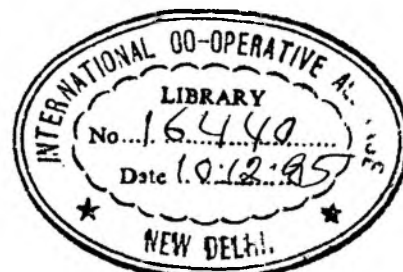


EIGHTH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : NOVEMBER 11-17, 1984

C O N T E N T S



1. Programme of the Conference
 2. List of Participants
 3. Lecture Papers
 - i. Cooperatives and Youth, by Mr. R.B. Rajaguru
 - ii. Youth and Cooperatives in Malaysia
Kebena - A Case Study, by Mr. Wahiduddin Wahab
 - iii. Preparing Youth for Cooperative Development,
by Dr. D. Vir
 - iv. Youth as a Major Force for the National
Development through Cooperative Movement,
by Mr. Panom Kawkamard
 4. Background Papers
 - i. The Farmers Organisation Movement in Malaysia
 - ii. Youth & Cooperatives, Pakistan
 - iii. Youth and Cooperatives in FELCRA of Malaysia
 - iv. Youth & Cooperatives, Singapore
 - v. Conclusions & Recommendations of Regional Seminar
on Youth and Cooperatives, Kuala Lumpur, Malaysia.
 5. Commission Reports
 - i. Commission I
 - ii. Commission II
 - iii. Commission III
 6. Conclusions & Recommendations
 7. General papers
-

International Cooperative Alliance

PROGRAMME OF THE CONFERENCE

8th OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) . 11-17 NOVEMBER 1984.

P R O G R A M M E

<u>11th November</u>		Arrival of participants
<u>12th November</u>		
0900-0930		Briefing on Methodology
0930-1000		Inaugural Ceremony, presided over by <i>Chern</i> (H.E. Mr. PHAN BOONCHIT, Deputy Minister <i>pannufi</i> for Agriculture and Cooperatives
1000-1015		Tea Break
		<u>Presentation of Papers:</u>
1015-1145		(1) Cooperative and Youth - <i>RBR</i>
1145-1315		(2) KOBENA - Case Study from Malaysia
1315-1415		Lunch Break - <i>Waheddyshu Wahah</i>
1415-1545		(3) Preparing Youth for Cooperative Development <i>Jur</i>
1545-1600		Tea Break
1600-1730		(4) Youth and Cooperatives-Experiences from Thailand
1800		Reception Dinner
<u>13th November</u>		Commissions (Group Work)
<u>14th November</u>	FN AN	Presentation of Commission Reports. Final Plenary.
<u>15th November*</u>		<u>Study Tour</u>
0800		Leave Bangkok
		Visit a primary cooperative society
1200		Lunch - Proceed to Pattaya
1400		Reach Pattaya

16th November

Forenoon

1500

1700

17th November

Free

Leave for Bangkok

Arrive Bangkok

DEPARTURE OF PARTICIPANTS.

International Cooperative Alliance

LIST OF PARTICIPANTS

YOUTH AS A MAJOR FORCE FOR THE NATIONAL DEVELOPMENT
THROUGH COOPERATIVE MOVEMENT

Thailand is one of the ASEAN member countries that the majority of the population live in the rural areas and that the basic earning of the people comes from agriculture. Most of the agriculturists work on a limited piece of land of a family scale and depend mainly on labors within family.

It has been centuries that their people had their lives under the influence of agricultural economy. The competition for survival is to a certain extent unknown to them. The buying of commodities and selling of farm produce used to be in a small scale that needs no special commercial skills and techniques.

Only in a few decades ago when modern industries were introduced into this country, the original life style of the people began to change. The change became more drastic when new electronic and computer technology was introduced.

Under the mixed system of agro-industrial economy, the small scale farming and poultry contained in business are becoming obsolete. Methods of farming must be changed. Efforts must be made to make out of the limited piece of farmland ones own. The quality of the produce as well as the sale techniques must be improved in order to win a place in a highly competitive market.

Since our people are quite unprepared for such abrupt change, many of them are captured by the feeling of economic insecurity. Some of them even failed to cope with the situation and then collapsed. Selling of the last piece of land and migrate to urban cities to work as underpaid and unskilled labor, seems to be the most promising solution for many of them.

