and milk cooperatives, cooperative credit societies, cooperative marketing societies and consumer cooperatives are the others. In fact, cooperative form

of organisations are found in the varied and unorthodox areas also. For instance, India has schools and colleges, orphanages, sports training centres, hospitals, publishing houses, transport houses, manufacturing houses and even begger's and street children rehabilitation centres which are run on cooperative lines (see Appendix-2)

Consumer Cooperatives are not among the strongest of cooperative networks in India. Even though there are many examples of success stores, particularly in the West - coast region of the country, the movement has not picked up well. Only about 2% of cooperative units in the country fall under this catagory. Essentially consumer cooperatives are the Government sponsored cooperative enterprises which the Government needs to distribute rationed goods. It was during the World War II that this type of cooperatives emerged in India and every time India faced war there was an increase in their number. They are rightly called the war babies since they emerged during the II World War (See Appendix - 3).

Cooperation is a state subject and hence each state governments has its own cooperative legislation. However the promotional and technical support agencies are organised at the national level (Appendix-4).

Cooperatives In Educational Institutions

Both credit and consumer cooperatives are a common feature in the schools and colleges in India. However majority of them are credit cooperative organised by the teachers and staff only.

Considering the number of schools and universities (including colleges) in India the number of Consumer cooperatives in educa-

The authors are state co-ordinators of student/university coop. activities representing the states of Tamilnadu, Kerala, Goa and Karnataka respectively.

tional institutions look too small (See Appendix - 5). Generally consumer Cooperatives in educational institutions are of the following type:

- a. Consumer Cooperatives of employees (Teachers and Staff)
- b. Credit Cooperatives or Multipurpose Cooperatives of employees which will perform the consumer function also.
- c. Cooperatives mentioned under a job which will have students as nominal members.
- d. Consumer Cooperatives of educational institutions with both employees and students as members.
- e. Consumer Cooperatives where only students are the members.

These cooperatives are generally known as the school/college/students stationery stores, which signifies the most important service rendered by these cooperatives. Generally these cooperatives are small both in size and business and most of their business gets concentrated in the beginning of the academic year.

The beginning of student/university cooperatives in India may be dated back to the nationalist movement and freedom struggle. Earliest of such cooperatives was formed in 1915 (Alahabad Hindu Boarding House Store) and by 1930s it was common to find a cooperative store in schools. The nationalist leaders advocated starting of such cooperatives since they help building a self-help mentality and imbibe cooperative spirit among the students. Even though clear data are not available, at present the student/college/University Cooperatives are estimated to be around 15000 in the country.

After 1960s these cooperatives seem to have lost their significance. In many institutions today they remain small, not so important entities with limited scope of operation. They are generally managed directly by the teachers or staff with the support of one or

two part time or full time employees. In most cases even the institutional requirements are not supplied by these cooperatives (see appendix - 6 for the features of students/university cooperatives).

Assistance to Students Cooperative Stores by NCDC

National Cooperative Development Corporation provided finance to the existing consumer stores as well as to the marketing and supply societies for opening outlets in University/Colleges/Government Polytechnic/High schools in the form of margin money assistance of Rs.10,000 to Rs.20,000. Besides loans as well as subsidy of Rs5,000 and Rs10,000 for furniture and fixtures to the student consumer stores of schools and colleges respectively too are provided. The students consumer stores of schools and colleges respectively too are provided. The students consumer stores with a minimum membership of 100 for high schools and 200 for college/university stores are eligible for NCDC assistance.

Problems of Student/University Cooperatives

The major problems of student cooperatives in India may be divided into 'structural' and 'perceptual'. The former includes the different ways in which they are organised there by restricting the participation to students or staff only. The latter refers to the very understanding about these cooperatives. Consumer cooperatives in educational institutions are not given adequate importance both in for cooperative way of life. They are not run by full time staff. Generally a teacher will be in charge as the honorary Secretary. Teachers detest taking up this responsibility because working for these cooperatives are considered a less remunerative, thankless job.

Insufficient financial resources. Inadequate support by those managing the educational institutions. Intervention by Govern-

ment officials, Limited market, Non-availability of space, Lack of infrastructure, Less responsive members, Insufficient recognition and support by the Government etc are considered as the major problems of these cooperatives (Appendix - 7).

Infact the uneven spread of these cooperatives (Two state viz. Kerala and Tamilnadu in the southern tip of India accounts for more than 50 percent of these cooperatives) and the total lack of a national or state level network/federations of these cooperatives is a very important problem. The Regional Federation started in Kerala at the initiative of the Government during 1993 does not carry out its function effectively (Appendix - 8).

Development of University/Student Cooperatives in India needs to be done at the regional level, preferably at the level of Districts and States. At the district level there is a need to develop "Model Cooperatives" (2-3 in the each district) organise business networks, and make more and more teachers and students to realise the significance of these cooperatives. Slowly this should be spread to the state level to form state level federations of university/student cooperatives. The ideal ground to start the experiment is the west coast region of India, where the basic supporting variables (Literacy level and the number of Student/University Cooperatives) are bother. Having achieved minimum targets in this area, the programme should be spread to the interiors of India.

The task of development of student/University cooperatives in India would be a tedious and long drawn process. It calls for both domestic and international support. At the domestic level we need to identify committed cooperative leaders who would initiate the process of interaction among these cooperatives and try to organise them at the local level. The international support need to be in the form of training and orientation, exchange for ideas and persons and technical support in the area of Business Development and Net working. Obviously this sup-

port should flow from ICA/NFUCA combine. The formation of the Sub Committee for University Cooperatives is a right step in this direction.

Impact of ICA/NFUCA Seminars

ICA/NFUCA workshops/Seminars are definitely the pioneering efforts to make us realise the vast potential of University/Student Cooperative Movement. They have succeeded in bringing together the 'like minded' people and establish interaction among many university/Student cooperatives. A national level platform for discussion about University/Student Cooperatives was created for the first time in the form of ICA/NFUCA Seminar.

India is too big a country to see the results immediately. However the impact of ICA/NFUCA activities are seen both directly and indirectly, particularly in the southern states. The important developments since the 1990 ICA/NFUCA seminar may be seen from Appendix-10.

Developmental Activities

Realising the need to strengthen student/University Cooperatives and to concentrate on Youth development in general many developmental activities were undertaken since 1991. These activities are being carried out with the support of ICA and NFUCA. The development activities are phased out in three stages as follows:

- I - Creating awareness through workshops and Inter-active programmes.
- II - Identifying model cooperatives and developing a complete data base on student / University cooperatives.
- III - Establishing Regional and National network of these cooperatives.

Since 1992, the developmental activities have been taken in the Southern States of India. State level workshops and follow-up interactive programme have been completed in the States of Tamilnadu, Kerala, Goa and Karnataka. Each state has a 'Promoter'

who has voluntarily taken up the responsibility of coordinating the developmental activities. As a result of these activities many model stores have been created, closed stores reviewed and new societies are established in these states. Thus we already have some show cases available for demonstration ward. However, there is a need to broad base the activities to the development of youth as a whole. Towards this end, we suggest that ICA should have an independent project or student Cooperative/Youth Development. Sim-

ilar to independent project on gender issues sponsored by ICCU, we suggest that Japan, Singapore and Malaysia may co-sponsor a student cooperative/Youth development Project. Such Project may be for a period of five years, coordinated by an experienced, dynamic adviser and take up the wide range of activities towards the welfare of youth in all Asian countries. This would be an important step towards the new cooperative value of "concern for community."

□

Appendix - 1
INDIA GENERAL PROFILE

1. Area : 3,287,263 Sq. kms
2. Population : 896 Millions
3. Density of Population : 267 Sq. km.
4. Literacy Level : 52.11%
5. Per capita Income : Rs. 5,528.6
6. Languages : Hindi, English 16 State Languages About 200 Local Dialectics.
7. Religion : Hindu (83%)
Muslim (11%)
Sikh (2.5%)
Christian (2%)
Parsi; Jain; Buddist.
8. Primary Occupation : Agricultural (About 65% of population)
9. Political Structure : Multi - Party System (Parliamentary Democracy)
10. Economic Structure : Market economy since 1991.

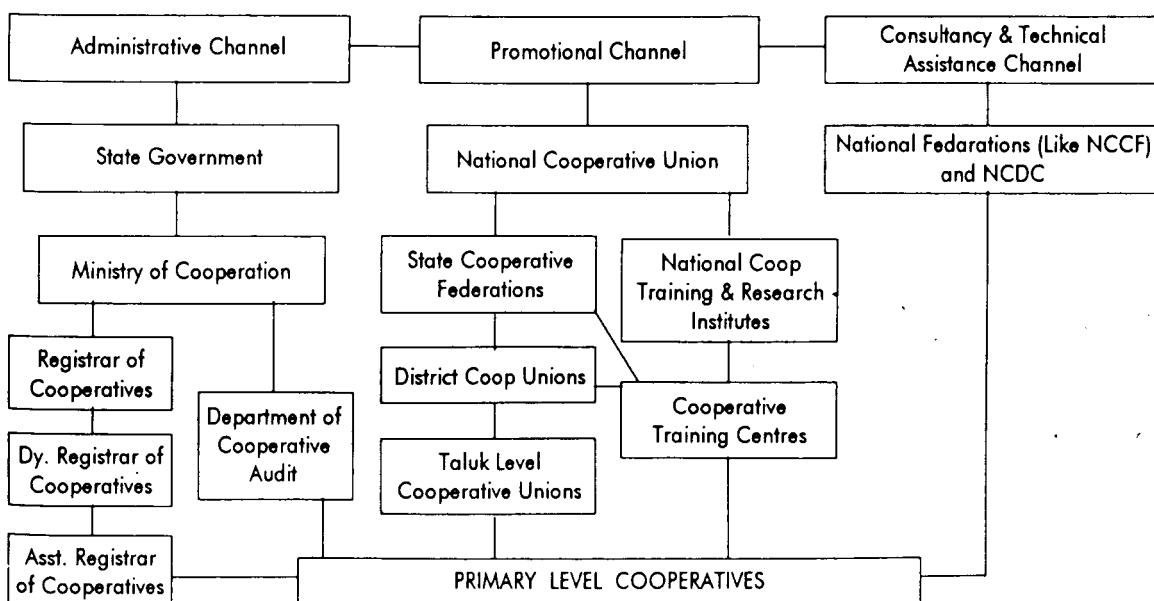
Appendix - 2
INDIA - COOPERATIVE PROFILE

1. Total No. of Coops : 3.53 lakhs
2. Total Coop. Membership : 17 crores
3. Working Capital : 81,000 crores
4. Major Coop. Segments : Agricultural Cooperatives; Credit Cooperatives and Coop. Banks; Milk Cooperatives; Consumer Coops. and Coops. of Professions (Weavers, Fishermens) Potters etc.)
5. Evolution & Administration : 1. Cooperative Credit Societies Act 1904
2. Cooperative Societies Act 1912
3. State Subject since 1919. Various State Cooperative Societies Act. Each State has a law.
4. Discussion on Model Act removing legal restriction

Appendix - 3
CONSUMER COOPERATIVES IN INDIA

1. No. of Primary Coops. : 25,645
2. Membership : 9.2 Million
3. Share of retail business in the country : 4%
4. Structure : State Consumer Coop. Federation (30).
District wholesale Consumer Coops. (1019).
Primary level consumer Cooperatives.
5. Major business for many level coop. : Distribution of rationed goods under Public Distribution system (96000).
6. Noted names : Apna Nazar - Bombay
Janatha Bazar - Delhi
Grahak pet - Poona
Chinthamani - Coimbatore
7. Main Feature : a) State sponsorship
b) War Time Evolution
c) Agents of Public Distribution
d) Inadequate Member Participation
e) Heavy Dependence on State Govt. and Borrowed Capital.

Appendix - 4
INDIA COOPERATIVE STRUCTURE



Appendix - 5
DETAILS OF EDUCATIONAL INSTITUTIONS

I.	<i>Category</i>	<i>No. of Institutions</i>	<i>No. of Students</i>	<i>No. of Teachers</i>
1.	School Level (Std. 1-12)	8,21,988	16.7 crores	4 million
2.	College/University level	8545 (207 Universities)	44.18 lakhs	0.3 million
II. Details of Student/University Cooperatives				
1.	No. of stores	: 9057		
2.	Membership	: 2 million		
3.	Share Capital	: Rs. 5 million		
4.	Working Capital	: Rs. 200 million		
5.	Statewise Distribution	: Kerala - 3675 Tamil Nadu - 3222 Karnataka - 580 More than 80% of the National Total		

Appendix - 6
STUDENT/UNIVERSITY COOPERATIVES : FEATURES

1. Cooperatives with or without student members.
2. Generally confine to supply of stationery.
3. Generally run by Teachers - with any one Teacher Acting as honorary secretary.
4. Active only in the beginning of the Academic Year
5. Small Capital base and will have small place to carry on the Functions.

Appendix - 7

PROBLEMS OF STUDENTS/UNIVERSITY COOPERATIVES

1. Small size and limited business.
2. Absolute lack of interaction among such cooperatives.
3. Lack of Regional or national networks
4. Unclear view of the importance of these coops
5. Run on adhoc basis with no full timer to manage the store
6. Inadequate capital base
7. Lack of member participation
8. Inadequate support by the institution or its management
9. Lack of clear cut government policy
10. Lack of cooperative culture both among teachers and students.
11. Lack of Data base

Appendix - 8

REGIONAL FEDERATION OF STUDENTS COOPERATIVES IN KERALA STATE

- 3 Regional Federations for the North, South and Central Regions.
- Started in 1993
- Government initiative
- Objective: Facilitating Joint buying and supply of books and stationery to school/college level coops.
- Present Status: Membership to Federation in progress.

Appendix - 9

DEVELOPMENT AFTER ICA/NFUCA SEMINAR IN 1990

1. Initiative of University/student cooperatives development programme in Dakshina Kannada District of Karnataka State.
2. Interaction among teachers and cooperative leaders in Southern States.
3. Publication of papers of the seminar has led to a better knowledge about these cooperatives
4. Cooperative training centres have started focussing on cooperatives in Educational Institutions.
5. Studies about college cooperatives have started in Southern States.

Appendix - 10
OUR PROGRAMME TOWARDS THE DEVELOPMENT OF STUDENT
UNIVERSITY COOPERATIVES IN INDIA

A. PROGRAMME UNDERTAKEN

<i>Period</i>	<i>Event</i>	<i>Result</i>
Nov. '90	Participation ICA-NFUCA Seminar at Poona	a) Developed awareness about the status of such coops. in India b) Knowledge about Japanese counter parts. c) Inspection to initiate some developmental programmes.
Mid '91	Correspondence & Consultation with ICA (Mr. P. Machima)	Evolving concrete scheme for the future.
Jan.'92	Organised 3-Day workshop at Mangalore University.	a) Teacher & student members of different Coops. of the Region interacted for the first time. b) 2 Defunct Cooperatives restarted. c) Resolved to have periodic interactions in the future.
July.'92	One-Day-follow up session.	a) Decision to evolve a common by-law for student/univ. coops. of the region. b) Decision to initiate Business Development Programmes.
Nov. '92 to June '93	Study visit to Japan	a) First Hand Account of working of Univ. Coops. in Japan. b) Training through actual work. c) Interaction with Researchers in the field of Cooperation. d) Prepared the Tentative action plan for Coop. Development in India. e) Studied the Member Development and Managerial skills at Japanese coops.
July '93	One Day symposium at Mangalore by District Coop. Union Theme: "Role of Teachers in Developing Coop. Movement".	a) Need for Student Univ. Coop Development Emphasised. b) Teachers decided to take more active role in Coops.
May '93	District Central Consumer Coop. (SKCCW stores) Persuaded to Manufacture note books.	Citizens coop. agreed to have closer business interaction with student/univ. coops.

<i>Period</i>	<i>Event</i>	<i>Result</i>
Jan. '94	One Day Business Development session (11 coops participated)	a) Agreement on a Common agenda for business development. b) Decision to buy all note books and stationery from SKCCW stores. c) Coop. Managers to meet once in 2/3 months to devise business strategies
April '94	Workshop in Karnataka and Tamil Nadu	Developed an "Action Plan" for Tamil Nadu
Aug. '94	Workshop in Kerala	Developed an "Action Plan" for Kerala
Oct. '94	Follow up workshop of college principals & School Headmasters in Tamil Nadu	Created a platform to exchange views
Dec. '94	Attended the ICA Subcommittee meeting at Singapore.	
March '95	Workshop in Goa	The State Government has set up a high level committee to study the functioning of University/college cooperatives. Two Student cooperatives have been identified for revival.
March '95	Meeting of the State representatives to discuss the study proposal.	Finalised the schedule & future plan.
June, July Aug., Sept. '95	Data collection and preparation of study report on student stores in Karnataka, Kerala & Tamil Nadu	Submitted the report to ICA
Oct. '95	Training programme on cooperative account keeping for secretaries of student stores.	Created awareness in Account keeping

B. FUTURE PROGRAMMES

1. Two Cooperatives to be identified in the states of Karnataka, Tamil Nadu, Kerala and Goa as a Model Cooperative.
2. Study of functioning of all University/College Cooperatives in Goa.
3. Conduct more training programmes through the institutes of Cooperative Management under the National Council for Cooperative Training.
4. The State level leaders will undertake the promotional activity of the University/College Cooperatives. Dr. Y. Dongre of Mangalore University will initiate action for organising workshops, in the states of North India.
5. Proposed to hold a National Seminar on University/College Cooperatives in 1997, either at Mangalore or Madras.

COOPERATIVE MOVEMENT & YOUTH IN INDONESIA

by The Delegation of Indonesia

The essence of cooperatives

The word cooperative is taken from English word "co" and "operate" the meaning of co-operation in working together in family atmosphere, at the first time co-operative was formed by 28 textile labours in Rochdale England. Principally they tried to change their lives with self help and auto activity. The 28 textile labours succeeded to collect 140 poundsterling a year and decided the basic principle which have been used until today. The five basic principle are:

1. Co-operative has to be managed by their members themselves, every member must have responsibility and learn to surparvise whitout disturbing the work of manger (democratic management)
2. Every member has the same vote, one member has one vote (limited interest on the share)
3. Every body could be a member of co-operative on their own mind without considering on his nationality, religion, race, and politic (open membership)
4. There are devident in proportion to purchase
5. Destining fund for eduction (promotion of co-operative education and extended training)

Beside that basic principles, there are for addition principles namely :

- a. Selling original products
- b. Scale and weight have to reliable
- c. The price of product have to in line with outside the co-operative
- d. Sale in cash

The practice of those principles different in many countries, but at least four of the five principles have to exist if the need to be co-

operative. Because of that co-operative in Rochdale is called "The equitable pioneer of Rochdale".

The aim of co-operative is improving the subsistence of the low income people in co-operative ways. The success of co-operative depends on the members way of life and work. The co-operative sector could be strong if only the association co-operative is strong and practice their organization as it should be.

Generally, the step which should be taken is developing the cooperative association which has characteristics as follows:

1. As corporative association they should work co-operatively not only with the co-operative members at primary co-operative but also with the co-operative organization to establish co-operative net work.
2. It should act as collective self reliance
3. it should act as permanent industry which have possibility in economic improvement. The Co-operative should provide service for customer and as substantial support for economic development
4. It should act as the center of service members and society, the existence of co-operative should always felt as a need of everybody and a part of economic system.

From history of co-operative in many countries, it could be concluded that co-operative is an effort of practical behaviour for extending a lot of problem. They try to solve every question based on:

1. Selfhelp
2. Autoactivity
3. Solidarity
4. Individuality

Indonesian Co-operative

Indonesia co-operative at the first time was established by R. Aria Wiraraja, the region of Purwokerto in central java. The first effort is co-operative credit. But the first vice President of Indonesia namely Moh. Hatta, has brilliant idea about co-operative and he wrote a lot of articles about this, because of that Moh. Hatta was considered as "pioneer of co-operative". He wrote books about co-operative in Indonesia and his books could be found in almost every library. He was an architect of section 33 of UUD 1945. The first verse from that section is says that "economic in Indonesia is established as co-operative enterprise based on family atmosphere".

Establishment and development of co-operative have to be repeatedly directed to realize its mission as the co-ordinating institution to develop human resources, and as coordinating institution of prosperous life with essential target that cover four aspects.

Those are:

1. Ideological aspect, that is role of co-operative as coordinator institution for developing idealism and member individuality.
2. Movement aspect, that is placing the position organization of co-operative to take a part as pioneer, movement spirit, and to provide education of co-operative in society.
3. Enterprise aspect, co-operative has to take a part in managing professional enterprises and has to be responsible in economic development and in improving life of its member.
4. Education mechanism aspect, cooperative should take a part in improving the skill and the ability of everybody involved in it.

Democracy of Economy

On 12th 1967 Act, it is said co-operative should take a part and have a duty (section

7, 4) of constructing execution and improving democracy of economy. While on 25th 1992 Act, it said that for roles part and duty are as below:

- a) Constructing and developing economy potential and function, of its members in particular and the society in general for improving economical and social prosperous life.
- b) Taking a part actively in the effort of improving human existence and the quality of society.
- c) Strengthening the economy with co-operative as the basic principles.
- d) Trying to realize and improve the national economy in family atmosphere situation and based on democracy of economy.

Both of that Act give the same role of co-operative to construct or realize and develop the democracy of economy. This part, of course is in line with principles of co-operative UUD 1945 section 33 verse 1 which said that Indonesia gives priority for people prosperity and the suitable forum is co-operative. On the clarification of section 33 verse 1 it said that section 33 contains the principles of democracy of economy, that is production is done by all and for all belongs to the members of society. The important economy branches for society and dominated by government.

Economy conglomeration process in Indonesia has improved economic social this discrepancy and polarity. Government establish provide concepts of the democracy of economy in purpose of protecting society. Concerning about this problem on GBHN (Broad Outlines of The Nation Direction). GBHN 1993 emphasized democracy of economy meaning that being the coordinative institution of people concern about business economical improvement reality, especially for the condition in recent years. In GBHN 1993 it is edit one verse of democracy of economy giving complete, wide and new

dimension for the meaning and duty of democratization of economy. The new verse says that "perekonomian daerah dikembangkan secara serasi dan seimbang antar daerah dalam bentuk kesatuan perekonomian nasional dengan menggunakan potensi dan peran serta seluruh daerah secara optimal dalam rangka perwujudan wawasan nusantara dan ketahanan nasional" (regional economy is improved in harmony and balance with regional area on national economy unity with potential efficiency of optimal regional roles to realize archipelago concept and National defency). That is realization confession to the essence of "regional economy". this verse emphasize that government does not expect an healthy competition an economy domination in any form of monopoly and monopsony which bring a financial loss among people and contradiction with social justice ideal. The government was prepared many ordinance to support democracation of economy. One of them is called "Small business protection act".

Indonesia is the pioneer of "the build the world new" movement should have the ability to refuse the term "under developed nation" To which Indonesia belong on it. Indonesia succeed in cultural-politic ways to develop its people, then the term was changed "The developing Nation".

Perspective of Youth Co-operative in Indonesia

Strictly speaking a cooperative is a group of people that is different from the other firms in the collection of asset. It means that role of cooperatives depend on the level of participation and the quality of human resources "The Institution of cadre" in delivering the output

With this scale, the organization of a co-operative needs "the institution of cadre" and pattern of "cadre" that suitable with the era and institution. The ability of the cadres of a co-operatives is influenced by "perform-

ance" of institution including the development of all tools and methods that can face the dimension of today and the future. The cadre must be in good aim. This means that realizing all the limitation, we need scale of priority and must not pretend to have as the strategic achievement the education and development of all members of society as "young generation or youth".

The first problems that has to be faced to implement the strategic aim is public opinion that a cooperative is a first that is inefficient, ineffective, of corruptor's nest that cannot guarante a bright future for a professional. This drives some cadre's who are professional to make a co-operative only a stepping stone to enter the other firms or companies that offers a bright future. the realization that we face is the bad image of cooperative has become public opinion and the prosperity of the members is only a dream.

So the first step that must be taken immediately is to project a new "image" of the co-operative as a first that is efficient and profitable. The co-operative must take to heart the social valve of the activity according to the spirit of the constitution. It is important to assure the young generation of the existence of co-operatives. We need "proto types" and also the facilities to education and a co-operative laboratory. The embrio of Co-operative proto type can be as a co-operative Cadre. A term that is not a symbol or status, but is fungsional and plays a role to project the new image and credibility of co-operatives from a Youth Point of View.

Problem Confronting University Cooperative Operation

Organization

The problem faced are the management of the cooperative. Firstly, is the limited experience in this field, especially when confronted with tough competition. Secondly, the high turn over of the co-operative executives replacement creates another problem. This causes incontinuity programme because there

are always programme changes. Finally, the fact that the executive of the University Cooperative are the last grade students make them only had a little time to establish their creativity.

Fund

Concerning fund, the Student Cooperative does not have very much fund. It is because of the slowness of the fund accumulation and the limited amount of the saving from members; moreover, most members do not realize their duties. In addition, the cooperative has difficulty borrowing money from the banks because generally, the cooperative does not have enough assets for collateral.

Operation

The weakness of operation are : Firstly, the lack of business management experienc-

es. Secondly, the limited of funds to hold the operation of the operation. Both problems above, deals with organizational and financial aspects, that accumulatively cause the cooperative weaknesses. These weakness are added by the low ability to get the opportunities.

Management

Dealing with management matter, the co-operative weakness is at the management information system (MIS) and the personel. MIS one of the prerequisites in handling an enterprise. Meanwhile, the cooperative has not got the professional abilities of management because of the low competence of co-operative to employ the professional managers with good pay. This is relatively able to be done by private companies.

UNIVERSITY CO-OPERATIVES IN JAPAN AND OUR MISSION/VISION FOR THE 21ST CENTURY

By Yasuo IMAI, NFUCA, Japan

1. University & University Co-ops.

Educational system and universities

- ~ 28.0% of high school students go on to universities, colleges or vocational schools.
- ~ University students are 18 - 22 years old.

University co-operatives

- ~ Organizations of University Co-ops
 - 206 university co-ops and business associations
 - 1.24 million individual members
 - They are students, postgraduate students, teachers, univ. Staff and co-op staff.
- ~ Calendar of member co-op's activity
 - Apr. : New students welcoming event (New school term)
 - May - Jun. : General Assembly
 - Jul. - Aug.: Co-op Leaders Seminar (Summer vacation)
 - Oct. - Dec.: Various activities
 - Jan. - Mar.: Preparation for new school term (Final exam. & vacation)
- ~ Four characteristics of university co-ops in Japan
 - Customers of the co-op become co-op members.
 - Membership is equal among students, teachers and univ. staff. As the result, 92% of students are members, and, totally, 88%

of university population are co-op members.

- University co-op has contributed to improve the welfare in university.
- Solidarity linkages among university co-ops have been highly valued in our history.

2. Brief history of university co-operatives

Development of university co-ops

- ~ Before 1980s
 - Co-ops demanded too strong to university. Conflicts between university and co-ops.
- ~ After 1980s
 - Coops work cooperating with university. Then we have been able to developed.

Today's business and activities

- ~ Co-ops support 4 main area of members' livings (= co-op's strategic business areas)
 - Studies, education and research living
 - Daily living on and off campus
 - Personal development
 - Healthy and safe living
- ~ Co-ops promote also;
 - To make friends among themselves.
 - To engage in social issues.
 - To support those who want a new university co-op.

3. Our social Mission and Vision for the 21st Century

Slogans in our history

"Each for All and All for Each"

"For peace and a better life"

"The future is in our hands"

Social mission (Our Raison d'être)

Our University co-ops are existing to;
"realize a humane fulfilling life and a human and earth-friendly society"
"participate in building attractive universities with the desire for a richer culture and a development of higher education.
"place a higher value on cooperative experience and expand the scope of cooperation in our daily lives."
- Human relationship, caring for others, respect for individuals

Vision for the 21st Century

We will ;
"create a campus with many learning and exchange opportunities."
"establish a more attractive business entity:"
"demonstrate nationwide networking power:"
"play a positive role in the local community:"
- Natural disaster, bully at schools, difficulty of job finding, for aged people and disabled people, environmental issue and etc.
- Make the best use of human goodwill, volunteer activity
"contribute to international exchange and peace:"
- Peace is our wish. No invasion and no nuclear weapon.
- First step of world peace is knowing and understanding each other
"aim to foster independency and cooperation."
- "Each for All and All for Each" spirit.

Human Resource Development Program for Youth

(Towards Development of Cooperative Movement in Asia & the Pacific)

A Proposal submitted to ICA ROAP by Mr. Kisaburo Okayasu (Draft Paper)

1. The Background

The Experience from the International Activities of NFUCA between 1985 and 1995.

1.1 During the past decade we, NFUCA, had embarked on many International Activities. Having organized series of Orientation Seminars we were able to introduce to the rest of Asia Pacific, the activities of Japanese University Cooperatives. This has brought about a sense of participation and solidarity between university cooperatives of the region along with establishing a better relation with the citizen consumer cooperatives. The participating countries designed their Action Plans based on Japanese experience. At the same time we could identify the areas of exchange and collaboration with them.

1.2 During the orientation seminars we emphasized that University Cooperatives anywhere, cannot hope to succeed without participation by the students. In many countries in Asia Pacific, there is a restriction on student participation, due to varied reasons. We asserted that it is extremely important to make all the customers into members and the existing members should endeavour to make new members. Our faith is that there is no future for a movement which is not actively supported by the youth. Hence coops in universities and Colleges should be basically student-driven entities.

1.3 It is a matter of satisfaction that our International Activities ultimately culminated in to the establishment of the Sub committee on University/College Cooperatives for Asia and the Pacific under the ICA Committee on Consumer Cooperatives for Asia and the

Pacific. In fact, even the school cooperatives are made the participants in this committee. None the less, the focal issue of this committee is the practical use of human resource of University/College Consumer Cooperatives.

2. The Gains

2.1 The international activities were a great - learning experience for us through exchange of information and persons. It is now clear that the Consumer Cooperative Movement in many Asian countries is still in its initial stages and is facing several handicaps. As against this, Japan now has more matured University Cooperative System that caters to students, teachers and staff along together, the challenge of learning from one another and the spirit of team work.

2.2 We now realize the main and distinct features of Japanese consumers movement. It is a movement where most customers are members. The university consumer cooperatives provide equal right and participatory opportunities to teachers, staff and students. The university coops in Japan have a concern for university community. They are enterprise for study and education working for communication integration.

2.3 There is however, no case for complacency. If we remain satisfied, the relations between coops and community may get diluted. There is hence, a need in all the countries to step up the activities of university consumer coops.

2.4 It is backdrop of this necessity that we have to appreciate the problems of consumer coops. We do recognize that competition and management are the problems with most consumer coops in most of the countries. However, they are not 'the problems'. The real problems seem to be the 'lack of concern for community' in which the coop members live. The need is thus evident to reconstruct the vision of consumer cooperative.

3. The Commitment

3.1 The issue now is - can our coops commit themselves to do better and meaningful things to the youth, especially the school children? In fact, there are more coops at school level than in university in countries like Thailand, Malaysia, Singapore, Sri Lanka, Myanmar and India. Most countries are interested to involve types of cooperative too. Hence such coops will be invited to the proposed seminar in Singapore, to be held during November 1996. It is also felt that there is better educational value in these coops since the students become members and even directors.

3.2 It is relevant to mention here that in the "Cooperative Youth Conference" held at Cebu, Philippines, in February 1996, many themes of interest were brought home. The themes hit the Asian countries well and look very practical. They include (a) Leadership Development for Youth by Youth, (b) Entrepreneurship Development for Youth, (c) Future Careers in Cooperatives, (d) Marketing orientation to Youth, (e) Cooperative Development and (f) Organizational Integration.

3.3. Issues like 'School Dropouts' are very important problems of the community. The problems of dropouts is closely linked with the problems of poverty and income levels. There seems to be need to make these students a part of learn while you learn schemes. There are also possibilities of cooperative schools for such students. These issues need further exploration.

The case of Italy of providing fund support to students too is worth considering.

3.4 The theme of Human Resource Development of Youth through cooperatives, thus becomes highly relevant in the above context. If cooperatives sought to achieve this, our movement could be very exiting for the 21st Century.

3.5 As a matter of fact, such schemes of HRD are relevant not only for other Asian countries but to Japan as well. In fact, problems

such as "Tormenting at Schools' and 'Dropping out at High School Level', are significant in Japanese society. If consumer cooperative continue to stay away from addressing themselves to these issues, it may be impossible for them to truly contribute to the community. The more cooperative show concern to these human question, the more closer they would be to the community.

4. The Challenge

4.1 The seventh principles of ICA Statement on the Cooperative Identity viz., "Concern for Community" is the real challenge for the coops. The question is can we do something for the problems of youth which is integral to the community concerns? Is it not time that we address issues like education and poverty?

4.2 The need of the day in countries like Japan is to rethink about the now disappeared coop concepts like the 'settlement elements'.

4.3 The issue of contributing to the community calls for a NETWORK OF COOPERATIVE. As a part of this network the university cooperatives may attend to the problem of educa-

tion. If it is true that "education helps ease the problem of poverty", the cooperatives will have to show concern towards this crucial issue. The emphasis therefore, is that there is a need for cooperation among cooperatives not only in the economic from but in the cultural from as well.

4.4 The belief of this proposal on HRD of Youth through cooperatives is that "participation in vital issues of Community makes consumer coops more acceptable to the people and enhances its social image."

5. What Needs To Be Done?

5.1 Serving the community is our wish. It is a dream we want to realize. Every type of cooperative should join together in fostering the cause of younger generation.

5.2 ICA ROAP will hold at least one or two seminars by year 2000, on the theme Human Resource Development of Youth through Cooperatives.

5.3 Subsequently ICA -ROAP may launch a time bound program for youth development and youth orientation in which coops in universities, colleges and schools be used as channels of community concern.

STUDENT PARTICIPATION IN UNIVERSITY COOPS. THE CASE OF UNIVERSITY OF MALAYA

By Azley Abd. Razak, University of Malaya

First of all, I would like to thank the organiser and the University of Malaya Cooperatives for inviting me to present a brief paper pertaining to students participation in the university cooperatives with reference to the University of Malaya.

This paper consists of four parts. The first part is an overview of students participation in cooperative movements in Malaysia. My presentation would briefly touch on the development of cooperative movements at the school level through tertiary level before discussing the case of the University of Malaya. The second part would highlight the problems experienced by the University of Malaya. The second part would highlight the problems experienced by the University of Malaya cooperative, and the University of Malaya, in generating cooperative awareness among the students, which will eventually encourage and get more students to participate in the University of Malaya cooperative. The third part discusses a few suggestions on how to improve students participation in the University of Malaya cooperative. And, the final part is a concluding remarks from the students point of view.

In Malaysia, students participation in the cooperative movements begins at the school level. In line with the idea of creating consumer awareness among school children the Ministry of Education encouraged schools to establish their own students cooperative. As a result of that encouragement we find many cooperative clubs in school, run by the students with the guidance of the teachers as advisors. At the university level, the cooperative club is basically run almost in the same manner as practised at the school level. There are also cooperative clubs run by

the students with the lecturers and officials of the University Cooperative as advisors. At the University of Malaya, there is also a cooperative club under the supervision of the University of Malaya Cooperative. This cooperative club is run by the students who formed a committee. The advisors of this club is one of the lecturers from the Faculty of Economics and Administration and one officer from the University of Malaya Cooperative. This club can initiate any projects or programmes with the approval of the advisors. One of the major project that had been organised by this club was a seminar on the National Cooperative Management (Seminar Pengurusan Koperasi Peringkat Kebangsaan) in 1994.

Besides the Cooperative Club under the supervision of the University of Malaya Cooperative there is also a group of students running their own businesses. This group is known as Siswaniaga (Student Entrepreneurship Programme). Under this programme, a group of students can write and submit their business proposals to set up any business in the campus, and at the same time request for a loan from a fund established for this purpose by the Ministry of Entrepreneur Development. There is a special board consisting of the officials from the University of Malaya Cooperative and officers from the Student Affairs Department to study the proposal for approval. The loan as capital from this fund normally will not exceed RM500 and must be repaid according to a schedule agreed by both parties. The University of Malaya Cooperative would assist them in several areas, such as, procuring of goods, financial management training, and the like.

These two programmes are the only

from of students participation in the University of Malaya cooperative movement.

A few problems encountered that have impeded the implementation of the cooperative awareness programme in the University of Malaya, or to get the involvement of students in the University of Malaya cooperative activities need rectification. One of the problems is the lack of publicity to generate interests among the students to understand the benefits of participating in the activities organised and supervised by the University of Malaya cooperative. In fact most of the students (say about 80%) don't even know the existence of the Cooperative Club or Siswaniaga. There are those who came to know about these programmes, but they are rather skeptical about it, and choose not to participate.

Staying in the campus residential colleges is very important for all students of the University Malaya. Staying in these residential halls is made compulsory for the first year students. However, only those who are active in student activities, such as organising students projects or programmes for their respective residential college will be selected to stay in the campus residential colleges during their second, third or fourth year. Unfortunately, those who are actively involved in the university cooperative activities, such as the Cooperative Club or Siswaniaga, are not guaranteed to get a place to stay in the campus residential colleges. This could also be one of the major reasons why students are not keen to participate in such programmes.

University of Malaya is also experiencing the problem of not having enough officers or staff. All these officers are also appointed to become advisors to several students associations, and there is none assigned specifically to manage the university students cooperative activities. Although the advisors are doing a good job in providing advisory services to students, but, this is simply not enough. What students need is at least on full time officer to work together with them. It

must be remembered that students are students are students, and they need to study besides managing these programmes on their own. There are also several other activities students can choose to participate. This might be the main reason that the cooperative Club and the Siswaniaga programmes remains less attractive, and less successful.

There are a few suggestions that we should consider collectively to overcome these problems, and to improve the students participation in university cooperative activities. A very active publicity campaign should be conducted throughout the campus. Get every single student to know about the Cooperative Club and the Siswaniaga. This could be the very first step to be undertaken by the University Cooperative in order to encourage more students participation in university cooperatives activities. By doing so more students might participate in the Cooperative Club and Siswaniaga.

As mentioned previously, the Cooperative Club and Siswaniaga need at least one full time officer to work together with the students. Students need somebody that they can rely on the resolve problems that might arise. This officer can have one or two supporting staff, but he or she must be around at anytime, and work together with the students in organising projects or programmes. This is what the students need, and the University Cooperative or Student Affairs Department should do in order to make the Cooperative Club or Siswaniaga running successfully.

The University of Malaya Cooperative and the Student Affairs Department had always been working together in trying to organise some projects. Therefore, I would like to suggest that a formal cooperation should be establish between the University of Malaya Cooperative and the Student Affairs Department. So far, only under the Siswaniaga program this kind of cooperation have been established. I hope that this cooperation can also be extended to the Cooperative Club.

The University of Malaya Cooperative

and the Student Affairs Department can work together to improve the awareness of students towards the university Cooperative Club activities. Through the Student Affairs Department, a lot of activities can be initiated. The dissemination of information to students should be expanded. I would also like to suggest that the Cooperative Club members should be awarded credits for their participation and hard work. The Student Affairs Department can also make arrangements for active members get a place to stay in one of the residential colleges. This form of cooperation can definitely make students willing to participate.

Finally, the students participation in the university cooperative activities at the University of Malaya can still be improved. The

University of Malaya Cooperative, the Student Affairs Department and the Cooperative Club should try harder to increase more participation among the students. So far, these three parties had done a good job in establishing the Cooperative Club and Siswaniaga.

However, to make it more successful, there must be concerted effort between all parties. To create the awareness among students to encourage their participation in the cooperative movement within the university is not an easy task. So, cooperation from all parties and hard work are the best combination in making the Cooperative Club and Siswaniaga more meaningful. Success can only be achieved through cooperation and commitment on the part of all parties.

COUNTRY REPORT OF MYANMAR

Government of the Union of Myanmar

Ministry of Co-operatives, Co-operative Department

Our Country

The name of our country is Union of Myanmar also known as the Golden Land. Being in South East Asia, we are becoming a member of ASEAN in near future. Myanmar is the largest mainland in South East Asia, 261228 square miles and the population is 44.74 million

Our People

Myanmar is a country where various tribes live together. The largest group is Barmar which comprises of 68% of total population. Different tribes mainly live in separate region maintaining their own culture.

Facts about Myanmar

Some of the important facts about Myanmar are as follows:

1. Literacy rate
2. Working population rate 16.47 million
3. Mortal rate
4. Life expectancy
5. Population growth rate 1.88%
6. Per capita income rate K 1303 (1992/93)

Natural resources and Economy

Myanmar is rich with natural resources like timber and mineral products and precious stones. Being an agricultural country, the main export them is rice and timber is the next.

Market oriented economic system is being shaped and we do the business within

region. Singapore plays the most important role in Myanmar as far as joint venture business is concerned.

Co-operative Movement

Co-operative movement started as Government sponsored movement in 1904. There were ups downs during its history and today, Co-operative sector is played an important rate in the country's economy.

Ministry of Co-operatives

The Ministry of Co-operatives has two departments and one enterprise namely the Co-operative Department, the Cottage Industries Department and the Co-operative Export Import Enterprise.

The Ministry of Co-operatives also is nurturing the growth of commercially viable co-operative movement with minimum interference on its independencies and adopts the policies and programme that will help strengthen the democratic character of co-operatives and promote their autonomy. The relationship between the Ministry and the co-operative movement is being based on ensuring their growth and development in ways that would keep up with the co-operative ideals and principles.

The organization structure of the co-operatives in Myanmar is shown in Annexure (A) and the main functions of the co-operatives in Myanmar is shown in Annexure (B).

Co-operative Department

The Co-operative Department will have such functions as regulatory, organization, leadership, educational and training to pro-

mote the co-operative development. It will also assist in the formation and development of co-operative societies consistent with the autonomous and democratic character.

Cottage Industries Department

The Cottage Industries Department (CID) is a technical department and responsible for technical assistance in the establishment and promotion of small and medium scale industrial co-operatives.

Co-operatives Export Import Enterprise

The Co-operative Export Import Enterprise (CEIE) is responsible for export promotional activities such as collecting, analyzing and disseminating market information, identifying export potential and market, product development, negotiation and documentation, supervision, control of export activities and support services for the co-operative societies to form Joint Ventures with foreign partners.

Central Co-operative Society

The Central Co-operative Society (CSS) is the apex organization. The objectives of the Central Co-operative Society are set as follows:

- (a) To supervise the activities of member societies;
- (b) To co-operative the activities of affiliated co-operative societies in organization, education and training, social uplift and business undertakings;
- (c) To extend co-operative education and
- (d) To develop co-operative activities which will lead to the construction of the Nation.

FORMATION OF CO-OP SOCIETIES

Formation

In accordance with the market - oriented economy, the 1970 Co-operative Law was repealed and enacted in 1992 with a view to

having co-operatives to become self-reliant and self-motivated business enterprise, to be able to participate persons who have completed the age of 12 years as an associate member, to trust mentality of co-operative economy since youth and to develop co-operative social -welfare and economy based upon the International Co-operative has become independent, democratic, and economically viable organization engaging in all aspects of business activities such as manufacturing, trading and services.

In this connection, primary co-operative societies and co-operatives syndicates are being formed to practise the economic undertaking through perfect competition manner with private sector. In addition to lead the co-operative movement, steps re being accelerated to form union of co-operative syndicates generally on functional lines. Up to date four union of co-operative syndicates have already been formed with the affiliation of 228 member syndicates and the value of per-share is kyats 50,000.

Formation of co-operative societies up to 29th March 1996 is as mentioned below:-

(a) Primary Co-operative Societies

1) Government Employees' Co-op. Ltd	65
2) Co-operative Stores Ltd	48
3) Agricultural Producers' Co-op. Ltd	2883
4) Wholesale Co-operative Ltd.	174
5) Industrial Co-operative Ltd.	941
6) Services Co-operative Ltd.	211
7) Crop Purchasing Processing and Marketing Co-operative Ltd.	45
8) Market Co-op. Ltd. (Market place)	87
9) Higher Education Employees Co-operative Ltd.	33
10) Township Education Employees Co-operative Ltd.	335
11) Saving and Credit Co-operative Societies	148
12) Construction Co-operative Societies	41
13) Myittashiln Family Development Co-operative Societies	10

14) Other' types of Co-operative	499
TOTAL	5520
(b) Co-operative Syndicates	
1) Government Employees' Co-operative Syndicate Ltd.	12
2) Co-operative Stores Syndicate Ltd.	4
3) Emporium Co-op. Syndicate Ltd.	14
4) Industrial Producers' Co-operative Syndicate Ltd.	20
5) Agricultural Producers' Co-operative Syndicate Ltd.	157
6) Monetary Co-operative Syndicate Ltd.	66
7) Wholesale Syndicate Ltd.	7
8) Construction Co-op. Syndicate Ltd.	4
9) Sewing Co-operative Syndicate Ltd.	1
10) Government Employees' Coop. Syndicate Ltd. (Education)	26
11) Higher Education Employees' Co-operative Syndicate Ltd.	2
12) Myittashin Family Development Co-operative Syndicate Ltd.	1
13) Other types of Co-op. Syndicate	35
TOTAL	349

(c) Union of Co-operative Syndicates

1) Union of Agriculture Produce Co-operative Syndicates.	1
2) Union of Government Employees Co-operative Syndicates.	1
3) Union of Education Employees Co-operative Syndicates.	1
4) Union of Industrial Producers Co-operative Syndicate.	1
TOTAL	4

According to the Co-operative Society Law 1992, societies established under the Union of Myanmar Co-operative Society Law of 1970 need to be reconstructed within a certain period. Before reconstruction in accordance with the new law, the number of co-operative societies formed by previous Co-operative Society Law of 1970 had been as follows:-

a) Central Co-operative Society	1
b) State/Divisional Township Co-op. Syndicates	15
c) Township Co-op. Syndicates	302
d) Consumer's Co-op. Societies	2537
e) Village Co-op. Societies	12541
f) Savings & Credit Co-op. Societies	2192
g) Industrial Co-op. Societies	2357
h) Other types of Services Co-op. Societies	218
TOTAL	20163

The number of co-operative societies reconstructed according to the 1992 Co-operative Society Law are as follows:-

a) Township Co-op. Syndicate	2
b) Township Co-op. Societies	143
c) Consumer's Co-op. Societies	2186
d) Village Co-op. Societies	9794
e) Saving & Credit Co-op. Societies	1766
(f) Industrial Co-op. Societies	1041
(g) Other types of services Co-op. Societies	43
TOTAL	14975

At present, as mentioned above, the total number of co-operative societies are as follows:-

a) New co-operative societies	5873
1) Primary	5520
2) Syndicates	349
3) Union	4
b) Reconstructed co-op. societies	15261
1) Primary	15150
2) Syndicates	111
Total	21134

Women Development Co-operatives

Honesty, caring, pluralism and constructiveness are the most important values of co-operatives. These can be interpreted as personal qualities. Co-operative societies are

considered as organizations for the socio-economic improvement of the people for meeting needs, participatory, democracy, human resource development, social responsibility, and national and international co-operation. In this connection, women involvement play vital role in all aspects.

So women co-operatives emerge for all-round development of women's requirement in the co-operative movement. The first significance of women co-operative is Thiri-May Women Development Co-operative Society formed on 12th July 1994 while Myanmar co-operative movement is moving itself a new era. At present nineteen societies of women co-operatives have already been formed in eighteen townships of four States and Divisions respectively. The total number of members are 2298 with the share-capital of K 30.04 million.

Moreover Myittashin Women Co-operative Syndicate Ltd is also formed in Yangon on 30th March 1995 with the three member societies. In the near future it is expected that more women co-operatives will be formed through out the country and secondary and tertiary women co-operative will also be formed accordingly.

Objectives

The objectives of the society are as follows:-

- (a) To enhance the development of co-operation by women's strength as a supportive role
- (b) To promote the living standard of women as well as to generate their earnings.
- (c) To preserve the Myanmar cultural traditions.
- (d) To fulfil the requirements of housewives.
- (e) To become a national pride of woman for their activities in the co-operative movement.

Membership

Women who possess the following qualifications has the right to become a member.

- (a) Woman citizen of the Union of Myanmar.
- (b) Who has completed the age of 18 years.
- (c) Who has subscribed the value of one share determine under the by law.
- (d) A person not of unsound mind.
- (e) Who are interested in the women co-operative activities.

Economic Functions

Economic functions of women co-operative are as follows:-

- (a) Production of Industrial artistic products.
- (b) To draw tourists attraction by modeling with indigenous dresses for 1996 visit Myanmar year.
- (c) Decorations for functions, ceremonies and festivities.
- (d) Catering of the ceremonies.
- (e) Accepting orders for Myanmar cuisines. Myanmar delicacies and small eaters.
- (f) Wrapping, packing and delivering of kitchen goods to housewives.
- (g) Marketing of industrial and artistic products and exporting of these products.
- (h) Giving assistance in day-care works, beauty parlour works, maternity works, sewing and household works.
- (i) To carry out the care works for aged people.
- (j) Giving physical education to women.
- (k) To carry out any business activity which will benefit the society and consistent with the bye law.

TRADE

Internal Trade

Most of the Co-operatives' activities are trading business especially in local trade, various kinds of trade practices such as advance purchase, cash procurement and purchase by contrast have been adopted by co-operatives for many years. Moreover commodities were distributed by the co-operatives through out the country. Co-operative formed under new co-operative law are paly vital roles in co-operative movements. The Government Employee Co-operatives and the Government Employee Co-operatives (Education) are being formed with the encouragement of Government for the welfare of the employees.

Government Employee Co-operative (G E C)

G E Cs are formed with the members of Government Employees from Government Offices, Factories and Workshops on regional basis.

Objectives of the G E C

The G E Cs are formed with the following objectives:-

- (a) To serve for the welfare of the members and to create extra income for them.
- (b) To enable the member to buy essential commodities in retail or wholesales, at reasonable price.
- (c) To enhance the member's economy by engaging in internal and external trade.

Area of Operation

Primary level G E Cs are engaged in retail shop selling basic commodities and household goods.

Secondary level G E Cs are engaged wholesale marketing, departmental stores and hiring and operate government factories.

Government subsidy

The GEC are being formed with the encouragement of the government for the welfare of the employees. Special arrangement are being made for the-

- (a) Regular distribution of commodities produced by the state owned factories
- (b) Revolving fund (without interest) amounting to 100 million kyats and soft loan amounting to the GECs besides the share capital of the members.
- (c) Giving permissions for the operation of Government owned factories by GECs.
- (d) Giving coordinating assistance by the Ministry of Co-operatives and Regional Authorities.

Welfare and benefit of the members

Members are enjoying the privilege to buy the essential and household goods at reasonable prices. They also have the right to buy selected or luxury goods on instalment basis. They also are benefited with refund for purchase of goods and dividend on shares. Furthermore members can nominate their beneficiary on behalf after his resignation or death.

Educational Employee Co-operative (EEC)

Educational Employees Co-operatives are formed by educational employees of schools, colleges and Universities and offices in their respective township.

Objectives of the EEC

The objectives of Educational Employee Co-operatives are as follows:-

- (a) To render welfare services to the educational employees.
- (b) To enjoy the benefits come out form the net profit of the society.

- (c) To permit members purchase of installment basis up to the amount not exceeding half of their annual income.
- (e) To engage business activities there by uplifting the economic and social standard of the employees.

Area of Operation

Primary level EECs are engaged in :

- (a) Operation of retail shops selling stationary and other commodities required by the employees and the students.
- (b) Running of stores.
- (c) Production and rendering services relevant to the capability of the members.

Government Subsidy

- (a) Regular distribution of commodities by the state factories for successful operation of EECs.
- (b) Monetary subsidy for investment without interest.
- (c) Coordinating assistance by the Ministry of Co-operatives, Ministry of Education and Regional Authorities.

Welfare and benefits of the members

Members of EEC can buy commodities at discount prices. Arrangements are being made to sell on credit to the members. Members can also enjoy rebates on sale and dividend on shares. The EEC shall take active part in social affairs of its members.

EDUCATION AND TRAINING

Activities

In carrying out the co-operative movement, special attention was given to co-operative education and training from time to time. In implementing the 1970 Co-operative Scheme, there was an educational policy that only trained personal should be

entrusted with the organization and management of co-operative societies.

Co-operative Training Schools

As the education and training for expansion, promotion and development of the co-operatives is one of the functions of the Co-operative Department, Co-operative Training Schools have been established in Sagaing, Mandalay, Pathein, Taunggyi, Mawlamyaing and Hlegue (Phaunggyi) townships. Various training courses are conducted to upgrade the managerial and technical skill of the co-operative committee members and staff of the co-operatives.

Co-operative Colleges

To upgrade the Co-operative Training Institutes and disseminate wider and higher skill and knowledge on co-operative subjects, the two Co-operative Training School in Helgu (Phaunggyi) and Mandalay townships have been raised to the status of colleges in June 1994 and a new Co-operative Regional College has also been established in Thanlyin township at the same time.

Central Co-operative Regional College has also been established in Thanlyin township at the same time.

Central Co-operative College (CCC), Yangon Co-operative Regional College (YCRC) and Mandalay Co-operative Regional College (MCRC) were officially open in June 1994 respectively.

Location

CCC is located on a 500 acre land plot in Mingon village, in Hlegu Township and is about 50 miles to the north of Yangon City. YCRC is located on a 8 acre land plot in Thanlyin Township across Bago river and about 12 miles away from Yangon to the South-East.

MCRC is located on a 22 acre land plot in Patheingyi Township at the foot Yankin Hill and about 7 miles away from Mandalay to the East.

Capacity

CCC and MCRC have a capacity accommodation for more than 200 students each. YCRC has, a capacity of class rooms for 150 students.

Courses

There are five Diploma Courses at the CCC and duration of each course is 2 years. They are :-

- (a) Diploma in Secretaryship for Enterprise (Dip. S.E)
- (b) Diploma in Business Management (Dip. B.M)
- (c) Diploma in Banking, Finance and Insurance (Dip. B.F.I.)
- (d) Diploma in Enterprise Development (Dip. E.D.)
- (e) Diploma in Financial Management (Dip. F.M.)

There are three Diploma Courses and two Certificate Courses at YCRC and MCRC. Duration of Diploma Course two years and Certificate Course one year. They are:-

- (a) Diploma in Secretaryship for Enterprise (Dip. S.E.)
- (b) Diploma in Business Accounting (Dip. B.A.)
- (c) Diploma in Marketing Management (Dip. M.M.)
- (d) Certificates in Book-keeping and Accountancy (C.B.A.)
- (e) Certificates in Salesmanship (C.S.)

All courses are designed to have eight months in classrooms and one month field assignment to Business Enterprises for Practical Application of gained knowledge and skill. Special programmes for outstanding students are arranged as studying visits to foreign countries upon the respective foreign companies invitations.

Subjects

Apart from the major subjects for Diplo-

ma Course which be specialised in second year, there are eight compulsory subject. They are:-

- (a) Economics
- (b) Business organization and elementary accounting
- (c) Statistics
- (d) English
- (e) Myanmar
- (f) Mathematics
- (g) Co-operation
- (h) Computer application

Objectives

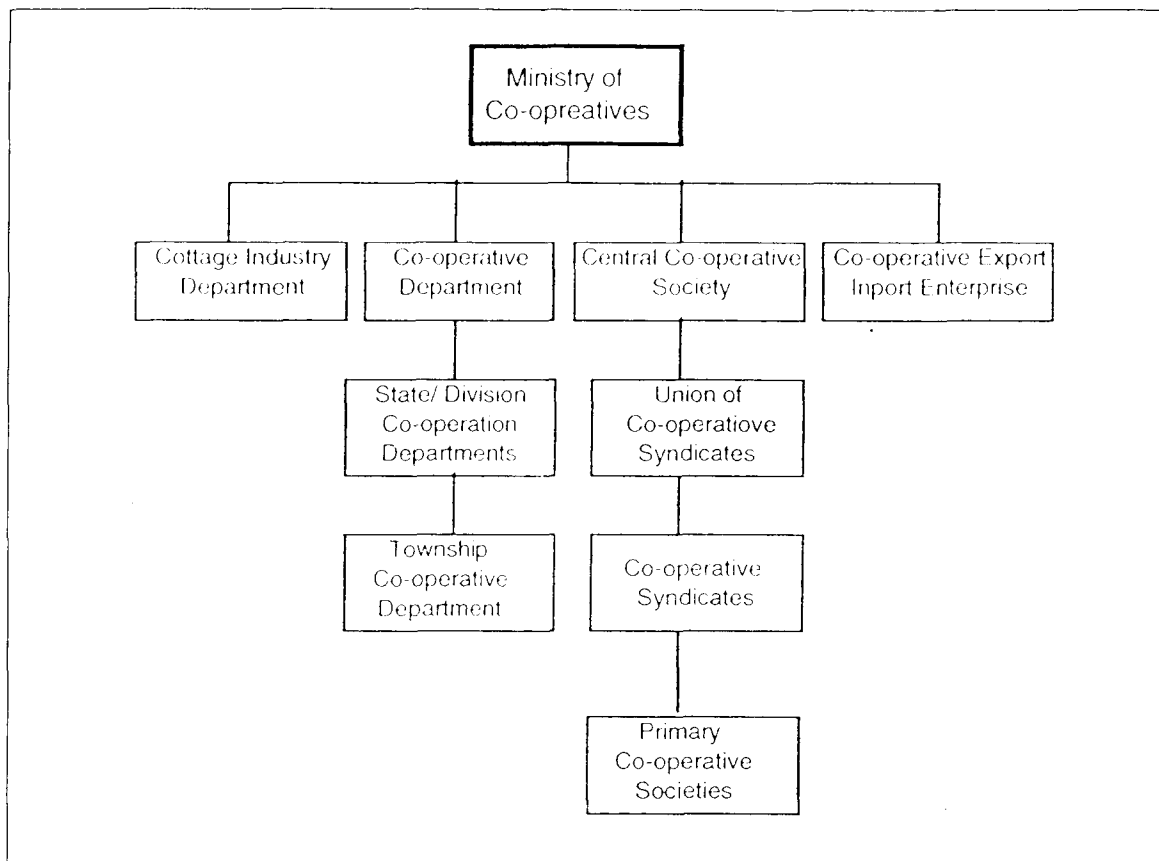
With a view to produce technically qualified students in accountancy, computer application and various aspects of management, the course are designed to fulfill the following objectives :-

- (a) To train the employees of the co-operative for the promotion of economic capabilities.
- (b) To train the students to be able to comprehend the co-operative principles and practices.
- (c) to provides students who have passed the Basic Education High School Examination with the knowledge of market-oriented economic system.
- (d) To create opportunities to studies for advanced know-how at home and aboard.
- (e) To play a supporting role in education sector and training the staff for the State in formulating the market-oriented economic system.
- (f) To set up a good relationship with international organizations such as international Co-operative Alliance, UN Agencies etc, also with the Co-operative Colleges within the region.

Faculty members

Each an every faculty member of the

Organization Structure of the Co-operatives in Myanmar



colleges has at least twenty year service in Co-operative Development and holds a Bachelor Degree from either Institute of Economic or other Universities with further studies of Master Degrees, Diplomas and Certificates from Universities at home and abroad.

Teaching material and methods

Reference libraries with special collection of books on economics, management, statistics, entrepreneurial studies, financial, banking, marketing and accounting are provided for us of faculty members as well as students. Modern teaching equipment such as audio-visual aids, computers and secretarial apparatuses are also provided. Students will have the opportunity to learn respective subjects by participative learning methods among which, case studies, busi-

ness games, group discussion and role plays will be most frequent.

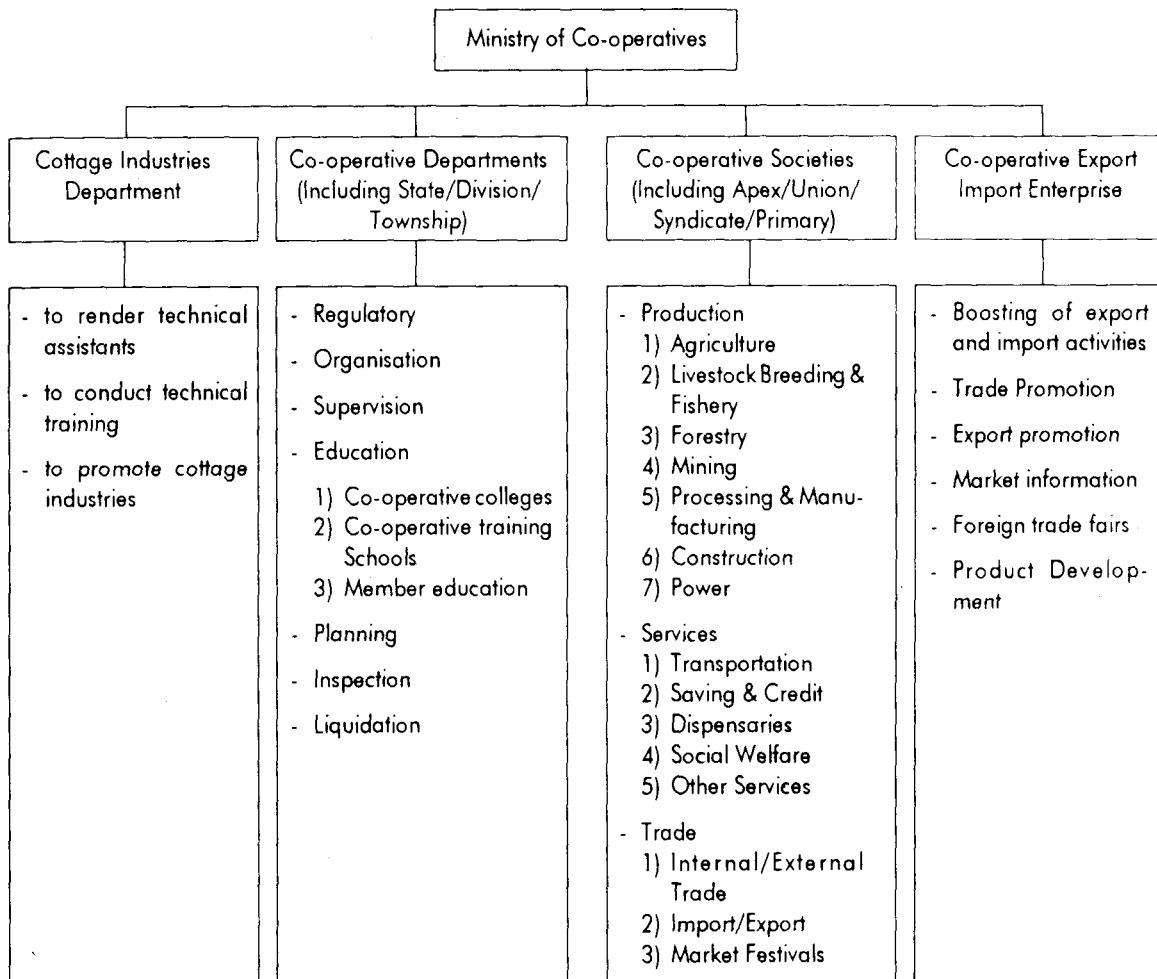
Our Mission

As we are members of the GEC (Education) of M.C.R.C. We are going to make a presentation about our own country and our society. So that our counterparts can see a true picture of what our co-operative are doing.

What we hope to get from seminar

We hope to exchange own experiences for the betterment of the society and our country as a whole. Moreover the recommendations of the seminar will be the assistance for the improvement of our co-operative movement and particularly for the campus co-operatives.

Main Function of the Co-operatives in Myanmar



COUNTRY REPORT OF PHILIPPINES

Development of Campus/Youth Cooperatives

Metro - Manila Federation of Consumer Cooperatives

Philippine Country Paper

We are the Philippine delegates. Here are some facts about our country. The Philippines

- * is an archipelago (7,107 islands) in South East Asia
- * is divided into three main geographical areas: Luzon, Visayas and Mindanao
- * has a population of 70,000,000; student population is 17,000,000 (24%)
- * people mainly use Filipino and English, also have 111 dialects
- * currency is the Philippine Peso (\$1 = P26.4)
- * presently hosting the Asia Pacific Economic cooperation (APEC) Summit

Philippine Coop Facts

- * As of September 1996, the country has 39,949 registered coops an increase of 6,885 coops for the past 20 months
- * 711 are from consumer coops up from 618 last January 1995

NOTE: These figures come from the Cooperative Development Authority (CDA)

The CDA is the national government agency linked to oversee all coops. It was created out of the cooperative Code of the Philippines which was passed in 1990.

In the National Convention on Coop Education (August 1996), the formulated "Coop Development Programs for the Youth and the "Seven Point Program on Coop Education" whose target audience is students was presented to coop leaders. However, a CDA Gameplan for coop development presented

by the CDA Chairperson during the National Consumers Coop Policy Makers Symposium in Baguio City in October 1996 made no mention of a Development Program for youth participation and involvement. The same report however plans to evaluate the status of existing registered coops.

Development of Campus/Youth Coops

Significant Date	Event
1946	Student of the University of Santo Tomas (UST) founded the "Cooperative Store" as advised by the Dominican priests. In 1947, the coop was registered as UST Cooperative Store, Inc.
1960s	Congress passed a law requiring coop members to be 21 years old thus passing the control of the coop to the faculty, employee and alumni members although two seats of the Board were reserved for the students.
Mid-1970s	The Cooperative Education Program of the Augustinian sisters of Our Lady of Consolation started with the offering of cooperatives as an elective or class in their high schools. Laboratory coops for savings were also organized for the students. later, this project was offered to students in elementary, high school and college.
1977	The Philippine Science High School Consumers Coop (PSHSCC) was organized and enlisted students as associate members.

- 1986 The existing bylaws of PSHSCC were amended to allow 15 year olds to vote and have one seat as student director in the Board. Those below 15 could not vote but could still get the benefits of a coop member.
- 1985 The Univ Coop Course and super-market Operations were introduced when the an International Cooperative Alliance Regional Office for Asia and the Pacific (ICAROAP), National Federation of University Cooperatives Association (NFUCA), Japan and the Japanese Consumer Cooperative Union (JCCU) organized the 2nd ICA Regional Seminar on Consumer Cooperation in Tokyo, Japan.

In 1987, (ICA) Study Mission went to the Philippines to assess the strengths and weaknesses of consumers coops there. The mission report enumerated 10 recommendations and stressed the "need to redefine the objectives of consumer coops toward greater emphasis on consumerism and the importance of member participation for the success and survival of the consumer coop movement". It recommended reform in the working of existing consumer coops operating at the campus by enlistment of students into their membership and also allow them due representation on the Board of Directors of these coops. It cited that come out by the experience of the coop movement in Japan, "student members of university coops provide a very vital source of dynamic leadership and management experience for growth and development of consumers coop movement in the country".

This recommendation was taken up as challenge by the Metro Manila Federation of Consumer Cooperative (MMAFECCO). This secondary coop federation based in the NCR has 7 out of 19 affiliates (with about 15,000

coop members) operating in campus while the rest are community and institutional based.

On-Going Activities Of Coops Where Youth Are Involved

- * compost (environmental) project
- * out-reach program
- * housing
- * student committees

Youth are also involved in community-based coops like the Tabuk Multipurpose Coop. These youth are normally children of members and they are involved in savings activities. Sometimes, they are also visible volunteering and participating in special activities like the Annual General Assemblies. Some coops also plan to create laboratory coops for the youth.

Some Filipino youth are also involved in a special coop, the coop for persons with disabilities. This coop provides livelihood for the disabled. One of the speakers of the Coop Youth Symposium last August 1996 was a member of this coop.

Problems & Challenges Encountered By Campus/Youth Coops & Coops where Youth are involved

1. Most coops do not accept youth as regular members.
2. Coops give limited opportunities for youth participation.
3. Campus coops lack support from the university administration.
4. Coops lack money for coop business expansion.
5. There is lack of coop knowledge and interest in youth.
6. There is no Comprehensive Youth Development Plan.

Before the Filipino youth talk about their vision of coop youth involvement, we would like to tell you all a short story. There was

YEAR	INTERNATIONAL EVENTS	NATIONAL EVENTS	LOCAL EVENTS	RESULTS
1990		National Orientation Seminar about Univ Coops in Japan held in Quezon City, Metro Manila, NCR. This was sponsored by the Cooperative Union of the Phils. in cooperation with MMAFECCO, NFUCA and ICA-ROAP.		
1992	2nd ICA Youth Seminar in Tokyo, Japan. Two univ students from NCR participated.	The National Confederation of Coops (NATCCO) held its 1st Coop Youth Congress in Manila	<p>First echo seminar on Univ Coops in UP Los Baños, Region 4 coordinated by MMAFECCO in cooperation with local regional coordinator, Cooperative Union of Southern Tagalog, in collaboration with NFUCA and JCCU</p> <p>First batch of Japanese students cooperators visit the Phils. The study exchange program concerns with peace, the environment, student member participation and consumerism in coops as well as historical and socio-cultural learnings. Coordinated by MMAFECCO, NFUCA & JCCU</p> <p>Second Echo Seminar on Univ Coops in Japan was held in Region 5, coordinated by TIMCO</p>	As a follow-up of selected participants who attended the National Orientation Seminar, the first batch of Filipino cooperators were sent to Japan to observe actual operations of university and community based coops. Participants came from 5 regions.
1993		The Canadian Cooperative Association (CCA) and Roofops, Canada in cooperation with NATCCO held the Phil-Canada Youth Exchange program with the theme "A New Generation of International Cooperatives".	<p>Second batch of Filipino cooperators were sent to Japan. Two student coop leaders from NCR joined this batch. Five regions were represented. Coordinated by MMAFECCO, NFUCA and JCCU.</p> <p>Second batch of Japanese student cooperators visit the Phils. Same concerns as first batch. Their batch had actual interview with "comfort women" in their keen interest to know what really happened during World War II.</p> <p>Third Echo Seminar coordinated by West Visayas State University Coop. Region 6</p>	Formation of the Univ Coop Working Committee composed of selected coop leaders from 5 regions with actual training on univ coop operations in Japan
1994	MMAFECCO becomes a member of the ICA Consumer Subcommittee of University Coops in Asia and the Pacific.			Peryodikoop, MMAFECCO official newsletter of the Univ Coop Working Committee is released.

1995

3rd ICA Youth Seminar with the theme "Young People, Cooperation and the Media" was held in the United Kingdom in celebration of ICA's Centennial Celebration. A youth coop leader, member of the MMAFECCO Univ Coop Working Committee Participated

Univ Coop Working Committee held the "Coop Youth Cum Consumer Management Consultative Conference. Coop youth leaders, managers and board members from 6 regions participated.

Third batch of Japanese university students visit the Phils. Same concerns and interview with "comfort women".

Formulation of a 5 year Integrated Plan of Action (IPA) giving a common direction for consumers coop development nationwide. Priority concerns are: increase membership campaign and student pax, networking/linkaging and human resource development.

Third batch of Filipino cooperators with one student from NCR were sent to Japan

MMAFECCO held strategic Planning in Baguio

MMAFECCO held the 1st Univ Consumers Affiliates Consultative Meeting in Baguio

The WWSU Coop changes bylaws to allow students to become associate members.

Activities to increase member participation drafted.

Priority projects are sustaining Peryodikoop and holding Youth Congress.

MMAFECCO Youth Group (MYG) was formally formed composed of reps from different univ coops in NCR

NATCCO held the 1st NATCCO Youth Leadership Training and Workshop. NATCCO held the 2nd Coop Youth Congress in Naga, Region 5

MYG held a Coop Youth Symposium with the theme "Developing Youth Leaders Through Cooperatives" in Manila. Youth representatives from consumers and multipurpose coops participated.

National Consumer Coop Policy Makers Symposium was held to assess the IPA prioritize youth development and adapt the New Coop identity. Eight regions participated to define medium term plan.

Fourth batch of Filipino cooperators with one student from Region 6 were sent to Japan

Fourth batch of Japanese student cooperators visited the Phils and attended the coop Youth Symposium. Aside from pursuing the four concerns, the symposium also focused on coop concerns for the community with sharing by a disabled youth from a coop.

This batch was also interested to know how the US turned over the former US Bases in the Phils.

Formulation of a Youth Vision in coops. Expansion in the composition of the University Coop Working Committee.

1996

International Conference on Youth in Cooperative Development with the theme "Youth of Today, Leaders of Tomorrow" sponsored by CCA was held in Cebu, Phils. More than half of the participants were below 39 years old. The MYG coordinator participated.

ICA, NFUCA, SNCF sponsors the "Regional Campus/Youth Seminar for Asia and the Pacific" in Singapore.

once a farmer who had a piece of land. It was planting season so he got some seeds and began planting. Some seeds fell on rocky ground. These seeds did not grow. Other seeds fell on land with weeds and thorns. These seeds grew, but the seedlings died after a few days. There were seeds which also fell on fertile land. These seeds grew. With the farmer's care, the last batch of seeds grew into strong and healthy plants.

What are we trying to say here? The Filipino youth would like to compare the story with the situation of youth in coops. (= means represents)

- Farmer = experienced cooperators
- Seeds = inexperienced youth cooperators full of potential
- Land = coop/coop structure
- Rocky land = 1. Coops with youth restrictions like age limit, no representative in Board, no youth members, no youth participation in making coop policies
2. Coops not practising coop principles and values. for example, these coops do not have concern for the community.
- Land with weeds & thorns = 1. Youth are already members and integrated in the coop structure but the coops fail to provide continuous support and venues for youth development.
2. The coop members and staff fail to set themselves as examples. For example, they have corrupt practices.
- Fertile land = Coops where youth are actively involved in all coop activities.

Vision

(This vision is a result of all the youth semi-

nars, symposia, congresses and conferences mentioned.)

The Filipino youth envision that coops will:

- * Develop the youth through
 - * Interactions like youth congresses, exchange programs, seminars, newsletters, etc. (local and international). Coops can create or support youth to attend these gatherings. Support can mean financial, moral or giving information to the youth. Funds can come from the Coop Education and Training Fund (CETF) but we urge coops to establish a youth fund separate from the CETF.
 - * Education, E (teaching concepts), Training, T (teaching skills) and Application, A (giving hands-on) of coop principles, practices and coop business practices, for example, E.T.A youth in auditing and involve youth in education campaigns.
 - * Education and taking action on community concerns and issues, Example of these concerns are environment and gender and development. Coops can create or support venues with such topics. Coops should also be in step with what is happening to the world. For example, they should be knowledgeable about the effects of the following on coops - APEC, globalization, the internet. These venues can make the youth see the world as opportunities and solutions rather than as problems.
- * Involve the youth in the Board and coop structure. Aside from the Board coops can involve youth in the committees and staff. The youth voice is important because they can inform the coops what the youth want as consumers. Training youth in coops is important because youth will eventually inherit the coop. Having a Youth Development Program is also a must.

Change the policy of mailing only the 18 year olds and older regular members. The Filipino youth propose that 15 be the age limit of regular members because they can already understand the coop values and practices and other trainings with proper teaching and guidance. Fifteen year olds can be assets and not liabilities. Besides, 18 years olds only have 2 or 1 more year in college. After graduation, they may not be active in coops anymore. The Filipino youth also see the need for a regular review of youth plans (if they were implemented).

Concluding Statement

The present youth activities have had a big impact n the youth, the coop, the federation and the apex organizations. In the sharing of experiences between local and foreign coops, we saw what cocps can do. Coops can change society for the better. Coops opened our eyes and made us more sensitive to the needs of communities.

But we see the need for technical support from our more advanced brothers and sisters in the coop movement. We hope to work with you even after this seminar.

We, the representatives of the Philippines, would like to thank the organizers of this seminar - the ICA Consumer Sub-Committee on University/college Cooperatives for Asia and the Pacific, The national Federation of University Cooperative Association (NFUCA), Tokyo, Japan and our host the Singapore National Cooperative Federation (SNCF). May your generosity return to you a million fold.

Presentors

1. Saidee Victoria A. Singson
2. Brian Felix C. Sison
3. Russell Q. Tabisula
4. Junie Francis G. Kiley
5. Lami Flour Palma

DEVELOPING CAMPUS COOPERATIVES IN SINGAPORE

National University of Singapore Multi-Purpose Coops Society Ltd.

By Poo Gee Swee

1. Introduction

The history of co-operative movement in Singapore started in 1925 with the inauguration of Singapore Government Servant Co-operative Thrift & Loan Society. As the strength of the movement grows over the years, which saw the transformation of Singapore from a mainly entrepot and rural based economy to a high-tech, well-educated city state, a co-ordinating body, the Singapore National Co-operative Federation (SNMCF), was established in 1980 with the purposed of providing support to existing co-ops, help set up new co-ops and educate the public about co-operative values and their applications in a modern society.

The missions of SNCF thus enable it to unite and represent all the co-op societies in Singapore. It is affiliated to the International Co-operative Alliance (ICA) and is represented on five committees fo ICA as at 1996. There are presently 65 co-ops affiliated to SNCF and can be broadly classified into 4 main co-operative sectors viz. the NTUC co-ops sector, the credit co-ops sector, the services co-ops sector and the campus co-ops sector.

The total individual membership of all the affiliates of SNCF exceeds 900,000. The largest and more popular co-operative are NTUC Fairprice (in the supermarket business), NTUC Income (in the insurance business) and NTUC Childcare (in the pre-school childcare business), which are subsidiaries of the National Trade Union Congress, itself representing most working class citizens and residents.

2. The Significance of Campus Co-operatives

Campus co-operatives are a distinctive

sector which operates in the universities, polytechnics, colleges and schools. These co-operatives are formed in response to a variety of needs within the campus, such as

(a) Convenience and essential service

It provides services to cater for the needs of students and staff population in the campus. This is especially important for the campuses located in the remote areas.

(b) Economics

It capitalizes on the advantage of pulling resource together to cater essential supplies such as books, stationery, sports equipment, tidbits and beverages etc to the campus population at reasonably low cost.

(c) Education

It provides students the practical experience of co-operative methods of conducting business and the training ground to foster entrepreneurship.

3. Objectives

The main objectives of most campus co-operatives are similar, which can be summarised as follows:

- a) To promote the economic interests of its members;
- b) To encourage thrift, co-operation, self-help and mutual assistance;
- c) To promote and popularise the buying and selling of educational material, consumer goods and students-related services on a co-operatives basis;
- d) To establish and operate such co-operative schemes, ventures or projects subject to the approval of the Registry of Co-operative Societies;

- e) To develop entrepreneurial skills of members through exposure to various types of co-operative activities;
- f) To inculcate in members self-discipline, self-reliance, responsibility and accountability and to provide opportunities for total character development;
- g) To contribute to and involve in activities of good causes such as charity environmental awareness and social responsibilities.

4. Campus Co-operatives

Currently, there are 12 campus co-operatives:

- National University of Singapore Multi-Purpose Co-operative (NUS Co-op)
- Ngee Ann Polytechnic consumer Co-operative (NAP Co-op)
- Singapore Polytechnic Co-operative (SP Co-op)
- Temasek Polytechnic Co-operative (TP Co-op)
- Catholic Junior College Co-operative (CJC Co-op)
- St Andrew's Junior College Co-operative (SAJC Co-op)
- Institute of Technical Education : Bishan, Clementi, Macpherson (ITE Co-op)
- Upper Serangoon Secondary School Co-operative (USSS Co-op)
- Outram Institute Co-operative (OI Co-op)
- Seletar Institute Co-operative (SI Co-op)
- Theresian Co-operative (TH Co-op)
- Convent of the Holy Infant Jesus (Toa Payoh) Co-operative (CHIJ Co-op)

A Brief write up of each of the co-op is provided in the appendix.

5. Campus Co-ops Sector Committee (CCSC)

As a renewing process, a Co-operative Strategic Review was conducted in May 1994. Following that, SNCF decided to divide the co-operative activities into 4 sectors. The Campus co-ops Sector Committee (CCSC) was consequently set up.

The Committee consists of 5 members representing all categories of campus co-operatives: university, polytechnic, junior college and school co-operatives. The CCSC meets regularly to identify relevant problems and formulate ways and means to poll resources and overcome problems. In addition, the whole sector would hold a dialogue session every quarter, culminating towards the annual co-op leaders' conference where all co-op sectors would merge to review the progress and recommend plans for the following year.

SNCF provides a grant to support sector meeting and activities and for the acquisition of professional services.

5.1 CCSC Activities

Some of the activities planned for the campus sector are as follows:

(a) National Campus Co-op Conference

A national campus co-ops seminar was held in september 1995 under the theme: Learning and Living - the Co-operative way. This was supported by ICA ROAP Consumer Committee and the NFUCA of Japan. The Seminar has received tremendous responses from the colleges and schools and has been given much publicity on the press. It has aroused the interests of principles and teachers to the co-operative activities and helped to raise the public profile of the campus activities too.

(b) International Campus Conference

The CCSC is currently organizing the first

Regional Campus Co-ops/Youth Seminar for ASIA and the Pacific region in conjunction with the ICA ROAP and the NFUCA. This seminar has attracted 10 countries to participate. These include India, Indonesia, Japan, Malaysia, Myanmar, Philippine, Singapore, Sri Lanka, Thailand and Vietnam. This meeting will enable us to widen our scope in understanding the co-operative activities in neighbouring countries in ASIA and the Pacific region.

(c) *Central Purchasing*

Many campus co-operatives have limited purchasing power as they lack economics of scale. The CCSC attempts to explore ways and means to provide some kinds of joint purchasing scheme for the campus co-ops. The scheme will be supported by NTUC Fairprice, a fellow co-operative. Under this scheme, a central body from CCSC will co-ordinate all the needs of the participating members and negotiate with suppliers for bulk purchases at the most attractive terms. The selected suppliers will be required to deliver the ordered supplies on schedule to the campuses individually. The success of the plan depends on : (1) The enthusiasm of both the campus co-ops and suppliers; (2) The development of information technology and equipments to enable more efficient and affordable computerised system for even secondary schools co-ops; (3) The advancement of the Singapore Net, a government-promote Electronic Data Interchange network that encompasses many essential sectors of the economy such as TraderNet/PortNet/ShopNet/LawNet in which retail businesses are grouped and able to transact under Shop Net with wholesalers or distributors.

(d) *Study Mission*

To learn more about campus activities, some study mission will be organised by

SNCF to neighbouring countries or Japan.

6. How to start a co-operative in the Singapore context

To start a co-operative, the following stages are involved:

- Step 1: Election of Formation Committee
- Step 2: Seeking in principle of proposed by-laws from the Registry of Co-operative Societies.
- Step 3: Inaugural General Meeting to adopt by-laws and elect a pr-tem Committee
- Step 4: Application for formal registration with the Registry

After registration, the society can then operate and carry out business transaction. SNCF provides a grant to help the formation of co-operatives in campuses.

7. Highlights of the activities of CCSC and a few campus Co-ops

CCSC - Following its inception, the CCSC has geared relentlessly to focus the public's attention on student Co-operative movement and its contribution to national building. Through the National Campus Co-op Seminar, the merit of the various functions of campus co-op are recognized by the society. Besides, it also provide consultation on matters related to Co-op activities.

NUS - Firmly unhold its time-tested objective of fostering good reading habits and supplying of education material required at affordable prices through economies of scale. Yearly operating surplus is subsequently channelled to the campus bodies equitably.

Ngee Ann Polytechnic - Explore the cooperativeness in young persons through organizing a variety of activities. Well supported by the whole campus.

SAJC - Although resources are limited,

it has cultivated the spirit of total commitment by the whole college, to make it a recognizable force

CJC - First to set up college co-op in 1976 and receive ardent support all these years, it has trained students for actual business situation in life.

USSS - First in promoting school co-operative in 1989, it is operated by dedicated students and staff.

8. Conclusion

The formation of CCSC by SNCF helps to unite all the campus co-operatives in Singapore. Regular exchange of ideas and the sharing of experiences enable student and staff co-operators to appreciate the meaning of their membership and realised the usefulness of co-operatives to check inflation, to stabilise the cost of living and to bring about a better and healthier lifestyle for everyone.

Co-operatives are a form of organization in which members are associated voluntarily to promote common economic interest. Campus co-operative provide not only the services but also the training ground for the young. It enables students to put into interesting and meaningful. It also serves as a character building platform, inculcating in them self-discipline and self-reliance - a quality which is beneficial to future carrier development.

Appendix A

The following provides a brief write-up of the various campus co-operatives in Singapore and their development.

A1 University Co-operative

Currently there is one university co-operative only i.e. the National University of Singapore Multi-Purpose Co-operative Society Ltd. NUS Co-op is the largest campus co-operative in Singapore that also inherited a long and rich history. It was registered in 11 April 1969 with just a few members of the

staff and students of the then University of Singapore under the name University of Singapore Co-operative Bookstore Society Ltd. Its humble beginning was just a small book store located at the Bukit Timah campus. In 1981, it was re-designated the present name, following the establishment of the National University of Singapore. It has since then been operating at the Kent Ridge campus.

The main activities include the following:

- a) Sales of books, stationery, personal computers and sundry
- b) Photocopying/binding, name card printing and photo developing
- c) Personalised service of optician and travel
- d) Sales of postage stamps, bus stamps, phone-cards and parking coupons;
- e) Sales of sports goods, pharmaceutical products, CDs, fresh flowers, souvenirs and audio-visual accessories.
- f) Cater to seasonal requirements, such as convocation momento, seasonal greeting cards etc.
- g) Provides PC and accessories related repair and maintenance
- h) Participate and support students activities such as Orientation, Green Environment, Clubs and Societies fund raising
- i) Provides its premises as centres of charity collection, campus information communication and up-dates

With the increase of student and staff population, NUS Co-op has expanded its activities. The Co-operative now provides a comprehensive range of books, sundry/stationery and computer products etc, other services relevant to campus members' daily routine and special events and repair/maintenance of computers and accessories for the need of the campus. The annual turnover of the Co-operative exceeds 6 million dollars, from the operation of its four outlets in the

campus. These outlets are managed by about 40 fulltime and part-time staff (including students). The Co-operative has a membership strength of about 9,500 consisting of staff, students and graduates.

Highlights-sharing its experience and strength through action

- established in supplying low cost textbooks in campus
- satisfying the complex daily and occasional needs of 25,000 customers from different age group
- first in providing PC and accessories maintenance services on a big scale both inside and outside campus
- faithful supporter of student projects and welfare

A2 Polytechnic Co-operatives

There are 3 polytechnic co-operatives:

1. Ngee Ann Polytechnic Consumer Co-operative,
2. Singapore Polytechnic Co-operative
3. Temasek Polytechnic Co-operative.

1. Ngee Ann Co-op was registered in 1 June 1971. Its main activities are:

- (a) Retail of books, stationery, personal computers etc;
- (b) Photocopy, postal, phone-card, bus stamp, photography and floral services;
- (c) Travel, insurance, cafeteria/snacks services;
- (d) Recreational courses, local and overseas tours

Ngee Ann Co-op now has 11 outlets dealing with the above business. The operation is managed by full-time staff. It also helps the Polytechnic to operate a students' shop. The annual turnover of the Co-op is about \$1 million. The Co-op has a membership strength of about 613 staff and students.

Highlight - vibrant and effective mobilization of students

- comprehensive range of services at its 11 outlets: travel, insurance, cafeteria, deli, specialised stationery and tidbits Student Mart and etc
- Through Co-op Interest Groups, a new frontier is opened up for character building, co-operative, creativity and promotion of basic virtues
- seven teams under CIG to implement various objectives and programmes as well as to supervise the functions of the outlets
- CIGs are well received and resulted in greater involvement in Co-op's activities

2. Singapore Poly Co-op was registered in 29 August 1960 as a thrift and loan society catering for the staff of the Polytechnic. It was until 1990 that the consumer operation was established to cater for the students' needs. Nowadays, it has two divisions: (a) thrift and loan for the teaching staff and (b) consumer division for both students and staff. The consumer division provides retail of stationery, books, tidbits, personal computers, sports merchandise, photocopying and travel service.

Singapore Poly Co-op now has 3 outlets, managed by about 10 full-time staff. The Co-operative has a membership strength of about 480 for staff and students.

3. Temasek Poly Co-op is a new entry. It was registered in 2 August 1994 with memberships now consists of around 264. A variety of educational, commercial and venture fund projects are featured in its intended activities.

A3 School Campus Co-operatives

There are 8 school co-operatives as follows:

1. Catholic Junior College Co-operative (CJC)
2. St Andrew's Junior College Co-operative (SAJC)

3. Institute of Technical Education (ITE)
4. Upper Serangoon Secondary School Co-operative (USSS)
5. Outram Institute Co-operative (OI)
6. Seletar Institute Co-operative (SI)
7. Theresian Co-operative (TH)
8. Convent of the Holy Infant Jesus (Tao Payoh) Co-operative (CHIJ)

1. CJC Co-op was registered in 15 September 1976. It is the oldest JC Co-op. Its main activities are to sell books, stationery, sport goods and gift items. The CJC co-op is managed by students with the principal and teacher-advisers appointed as presidents and vice-presidents to supervise its activities. The annual turnover of the Co-operative is about \$150,000. The Co-operative has a membership strength of about 260 students and staff.

Highlight - pioneer of college co-op

- emphasize the spirit of service and community responsibility
- train its members in managerial and organizational expertise
- upheld honesty and integrity in all business, co-operative - wise or others

2. The SAJC Co-op was registered in 18 August 1993. Its main activities are to provide goods and services to students and teachers. The SAJC Co-op is managed by students with the principal and teacher-advisers appointed as presidents and vice-presidents to supervise its activities. The annual turnover of the Co-operative is about \$150,000. The Co-operative has a membership strength of about 226 students and staff.

Highlights - resilient despite scarce resource

- stress on the realistic relevance of Co-op to actual activities in the society
- provide leadership training through learning of management skills and decision makings in real situations
- intimate and systematic understanding of the college policies and events
loyal support from whole college

3. The ITE Co-op was registered in 26 May 1994. It is a relatively new Co-op but is expected to expand fast. Its main activities are to operate co-op shops provide photocopying service and other ventures for members. The ITE Co-op now has five outlets, managed by full-time staff. The Co-operative has a membership strength of about 2,464 staff and students.

4. The USSS Co-op was registered in 28 November 1989. Its main activities are to sell textbooks and stationery. The USSS Co-op is managed by students and teacher-advisers. The Co-operative has a membership strength of about 105 students and staff.

Highlights - First in promoting school co-operative in 1989, it is operated by dedicated students and staff.

5. The OI Co-op was registered in 30 November 1990. Its main activities are to sell books, T-shirts, ties, stationery etc and fund raising for charity. The OI Co-op is managed by students and teacher-advisers. The Co-operative has a membership strength of about 51 students and staff.

6. The SI Co-op was registered in 18 December 1991. Its main activities are to sell books, stationery, exam papers etc and organize study tours. The SI Co-op is managed by students and teacher-advisers. The Co-operative has a membership strength of about 47 students and staff.

7. Theresian Co-op was registered in 16 January 1992. Its main activities are to sell books, stationery, badges etc. The Theresian Co-op is managed by students with the supervision of principal and teacher-advisers. The Co-operative has a membership strength of about 35 students and staff.

8. CHIJ (TP) Co-op, the youngest of all school co-op was registered on 19 March 1996 and has a membership of 101 of late. Its initial activities centred around provision of stationery, uniforms, home economics course material and sports good.

COUNTRY REPORT OF THAILAND

Thailand Consumer Cooperatives Federation in Educational Institutions

Mr. Peerasak Booranasophone

I A Profile

Thailand is situated in the middle of Southeast Asia, between latitudes 6 and 21 north. To the north is Laos people's Democratic Republic, the south Malaysia, the east Democratic Kampuchea and the west the union of Myanmar. It is roughly the size of France 513,115 square kilometres.

Within Thailand the country is divided into five regions. The Central Plains, home to Bangkok; The North, The South, The Eastern and the Northeast. Population is about 60 million.

II Co-operative Movement in Thailand

The history of co-operative movement in Thailand is almost nearly century old. The first credit co-operative society was established in February 26, 1916 in Pitsanulok province. Since then various types of co-operative have spread throughout the country. Agricultural Co-operative are the most important segments. Thrift and Saving Co-operatives are the second and Consumer Co-operatives are the third.

Thailand divided type of Co-operative into 3 levels. They are as follows:

1. Local Level

These are six type of Co-operative in Local level. As at the end of January 1, 1996. They are :

Types	No. of Societies	No. of Members
Agricultural Coops	2,832	3,942,416
Thrift & Saving Coops	1,127	1,881,129
Consumer Coops	347	731,737

Services Co-ops	338	108,289
Land-Settlement Coops	95	125,181
Fisheries Co-operatives	57	9,384
Total	4,796	6,801,136

2. Provincial Level

The co-operative societies in Provincial level set up the Provincial Co-operative Federation. Now there are 74 federations and members are 1,064 societies.

3. National Level

Now, there are 11 National Co-operative Federations with members of 991 societies.

III Consumer Co-operative Movement in Thailand

The first consumer co-operative was organized in 1937 in Ayuthaya Province with the objective to help the rural people to get their daily necessary consumer goods at fair and reasonable prices. It was gradually felt that the existence of co-operative store has kept the prices of consumer goods at the appropriate level and consumer co-operative has gained more popularity from the public. In 1938, five more Consumer co-operatives in the country with an average membership of 300 - 400 and working capital of about 50,000 - 85,000 baht. At the early stages these consumer co-operatives were operated in a small scale and most of them suffered losses. Some of the weaknesses and problems could be summarized as follows:

- 1) The formation of the consumer co-operative did not really come from the need

- of the people in the rural areas.
- 2) They were organized among members of small credit co-operatives.
 - 3) Insufficient working capital.
 - 4) The store was not located in business center.
 - 5) Sales on credit.
 - 6) Lack of co-operative spirit and understanding among the members and directors.

After World War II, many consumer goods were in short supply and people were suffered high cost of living. In order to alleviate misery of the people, the government set a policy to encourage the formation of consumer co-operatives in every province throughout the country to rally against the rising cost of living and non-availability of essential consumer goods. The government had initiated the Consumer Co-operative Promotion Fund and offered soft loans at a low interest rate of 2-6%. All government officials were also directed to give advice and assist in the operation of consumer co-operatives. In addition, special performance were granted to co-operatives in supplying certain consumer goods, e.g. rice, sugar, cigarettes, and liquor. As a result of government promotion, in 1955, the number of consumer co-operatives rose to 214 and gained a reasonable success. As at the end of March 1994. The year which TCFE established, there were 405 consumer co-operatives registered with the total 613,413 members. However, the audit report as at the end of March 1994 marked as follows:

- 63 were audited
- 9 were newly setup
- 45 were under dissolved

Out of the total 288 consumer co-operatives which had been audited, 269 were engaged in business and 19 were not engaged in business. The situation of consumer co-operatives could be summarized as follows:

1 No of consumer co-operatives and membership by categories

Vocational colleges	60	48,050
Schools	24	18,257
Universities	14	10,826
Teacher colleges	14	10,514
Hospital	8	3,976
Military Head Quarters	39	84,385
Govt offices & enterprises	19	33,412
General public	110	312,993
Total	288	613,413

2 Business Volume

As at the end of March 1994, the business volume of consumer co-operatives in Thailand was 4,136.06 million baht according to the breakdown as follows:

- 2.1 The total sales was 4,089.22 baht, out of which 1,969.59 million baht or 48.17% was sales to the members.
- 2.2 The total deposit collected was 46.03 million baht.
- 2.3 The total loan to the members was 29.81 million baht.

3 Business Operation

3.1 Total income	4,188.80 mn baht
3.2 Total expenditure	3,670.41 mn baht
3.3 Total net profit	157.77 mn baht

4 Financial Status

4.1 Assets

Current Assets	1,030.37 mn baht
Land/buildings	211.37 mn baht
Other assets	44.26 mn baht
Total assets	1,286.00 mn baht

4.2 Liabilities & own funds

Current liabilities	419.39 mn baht
Long term liabilities	54.25 mn baht
Other liabilities	45.43 mn baht
Total own funds	766.93 mn baht
Total liabilities & funds	1,286.00 mn baht

7 Problems

Most consumers co-operatives are small or medium-sized stores. A few co-operatives in Bangkok and other big cities are operating supermarkets and department stores. Krungtep Co-operative Store Limited and Phranakorn Co-operative Store Limited are the two biggest consumers co-operatives with an annual sales of 497.71 million baht and 297.00 million baht and 297.90 million baht respectively. For the supermarket operation there are about 20 supermarkets set up by consumer co-operative in the provinces all over the country. Some prevailing weaknesses and problems of the Consumer co-operative may be stated as follows:

- i Inadequate working capital
- ii Lack of understanding of co-operative principles and practices by the members.
- iii Inactive board of directors.
- iv Lack of competent managers, due to the small volume of business.
- v Inadequate financial control systems, leakage and mismanagement.
- vi Inactive members' participation.

Recent Development

1. In order to strengthen and develop consumer co-operative movement, the co-operative registrar set up regulations for setting up for the new consumer co-operatives in the country which emphasized on the location of the store, number of members, qualification of managers and assortment of merchandises as well as member education.
2. As the major number of consumer co-operatives are in educational institutes, they have their own specific need of merchandises in order to cater for the needs of their members. Thus, the Federation of Consumer Co-operative in Educational Institute of Thailand Ltd has

been set up in 1995 to serve as a center for supplying common merchandises to its member co-operatives.

Future Trends and Development

Despite the recent development, Consumer co-operative movement in Thailand have already possessed certain infrastructure and potentials for growth and development. The movement is well spread all over in 73 provinces of the country. More than three fourths are operating with profit even though they are getting low trade margins. However it is observed that the Consumer habits and needs are changing rapidly and that the management of retail trade are facing high competition and challenge. Thus, the government has set policies to develop consumer co-operatives as follows:

1. To set up and improve the existing consumer co-operatives to function as a wholesale co-operatives. The wholesale co-operatives will purchase goods in bulk directly from manufacturers and distribute to consumer co-operatives as well as other type of co-operatives.
2. To amend the by-law of the consumer co-operatives to allow the other type of co-operatives to become member of consumer co-operatives and participate in the policy level for a better management of consumer co-operatives.
3. To develop the existing consumer co-operatives to have the same model and standard throughout the country.

IV Thailand Consumer Co-operatives Federation in Educational Institution (TCFE)

The history of Thailand Consumer Co-operatives Federation in Educational Institution began in 1983. 4 University consumer co-operatives form his joint-activities in order to produce notebook and stationery to their members.

The name of 4 University Co-operatives are

- 1 Chulalongkorn University Co-op
- 2 Thammasart University Co-op
- 3 Kasetsart University Co-op
- 4 Ramkhamkhaeng University Co-op

In January 1989, 15 university Co-operatives run national seminar sponsored by NFUCA, JCCU and ICA in Bangkok, Thailand to expand their activities and joint together in cooperation. During 26 September to 1 October 1989 Follow up seminar took place in Tokyo, Japan. After finish the seminar, the delegates from 10 University Co-operatives agreed to form an organization called "University Co-operatives Association."

From 1990-1993, the Association had organized their activities, meeting and seminar in order to approve themselves. Since February 1, 1994 the Thailand Consumer Co-operatives Federation in Educational Institution was registered by the Government.

V Summary of TCFE

Board of Directors

Chairman: Mr Peerasak Booranasophone

Manager: Mr Chareon Chochai

Members of TCFE

- 1 Sukhothaimathirat Open University Consumer Co-op Ltd.
- 2 Thammasart University Consumer Co-op Ltd
- 3 Srinakharinharavirot at Bangkok University Consumer Co-op Ltd
- 4 Kasetsart atkampaengsaew University Consumer Co-op Ltd
- 5 Eastern University Consumer Co-op Ltd
- 6 Patchaburi Teacher Training College Consumer Co-op Ltd
- 7 Chulalongkorn University Consumer Co-op Ltd

- 8 Srinakharinharavirot at Prasanmirt University Consumer Co-op Ltd
- 9 Chaingmai University Consumer Co-op Ltd
- 10 Khruangtep University Consumer Co-op Ltd

Foundation

Registration: February 1, 1994
 Share Capital: 80,000 Baht
 (25 Baht = 1 US\$)
 Fiscal Year: July 1 - June 30

At June 30, 1996

Total Assets: 1,046,622.54 Baht
 Total Liabilities: 868,112.85 Baht

Profit, Loss

Sales: 1,378,334.83 Baht
 100.00%

less cost of sales: 1,210,260.94 Baht
 87.81%

Surplus: 168,073.89 Baht
 12.19%

Other Income: 104,857.66 Baht
 7.61%

Total Surplus: 272,930.95 Baht
 19.80%

less Selling & Administrative Expenses: 245,025.25 Baht
 17.78%

Profit(net) : 27,905.70 Baht
 2.02%
 (as at June 30, 1996)

Product & Service

- 1 Increasing of CO-OP BRAND to more than 50 items
- 2 Increasing Joint Buying Products to more than 3 million bahts.
- 3 Product & Service catalogue once a year.
- 4 Start of Co-op Book store & Canteen.
- 5 Start of Co-op Tourist Division.

Co-op Director 7 Co-op Staff should be:

- 1 Understand the policy TCFE.
- 2 Strong of participation of TCFE & their co-op activities.
- 3 Increasing the young generation to develop TCFE in each TCFE member.

Seminar in 1997 by TCFE & CPD

- 1 The Fifth Youth Leaders Seminar
- 2 Seminar on Managerial Activity Consumer Co-op Managers
- 3 Seminar on Expanding Business in Consumer Co-op
- 4 Student Exchange Programme Between Thai and Japanese.
- 5 Youth Co-op Members Camping Project
- 6 Youth students study Visit Overseas

Future Plan 1997

Product

- 1 Producing full scheme of paper merchandises to Educational Co-ops and government units sector.
- 2 Producing stationery and office merchandises co-op brand, and distributes to member of association.
- 3 Producing other types of services that differ from present Co-op store services.
- 4 Product survey of member co-ops.
- 5 Joint Buying Product.(Non Co-op Brand)

Price

- 1 Price should be cheaper or equal to other suppliers.
- 2 Maximum Sales Price in Co-op store should be 5-10% cheaper than competitor.
- 3 Credit term is the same or longer than others.

Promotion

- 1 Set up advertisement of co-op product promotion.
- 2 Set up best selling position for co-op product.

Education Product

Product

- 1 Study and develop the utilization of the product
 - By manager monthly meeting
 - Core Co-op staff meeting

- 2 Exchange the detail data of product

Co-op Ideology in Hyper Level (National)

- 1 All Co-op Director & Manager Seminar.
- 2 All Co-op Student Director Seminar.
- 3 Regional Co-op Seminar for Core Staff.

Co-op Ideology in Lower Level (Local Co-op)

- 1 Active Member Course
- 2 Co-op Staff Seminar
- 3 Co-op Staff Training Course

Financial

- 1 Searching for loans from Co-op Institutions both inside and outside Thailand in order to support the business association expansion.
- 2 Collection fund by increasing the holding of shares per member co-ops.

All Expectation Target in 1997

Member

- 1 Increasing number of member co-ops to 15-20 co-ops
- 2 Increasing member in primary co-op to over 50% of Educational Institution population.

**Friday, 22nd November
1996**

GROUP REPORTS

Main Theme : **Youth of Today, Co-operative Leaders Tomorrow**

GROUP 9 Chairman Mr. Arun Aravind (India)
 Reporter Mr. Chupong Sophonmas (Thailand)

Main theme: Youth of Today, Co-operative Leaders Tomorrow

Important

- Emerging challenges due to globalization of economy
- Social cultural and attitude changing of youth

How to make youth of today to become leaders of tomorrow?

1. To involve most students to the coop movement and give responsibilities of planning, organizing, implementing and managing various co-op activities.
2. To train and educate the students in understanding and propagating co-op ideology
3. Conduct international and regional student (youth) seminars and workshops.

Sub Theme 1. Youth and the New Co-operative Identity

Group 1 Chairman Azley Abd. Razak
 Brain Fedix C. Sison
 Lim Sze Ling

The co-op Identity, principles, values approved at Manchester (1995) should be understood & integrated in the by laws of the respective coops (please bold white paragraph)

The major issue here is the lack of information and communication which attract youth/student members to participate in co-operatives. In some cases, students / youth are already aware of coops, but their are not interested.

Suggested solutions

There should be a strong institution base to disseminate information to ... they can be informed about coops. They should also conduct short term/basic courses on co-operative values, The respective coops should also organize interesting programs like business fairs, charity fairs, and recreation activities.

Also, promotions should be made possible through Internet & be promoted by Apex organizations. And finally, this should be a regular course.

It was stressed out that *Not all coops know about the New Cooperative Identity. Assigned officers or Advisers have to inform coops and its members about the new cooperative Identity. The new 7 principles under the new cooperative Identity is basically good for youth but the implementation has to be interesting to attract more youth to participate in a cooperative.*

Group 6 Chairman Mr Teo Say Hong (NUS, Singapore)
 Rapporteur Mr Patrick Goh (NUS, Singapore)

The discussion centred upon the input of members on the 7 cooperative principles:

1. Voluntary and Open Membership
2. Democratic Member Control
3. Member Economic Participation
4. Autonomy and Independence
5. Education, Training and Information
6. Concern for community

1st principle : Voluntary and Open Membership

It has been agreed upon, for all participating countries, campus cooperative membership is open and voluntary. There are no restrictions imposed upon enjoying cooperative benefits based on gender, social, racial, religious or political discrimination.

2nd principle : Democratic Member Control

Cooperative in participating countries ascribed to the principle of democratic member control. Members are elected to form a board/committee to set policies and make decisions.

3rd principle : Member Economic Participation

Management staff are employed by most campus cooperatives. A slight difference highlighted is in the campus cooperatives of the junior institutions (exclude NUS), the cooperatives are managed by the students with the supervision of teacher advisors.

4th principle : Autonomy and Independence

Campus cooperatives in participating countries enjoy autonomy and independence in the management and control of their cooperatives. Differences are highlighted as follows:

India : Do not receive grants from state government. State influence is marginal, but not totally insignificant.

Philippines : Do solicit funds from external organisations. Influence from these organisations. Influence from these organisations cannot be neglected.

Singapore : In the junior institutions (exclude NUS), cooperative movement is part of the extra-curriculum activities. School management and teacher advisors exert a strong influence on these campus cooperatives.

5th principle : Education, Training and Information

Campus cooperatives in the participating countries do organize regular activities for leadership training and education for their members. Examples are regular workshops (regional/international), study visits, scholarships, etc. Training is also provided to their working staff to improve their working knowledge and effectiveness. In Singapore, for the junior institutions (exclude NUS), it is more of on - the - job training for the students to learn the ropes of business running and management.

6th principle : Cooperation among cooperatives

In each participating countries, there is a national body coordinating the cooperatives within the state/country that encourages cooperation and interaction.

India	NCU (National Cooperative Union)
Japan	National Federation of University Co-operative Associations
Malaysia	GAKUB
Myanmar	Government Employees Co-op
Philippines	MMAFECCO (Consumer coop)
Singapore	Singapore National Cooperative Federation (SNCF)
Thailand	TCFE

7th principle : Concern for Community

The actions / policies pertaining to the above principle in the participating countries are as follows:

India	Very insignificant, but general direction has been set to improve on it.
Japan	Recycling projects Deep concern for prices and quality of product in co-op Procurement of environmentally friendly products Promotion and sale of UNICEF cards
Malaysia	Restrained by poor membership. Require more participation from members.
Philippines	Needs to install in members of community concerns (e.g.. how to help their peers who are dropout)
Singapore	Presence of strong student union in NUS in pushing community concerns with Co-op offering financial assistance in their projects, Promotion of green products Donations to charity organizations Subsidy for overseas study trips for Junior College and pre - University students Scholarships and book grants for needy students
Thailand	Selling quality goods Protect the environment Recycling project

In conclusion, most cooperatives are geared towards the directions as reflected in the 7 principles. However, there is still much room for cooperatives to play a more active role in community projects.

Sub Theme 2. Needs of Youth in the Campus/Youth Coop

Group 1

Suggestions

Coop should organize interesting activities such as exchange programs within the country and abroad and Hands On training of their specialized Field.

University should also support coop youths by providing scholarship grants to deserving students co-op participants, honorarium & ... to active participants. They should also give recognition and credits.

Full-time officers or adviser to give proper guidance to youth (depending on the institution) in order to make coops run more systematically and successfully.

Students/Youth must also have the support from Main Apex organizations by giving recognitions to the active youth co-op members.

Co-ops should provide basic needs/services/facilities to answer student demand and even encouraging them to join.

Co-ops should have a constant communication and even interaction among coop members through organizing social projects.

Group 2

1. Needs to change the general attitude of youth

~ inject the correct values and behaviour

To do this : Devise different types of education programs for different co-op depending on the nature of the co-op

By force: e.g. setting fines and rules to ensure a certain standard of behaviour being met by youth.

2. Giving youth greater importance and identity

~ when students feel that their work are giving appreciated and valued, they will be motivated greater to do their work better.

To do this : Increase participation in co-op's activities & giving members more responsibilities.

giving students wider scope e.g. having more authority to make decision.

3. Increase interaction among co-ops nationally and regionally

~ Better communication among co-ops can lead to economic cost - savings

To do this : set up such as bulk-purchasing for a few coops and then share the inventories among themselves

Internetting to link up co-ops will enable co-ops to share information and experience.

Group 7 Chairman Daw Hla Tint (Myanmar)
 Ropporteur Thum Chin Kwan (Singapore)

To get opportunity of involvement for the youth, more practice may be required so that they can get familiar of their jobs & responsibility faster, hence they will be more efficient.

Members require to acquire a certain level of management skill in handling their jobs. They also require the inter-personal skill in their daily interactions with other members to maintain good relationship between members and members in the co-ops.

The co-op's needs to conduct activities to motivate the youth in their participation and also strengthen the relationship between the members.

To prevent confusions members should communicate more openly with one another, especially between the management committee and the members. the members demand better welfare and hope that the co-op would have less focus on their monetary contributions (etc.)

Members hope that they can play a part in the movement of their co-op by being able to express some of their ideas, opinions in the co-op discussions.

The members also require better support from the professional staff that the co-op hire to prevent making mistakes in their jobs. The professional staff should also teach them more skill that are required in running the co-op.

They hope that they can get more support from their association in their movement. Also they will like public to show more appreciation of their afford.

Net-working between co-op is required for the co-operators to help the members to have a better understanding of situation in other co-ops.

Co-op Services in the Campus

Besides selling stationery, text books, the co-op also provide services such as photograph development, postal services, laundry services and photo copy.

The co-op tries to safety the basic needs of the members by providing foods accommodation and transportation.

The co-op also provide after sales services such as computer training for the computer illiterate consumers. The co-op has fund raising services for the charity to show their care for the handicrafts. They also provide scholarship or bursary to students who are excellent (?) in their academic studies and care net afford higher education feet.

The co-op also has offer business like travel agency, insurance agency, to provide the higher standard needs of the members.

The co-op provide conveniences to members by providing child care services to families whose both parents are working there. They are unable to take good care of their children.

Group 8 Co-op Services in Campus

It is my pleasure for me to be here today to present the views and opinions of my group. My group has discussed the co-op services in campus as our main theme and vision 2000 for campus co-op services, career and social role as the sub theme. these two themes have let us known about one another cooperatives and our future expectations of the co-operatives.

The present stage of all the co-operatives in my group has various similar points. The products such as, stationary, books, computer-related products, cafeteria and photo copy services are provide by Singapore, Vietnam, Thailand, Indonesia and Japan.

In the Philippines, the type of products and services provided by each cooperative will depend on its purpose and the demands of the people. Hence different cooperatives will have different types of services and purpose.

In Japan, there are special services like, photo colour laboratory, foreign language services and the Alcohol Sensitive Test. These special services are promoted by the co-operatives to promote the daily life's activities.

The product sold in all cooperatives has one purpose and that is to support the daily life in the campus. Even travel services are provided by certain co-operatives to enhance one's daily life-style. These co-operatives are Ngee Ann Polytechnic Co-operative (Singapore), Indonesia, Japan and Thailand co-operatives.

Besides knowing the various services, it is also important to find out the organization of the deferent countries' co-operatives.

The co-operatives may be run by full time employed staff, students or a combination of both. In Singapore, Thailand and the Philippines, the co-operatives are run by students and teachers. Certain co-operatives are managed by full time staff members, part time staff members and students.

For Vietnam, the co-operatives have just been established and the organization is planned by students as well as having sub-contracts with various companies.

The organization of each cooperative is ... into the Advisors Committee and the Students Committee. Each members will hold a specific position to take charge of specific areas. Such a hierarchical system of organization will enable the cooperative to be run in a more systematic and effective manner.

Sub Theme 3 : Co-op Services in the Campus

Group 3. Chairman Saidee A. Singson (Philippines)
 Rapporteur Keot Hisel Ling, Chew Koh Leong

From the group discussion between our six countries, our co-ops provide these services in the campus. However, not all services are provided in every country. Coops should sustain or try to provide these services for students:

Number of countries that presently have these	
Photo copying	6
Food/Restaurant	5
Insurance	5
Book store/magazines	5
Rental/Sale of computers	4
Scholarship (Bursary/Study or book grants)	4
Publication of magazines or school pamphlets	4

Sale of Uniforms	4
Travel	3
Employment of students	3
Groceries	3
Pharmacy	2
Student Loan	2
Housing	2
Foreign Language Study	1
Florist	1
Driving School Information	1

Our group will actually recommend the following basic services to be provided: photocopying, food/restaurant, insurance and bookstore/magazines.

However, all these services should be provided in the Campus Coop because they are the needs of the student and the campus co-op.

Group 5

1. Products

- school uniform
- stationary
- gift items
- books
- accessaries
- toiletries
- computers
- daily necessities like shampoo

2. Special services

- photo copying at lower rates
- partner trading
- order books in the number required, not more or less
- travel agencies
- sports shop
- school bus rented out of discount rates
- books can be ordered through school network
- pig farming
- shop rental
- textbook publishing
- cafeterias

- Services provided depend on ~ size of community ~ location

Group 7

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dation and transportation.

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a hierarchical system of organization will enable the cooperative to be run in a more systematic and effective manner.

Group 3. Chairman Saidee A. Singson (Philippines)
 Rapporteur Keot Hisel ling
 Chew Koh Leong

Theme 3 :

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Employment of students	3
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Pharmacy	2
Student Loan	2
Housing	2
Foreign Language Study	1
Florist	1
Driving School Information	1

Our group will actually recommend the following basic services to be provided: photocopying, food/restaurant, insurance and bookstore/magazines.

However, all these services should be provided in the Campus Coop. because they are the needs of the student and the campus co-operativs.

Sub Theme 4. Member Participation & Leadership

Group 2.

Definition of membership participation

1. members must be committed and dedicated in their works
2. members must be sincere, honest and selfless
3. must participate in co-op activities

To do this : As members, we must not only understand but must also try to achieve this main goals of coop. These goals are summarized as growth, objectives, activities and leadership.

Goal

Growth : to ensure that coop will grow in size, members can try to encourage their friends especially youth to join the coop.

Objectives : management committee must meet the needs of members and students.

Activities : members must participate in activities organised by coop. These activities refer to both business activities and others e.g. tours & factory visit.

Leadership : youth should learn to be good leaders. For a good leaders, firstly he must contribute his peers & be willing to make sacrifices secondary, he must also act firmly towards those who commit offenses, without fear of favour.

Thirdly, he must be firm and practice what is fair and just.

- Youth should learn and practise the skills they learn from educational programs such as in-camp training where junior members are taught by their senior about the various function involve in managing the coop.
- Youth should also be given the chance to participate more in coop's activities so that students can have greater expense and exposure.

Group 4. Chairman Russell Tabisula (Philippines)
Rapporteur Noni Manrgono (Singapore)

Out of the school population, only a few countries who have large student membership. The examples of these countries are Thailand, who have 15,000 members, followed by Indonesia, who have 11,000 members. The rest, however, only have membership less than 10% of the total school population.

Out of the total membership, however, only a few members participated in various coop activities. The activities are in terms of:

1. election of BOD/committee members
2. policy making
3. business operations
4. other co-op activities

Most of the coop members in most countries are actively involved in the election and are being elected as BOD/committee members. Only some countries, for example, Myanmar, do not elect students as BOD/committee members.

Policy making is very important in the running and survival of coop. Out of the many countries, only a minority has the freedom to plan the policy. The examples of these countries are Philippines and Thailand, where the coop are run by the students.

In the coop day to day business operation most of the coop members are actively involved. Only Myanmar and Malaysia have restrictions in contributing their efforts due to their busy academic schedule.

Most countries conduct a lot of activities for the coop members. For example, seminars, tours, study visit and leadership training programs are conducted by the coops. These leadership programs are usually meant for leaders and perspective leaders.

Group 9

Problem

- Inactive members
- Lack of awareness of cooperative ideology and principles among students
- Lack of involvement of student and youth in management.
- Inability of the existing coops to attract students
- The functions of existing coops are not in tune with academic activities
- External factors such as political influence (in some countries)

Suggestions

- Improve the functions of students/youth coops with more involvement of students in co-op members
- Include coop ideology and principle in the academic curriculum
- Make available the needy and necessary things in the student/youth consumer store according to the students' demands.

Include the idea of cooperation among the students/youth trough.

Group 10

Define participation

- Drawing interest and joining coop voluntarily
- Be actively involved in the activities
- Through activities, to develop them fullest potential

Members peers' influence:

- Pyramid system
- Wet system

Define leadership:

- Should come from within dedicated members who will look after the welfare and sustain the interest of the group.

All members:

- Be enthusiastic and willing to work or take up tasks. Be helpful, offering full cooperation, must try to contribute as much as possible.
- To elect a management committee to run the coop smoothly. When deciding the committee members, there should not be any sex discrimination.

Management Committee:

- Be on contract look out for fresh talents
- Upgrade and train the cooperators
- To keep pace with new management methods like computing.
- Conduct consumers' needs survey to study changing tastes and preferences.
- To obtain feedback from members so as to better satisfy their needs
- To develop the leadership skills through seminars/international conferences, exchanging programs.
- To render assistance to coops based in developing countries.

Sub Theme 5: Vision 2000 for Campus' Coops: Services, Career & Social Role

Group 4.

1. 50% increase in membership out of the total student population
 - through making programs to create awareness about coop
 - conduct intensive membership campaign
 2. 100% active participation of members
 - carry out programs for non-active members
 - involve members in elections, policy making, business operations and planning of new activities.
 3. Horizontal and vertical linkages/network
(local, national) (regional, international)
 - conduct exchange programs for members
 - seminar output should be circulated among participants
 4. Formulation of youth development plan
 - "of the youth, by the youth and for the youth"
 5. Campus coop
 - expansion, every campus has a coop, provide needs for the students
 - have efficient and full time managers and employees.
-
6. (Kuriki memo: Key word in discussions)
Members' interest, student committee, social contribution

Group 5. Chairman Rattapol Sriprajittichai (Thailand)
Rapporteur Lee wai (Singapore)

As we are moving toward the year 2000, every business is getting more and more competitive. There is a need to upgrade the retailing system of cooperative stores, in order to remain competitive. The important factors which should be considered are services, Career and social role.

1. Services

To improve the present services being affected, technology adaptation should be undertaken.

a) Point of sale system

The computer keep track of the inflow and outflow of the stock. it also provides an updated records of the remaining stock. Bar code and Scanners are used to facilitate the updating process of the records.

b) Electronic Data Interchange

The computer system is connected to the suppliers' computer system. They can check out the stock remaining in the cooperative. When the stock comes down to a certain amount, the suppliers will deliver goods to the cooperative without having to make a phone call or fax.

2. Development Role :

a) Vending Machines

Vending machines are the tools that give the customers better access to the cooperative. It offers 24 hour services in areas which are far away from the store. This facilities the purchases of products which are frequently consumed such as stationery, magazines, etc.

b) Conduct Training Workshops

- members & teachers - advisers get chances to participate in seminars about leadership motivation, managerial strategy, etc.
- Attachments to different coops such as on the job training

c) Increase the awareness of coops

- Develop human resources of a coop
- Build a positive image of the coop through training courses, seminars, etc.
- Inculcate spirit of coop
- Students should have more chance to study and learn about coop
- Certification will be given upon competition, to boast the pride of the participants.

3) Social Role

a) Fund Raising Activities

- Raise funds through activities like collecting and selling of old newspapers and donating the money to the charity.

b) Sell 'green' products

- e.g. recycled paper products, CFC and frost free refrigerator, wood-free products such as pencils

- c) Hire disabled people as employees of the coop
- d) Support community service projects
- e) Sponsor social events
 - e.g. sports events, cultural shows, music festivals, etc.
- f) Give subsidies to students with principal problems.

Group 6.

1. Promoting youth participation
2. Education/training, learning opportunities
3. High technology, value added and skilled services
4. Increase membership and awareness through publicity
5. Cooperation both locally and overseas

1. Promoting Youth Participation

- a) Youth is very crucial in the services and continuity of the cooperative. Youth should have a say in the direction and management in the cooperative. This can be done by having the youths in the Board of Directors or setting up either a student board or student wing which can concentrate on the youth movement. They can give valuable suggestions from the youth point of view to the coop. They can also understudy the senior directors under a mentor scheme. This will act as a good feedback channel in knowing ground sentiments (conduct surveys).
- b) The youth movement can be a strong force in spreading the cooperative idea to other youths. There is need to set up Coop at secondary school level (start young) so that when they move to higher education - they can be the ones that initiate the setting up of new cooperatives (continue training from young).

2. Education/Training, Learning Opportunities

- a) More exchange programs among the youth locally, in the region as well as international. Although the context can be different in different countries, the exchange can still benefit as we can learn from successful Coop in those countries and adopt certain relevant ideas.
- b) Using WWW, Internet, e-mail to reach out to the region. As an international media to exchange ideas and keep youth informed of the development and progress for other countries. It will be quite a cost effective method of communication that can supplement the exchange programs (which incur higher costs).
- c) We see more movement of youth in Cooperatives by providing more opportunity as well as having good publicity of the benefit of cooperatives.

Increasing the membership based on percentage of cooperative current strength. Looking at Japan context, Japan is doing very well in having membership of 80 - 90% of student population as members. For them, the spirit of Coop is already in their society. The parents of their youth are already are already members of the Coop and have been benefiting from the cooperatives. Naturally, the children of all these members will join the Coop upon they are allowed to, hence the high percentage of members.

Therefore we think that publicity is very important. We feel that by the year 2000, we should try to achieve a member growth rate of about 30% per year. And if the membership growth can be sustained, it will be very good for the Coop movement.

Some of the opportunities that can be given to youth to promote involvement are as follows:

- 1) giving loans to youth who are interested in setting up Coop in the campus
- 2) giving training to the youth and help in the setting up of the Coop not only in monetary terms but also give human resource assistance.
- 3) Arranging Coop members of one school to help in teaching the member of others who are setting up Coop.
- d) Aim to have a growth of 20% of the new Coop per year.

1. High technology value-added and skilled services

- a) Providing better and more efficient services to members by making use of more advanced technology (e.g. full computerization of the retail system, setting up of central data bank and access of member data vending machines selling stationery (use in labour shortage)). In some countries, the path of going high tech might cause problems like unemployment. However in the long run, the path of going high tech is inevitable because going high tech will mean higher efficiency and go for highly skilled labour. The Coop might become a strong force in promoting and introducing new technology to the country and training and providing more skilled worker. This will make the Coop a leader in the economy and set a standard and direction for the economy.
- b) Training programs (camp organised by ICA). Such as sending youth from Japan to other countries to conduct course for the youth there (from developing to developed).

4. Increase membership and awareness through members:

- a) Offering better benefits and incentives for the members.
- b) Having a common identity among members and create a sense of belonging and loyalty (e.g. a smart card, coop own brand).
- c) Identity and prestige

5. Cooperation both locally and overseas

- a) Joint local purchases and setting up a distributive centre to support purchasing for all the Coop. By having joint purchases, we are able to pool all our purchases together to create enough volume to buy in bulk. This will create economy of scales to be able to lower the cost of our products. This saving can thus be used in other areas.
- b) Trading between distributive centres in certain countries. For example, when certain products are not available or the edition of the textbooks is outdated, the Coop which has them can export it to the Coop in the country that need it.
- c) In the certain context, the distribution company bypass the Coop or give the private retailers a better pricing than us. To counter this problem, we suggest that the Coop

can use its surplus to buy a stock in the distribution or manufacturing company so that it has a say in its decision. This will make a strong force in the economy too.

Group 8

The future aspects and vision for the cooperative have to be considered too.

Cooperative will have a chance to operate today's modern technology. Cooperatives can be equipped with computers and automotive vending machines. All these capital-intensive plans have to be viewed in a long term basis and only then will profits be gained by the cooperators.

Special contribution with specialized forms will save the tedious work like accounting. Also subcontracts with some companies will enable the cooperative to earn a fixed sum of commission. (e.g. of Ngee Ann Polytechnic paper promotion with Motorola). The increase the various type of services will allow the consumers to have a wider variety of products. Such increase of products will related with the hobbies and interest of the people.

Youths are a very important part of the society. The cooperative will provide them with skills and training to develop the youths of today to become disciplined, responsible and future leaders of tomorrow. Cooperatives' activities will also reduce the number of social problems.

Seminars, training workshops and exchange programs will allow them to learn the relative skills and let them aware of the activities of cooperatives. Different cultures and opinions will be learnt by each individual during their interaction.

Youth must be given the opportunity to develop entrepreneurial skills. The plans for their specially designed products can be proposed to the cooperatives. Cooperative will then provide funds to finance the development of these products. Hence, the students will have a chance to realize their entrepreneurship potential.

Bursaries and scholarships will be provided to low income family members as a part to share the profits of the cooperative. This will also allow them to know that cooperatives do care for others.

Group 3.

We are only 4 years away from the year 2000. Four years seem a short time and technology may not improve much. However, vision should still be set in order to improve and upgrade ourselves. This vision for the years 2000 should be set in relation to campus co-op services, career and social role.

Our group had several examples per category but we gave the priority activities that we fell coops need the most.

1. Services

a. Organise Co-operative Seminars:

This should be done by the students community of the coop. Organizing a co-op seminar will be a service. They can well be an advantage to students of the school or even those outside it. As for the funds on these projects, they should be provided by the co-op. Students will be able to learn new skills, as well as being inspired to improve themselves at times.

b. Information dissemination at coop members and students:

This service could well be done through recruitment drive (for new students especially during the new term); printed posters, brochures to inform students about co-op information; give annual reports magazines, newsletters for students as well as co-op members. Besides, we can also organize activities/gatherings among the youths/students.

2. Career

a. Youth employment opportunities in co-ops:

We can employ students as part timers or even graduates as full timers. Co-op salary and fringe benefits should be competitive among the private firms and industry.

b. More business exposure and entrepreneurship:

We can organize field trips to the factories, computer company companies and innovations in product lines.

c. More trained coop youth/leaders for the future:

This could be done through projects or activities managed by the youth (for example Cooperative Current Group as well as the job training).

3. Social role

a. Exchange programs:

Local exchange between schools (at least 3 times a year), foreign exchange program (at least once a year). fund from this program can come from coops, self finance, grants or even a sponsor.

b. Peace:

We can promote it through peace without stopping the usage of their machine.

As for the environment, we can help to protect it through the use of environment friendly products (ex. paper or recycle products), promote environmental analysis / campaigns (ex. Say No to Drags”).

Their campaign is for a green environment, my recycling campaign and sustainable environment like ecological waste management.

Group 9

Service

- Cooperative should modernize and be attractive in their business
- To form network of students/youth co-ops internationally and nationally (know-how and technology)

Career

- To participate actively in the student life so as to build and develop educational prospects
- To increase student participation in management

Social role

- Co-ops should have more concern for environment
- Co-ops should undertake community development programs

- To form international and national network of campus / youth co-op to impart technical know-how.
- To promote business so as to earn social trust and confidence and to place the social position on student/youth cooperative as an institution.

Generic

- To make regional forum to conduct seminars, workshops, training programs for youth/campus co-ops in every years.
- Help co-operative weak countries, technically and financially to improve their conditions.

Group 10 Chairman Jupriyanto
 Rapporteur Wong Khoon Kong (Singapore)

Services

- Modernization of services such as bar codes; scanners
- Full time personnel in the shop - longer operating hours
- Improve, expand and diversity services to meet the needs of the population - wider variety of goods and services
- Improve network system in terms of transmitting information and distributing products from the central body
- Having more opportunities for learning and exchanging ideas among campus co-operatives within the country and among countries.

Role

- By creating the awareness of the existence of co-ops in campus/public/government and by seeing full support from school administrators / government coops will be able to attract more members.
- This can be achieved through talks, expiring the teachers of coops and the benefit of becoming members.

Career

- Co-ops should provide career guidance to members
 Before graduation: provide information and assist members in selection of faculty or subjects
 provide information on career opportunities
 After graduation: provide information on career opportunities
 assist them in their selection of jobs
- Provide career opportunities in the co-op field
 Expansion of co-ops will create more jobs and provide career opportunities for student members
- Offer part time jobs e.g. during school vacation.

Social role

- Promote and inculcate good social habit
 educate them against vices (?)
 enable them to spend time more fruitfully
 create awareness an environment issues
- Promote social consciousness through community services

**Saturday, 23rd November
1996**

PLENARY SESSION

Conclusions and Recommendations

01. Youth and the New Cooperative Identity

- 01.01 Membership in student/university cooperatives should be open and voluntary and the Management be taken up by an elected body.
- 01.02 The campus/university cooperatives should essentially be autonomous bodies; The academic institutions and the government should create a conducive environment for their function.
- 01.03 In many countries cooperation among cooperatives exists in form of federations or unions. In the case of campus/university cooperatives, functional cooperation is a missing link.
- 01.04 The campus/university cooperatives should incorporate the value of concern for community to enhance their social role.
- 01.05 It is necessary to organise education and awareness programmes on the new cooperative identity and principles by promotional agencies.
- 01.06 The practice of cooperative values can be understood, and introduced through inter-cooperative interactions, exchange of members and leaders.
- 01.07 There is a need to re-engineer the campus/university cooperative on the basis of the new identity.

02. Needs of Youth the campus/youth cooperatives.

- 02.01 Campus cooperatives should organise more educational programmes and create opportunities for youth to participate in policy making and operational activities.
- 02.02 In order to fulfil the need for belongingness, the apex organizations should recognise active members and reward them.
- 02.03 There is a need for business alliances among cooperatives. Joint buying is one of such activities that can be introduced.
- 02.04 The members expanded requirements should be met by campus cooperatives.
- 02.05 The members have a need to gain management skills for future active roles. it is important to organise such programmes.
- 02.06 There is a considerable students population left out from campus cooperatives. Special attention should be made to organise programmes to attract them.
- 02.07 Transparency in management and open communication are immediate needs among management and members.

03. Coop. services in the campus.

- 03.01 The essential service by campus coops is the supply of consumer commodities, housing, insurance, and career guidance, travel, publications and banking are other services.
- 03.02 Providing training on computer application is an important service.

- 03.03 The objective of the campus cooperatives is to ensure comfortable daily life in the campus.
- 03.04 Preparation of members for future careers through entrepreneurship development is an important service.
- 03.05 It has been observed that many campus coops have not been able to fulfil the comprehensive service to members. there is a need for business expansion.

04. Member participation and leadership

- 04.01 Few members have participated in policy making and business. They have played a passive role in many cooperatives.
- 04.02 Many cooperatives have limited number of members in comparison to campus population.
- 04.03 The members should be given understanding of cooperative values and practices so as to enable them to take active role in the management.
- 04.04 Introducing cooperation as a subject in the curriculum is one of the strategies.
- 04.05 The cooperatives should create a system to gather information on the members changing needs.
- 04.06 Strategies should be adopted to inculcate cooperative culture among students.
- 04.07 Member participation can be increased through their exposure to study visits, and exchange programmes.

05. Vision 2000 for campus cooperatives - services, career, social roles.

05.01 Services

- a) Improve Retailing industry so as to become competitive.
- b) Introduce computer network.
- c) Introduce electronic data exchange.
- d) Introduce vending machines.
- e) Introduce tele cards.
- f) Improve the quality of service to become customer oriented.

05.02 Membership

- a) At least 50% increase in membership required.
- b) Active member participation.
- c) Career Development for members.

05.03 Institutional Development:

- a) Introduce horizontal and vertical integration among campus cooperatives.
- b) Introduce awareness building programmes among student population.

- c) Networking of campus cooperatives for competitive strength.
- d) Introduce cooperatives at the secondary school level
- e) Improved and expanded community services by campus cooperatives.
- f) Youth exchange programmes at the national and international level.
- g) Setting up of a joint purchase system and distribution centers.
- h) Inter country business alliances.
- i) Introduce long term strategic planning for the development of youth cooperative and the increased participation of youth in cooperatives.
- j) Introduce community concerns such as environment, handicapped persons welfare, services for disadvantaged in campus/youth cooperatives.

General:

- 01. The members of the regional campus/youth seminar along with the organizers - ICA consumer sub-committee on college / university cooperatives for Asia and the Pacific/NFUCA and SNCF urges the elders concerned with campus cooperatives.
 - a) To provide necessary support, and
 - b) Create conducive environment for the implementation of the recommendations of the seminar.
- 02. The seminar recommends to create an informal network among participating countries by organizing a group of country based youth leaders from campus/youth cooperatives.

REGIONAL CAMPUS/YOUTH CO-OPS SEMINAR
21-23 November 1996, Singapore
Organised by ICA-NFUCA-SNCF

MALAYSIA

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| 3. Hj Nik Hussain Nik Mohd | " |
| 4. Azley Abd Razak | " |
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| 10. Mrs Halimahton Attan | " |
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10. Novyta	"
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No. of Observers: 11

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2. Norizal bin Md Noor
3. Masrin bin Mohd Kashim

Observer
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S'PORE Polytechnic

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Theresian

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2. See Mei Ling, Shirley

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2. Rezduan binte Subari

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3. Nurilhuda Ahmad
4. Muhammad Yazio Abdullah

Observer
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No. of Observers: 4

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2. Yeo Wee Kiat
3. Lim Sze Ling
4. Peh Sin Ee, Cindy
5. Tan Hui Ling
6. Soh Eng Wee

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ITE Co-op

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2. Tan-Lim Soo Piah
3. Norlina Bte Sahad
4. Faridawati Bte Md Raffie Khan

Delegate
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No. of Delegates: 4

SNCF

1. Nga Thie Hoe
2. George C G Tan

Delegate
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No. of Delegates: 2

ICA Regional Office for Asia & the Pacific

1. W U Herath
2. A K Taneja

Delegate

No. of Delegates: 1

ICA-NFUCA-SNCF Regional Campus/Youth Co-ops Seminar for Asia and the Pacific

PROGRAMME

Date/Time	Event	Session Chairman
Nov. 20, 1996		
12.30 pm	Arrival of Overseas Participants Registration & Checking in: NTUC Pasir Ris Resort Venue : Entrance/Near Reception	
6.45 pm	Dinner on your own Dinner Venue: Serabat Cafe	
8.15 pm	Welcome Reception It's also our Orientation Meeting Venue : Begonia Foyer	
10.30 pm	End of Reception party	
Nov 21, 1996		
8.00 am	Registration of Participants Venue : Begonia Ballroom	
8.45 am	Guests & Participants - To be seated	
9.00 am	Arrival of Guest of Honour Dr. Aline Wong, Senior Minister of State for Health and Education * Welcome Announcements by Prof Poo Gee Swee, Chairman, Campus Coop Sector Committee * Welcome Address by Mr Tan Kin Lian, Chairman, Singapore National Cooperative Federation * Address by Mr Robby Tulus Regional Director for Asia & the Pacific International Cooperative Alliance * Opening Address by Dr Aline Wong, Senior Minister of State for Health & Education * Mr Tan Kin Lian to present token of appreciation to GOH	
9.40 am	Reception at Begonia Foyer	

Date/Time	Event	Session Chairman
Nov. 21, 1996		
10.10 am	Keynote Address (1) by Royal Prof Ungku Aziz President, ANGKASA & Chairman, ICA Regional Assembly for Asia & the Pacific	Prof Poo Gee Swee
10.30 am	Keynote Address (2) by Mr K Okayasu CEO & General Director, NFUCA & Chairman, ICA University/College sub-committee for Asia & the Pacific	Prof Poo Gee Swee
10.50 am	Keynote Address (3) by Mr W U Herath ICA HRD/Consumer Advisor for Asia & the Pacific	Prof Poo Gee Swee
11.10 am	Panel Discussion - Q & A * Mr Robby Tulus to give tokens	Prof Poo Gee Swee
11.40 am	Organising Small Groups: Ice-Breaking Activities	Mr Tang Teck Chye
12.30 pm	Lunch at Begonia Terrace	
1.30 pm	Country Paper Presentation Session: India, Indonesia, Japan, Myanmar, Malaysia & Philippines	Mr T Kuriki
3.00 pm	Coffee Break	
3.30 pm	Country Paper Presentation Sessions 2: Japan, Singapore, Sri Lanka, Thailand & Vietnam	Prof Kadis
5.15 pm	End of Day 1 programme	
6.30 pm	Rehearsal - Cultural Show	SAJC Coordinator & AV Crew
8.00 pm	* Welcome Dinner hosted by SNCF * Cultural show by participating countries	SAJC Coordinator: Ms Woan Ru
10.30 pm	End of Cultural Show	
Nov. 22, 1996		
9.00 am	Group Workshop Discussions Resource Persons to help	Session Chairman Resource Persons: Prof Poo Gee Swee
10.15 am	Tea Break : Venue-Begonia Foyer	Prof Md Said Md Kadis Mr W U Herath

Date/Time	Event	Session Chairman
10.45 am	* Workshop Discussions Resume at Begonia Terrace * Presentation of Tokens	Mr K Okayasu Mr T Kuriki Dr Y Dongree Ms Lim Bee Lum Mr Kok Kum Wah Dr T Paranjothi Dr B Ramesh Dr A M Jose Mr Nga Thio Hoe
12.30 pm	Lunch at Cattleya Ballroom	
1.30 pm	Study Visit for Overseas Participants Games for Local Participants	Mr Dave Goh CJC: Mr Ang Choon Seng
5.00 pm	End of Day 2 programme	
8.00 pm	Chairman, Rapporteurs and Resource Persons to discuss reports for Plenary Session Venue: Begonia Ballroom	Secretariat Mrs H H Yap Mr Dave Goh Mr George Tan
10.00 pm	End of Discussion for Plenary Session	
Nov. 23 1996		
9.00 am	Plenary Session Group Workshop Discussion Reports	Plenary Session Chairman
10.15 am	Tea Break at Begonia Foyer	
10.45 am	Group Reports Resume	Plenary Session Chairman
12.30 pm	Summary by Mr W U Herath	Plenary Session Chairman
12.45 pm	* Concluding Remarks by Mr Nga Thio Hoe, Chief Executive, SNCF * Presentation of Certificates of Participation & Momentous to Participants by Prof Poo * Group Photographs	
1.00 pm	Farewell Lunch hosted by SNCF <i>Till we meet again!</i>	MC Teo Say Hong