It is without.

It is without doubt that if our people are left to struggle desperately in such confused economic depressed situation long enough, most of them will be driven into the habit of exploitation of other people. Selfishness and social corruption will certainly become social habits. Wider economic gaps between the rich and the poor will be unavoidable. By then, people will be ready to compete mercilessly rather than to work cooperatively, and the total society will be captured by individualism.

It is thus considered the obligation of the government to try by all means to help those people survive the economic crisis. And we believed that cooperative practice can help us achieve such a goal.

We believe that the cooperative practice can be one of the solutions that help to achieve such a goal. It is through cooperative effort that the existing resources and expertise can be shared and fully utilized. The cost of new knowledge and technology can thus be minimized resulting in lowering of total cost of production. Cooperative effort also helps in marketing of the produce and guarantees a fair deal. All these and other points are very clear to us, but to transfer this believe to those people is a different story.

To introduce the cooperative practice and philosophy into a community means to change the attitudes, habits and the way of life of the people of that community. It needs something more than just approaching the headman and ask them to tell his people we will start a certain type of cooperative for them only if they find enough people to sign up as members and submit requests for loan fund from the government. The success and failure of every type of cooperative lay heavily upon the faith and trust people have in the ideas, principles and the practice. The people must have through understanding of the cooperative system before they can have any faith in it at all.

we believe that

We believe that the principles and ideas behind the cooperative movement should be transferred to the people through a gradual and indirect process of learning in order to give them enough time to digest and evaluate them. The education process must be very well planned and the total strategy must be thoroughly mapped out.

At this point, it is obvious that the existing education institutions can serve the purpose better than other organizations. The fact that schools already exist in every community places school children and school teachers in a better position to provide such gradual transformation of ideas and believe.

The Ministry of Education then decided that school children and youths be used as change agents to introduce the cooperative principle to the rural societies through the gradual transformation tactic.

The central idea of the gradual transformation tactic is to try to equip in-service teachers with knowledge and understanding of the cooperative philosophy. The education program will focus on creating the cooperative spirit and faith in the system. It is hoped that those teachers with cooperative spirit will serve as the resource person of the local community. It is also hoped that these teachers with the help of the College Coop and the College Co-op Union will be able to help local schools set up a school cooperative stores for students and parents to participate.

The Teachers College network is thus picked up as a starting point where courses in cooperative education are offered to all the pre-service and in-service teachers. A College Cooperative Store has been organised in each of the colleges. These college cooperative cooperative stores operate on the same principles of general cooperative stores with a necessary alteration to suit the education institution administration and to also serve the education purpose as a laboratory for students to gain direct experiences and contact.

It is very important that the college cooperative stores be a successful one, because the faith of teachers and students in the philosophy and principles of cooperative depends mainly on the success and failure of the demonstration model. It is then the responsibility of the Department of Teacher Education to provide supportive and supervision services to guarantee its successful operation.

In order to strengthen the college cooperative stores, the Department of Teacher Education is now planning to set up a College Co-op Union as the supporting body to serve as the centre of the network. The Union will support the member stores in loan and credit and also represents them in business negotiation. Through the direct negotiation with the factories, the Union also supplies the member stores with common items of commodities of standard quality at lowest possible cost. This way the individual stores have more possible chances to survive the business competition and have more to contribute to the education program.

In conclusion, the Thai government have a firm belief that the cooperative principle is in itself a way of life. In our time of economic crisis the cooperative measure can ease out the economic depressed situation and help bridging the gaps between different groups of people. We also believe that the cooperative philosophy, and principle can be successfully introduced through our already established channel starting to flow from the teachers and students in the teacher training colleges to the teachers and students in the rural schools from where they will carry further to the parents and community at the end. So youth is considered the vital force of the strategy for our new policy.

8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-17 NOVEMBER 1984
.....

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8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-17 NOVEMBER 1984

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108. A. Varathan
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109. Abdul Rani bin Ismail
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Malayli 114

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4. Mr. K. Jayabalan
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5. Mr. Rosdi bin Ahmad
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L E C T U R E S P A P E R S

"COOPERATIVES AND YOUTH"

(Paper presented by R.B. Rajaguru)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

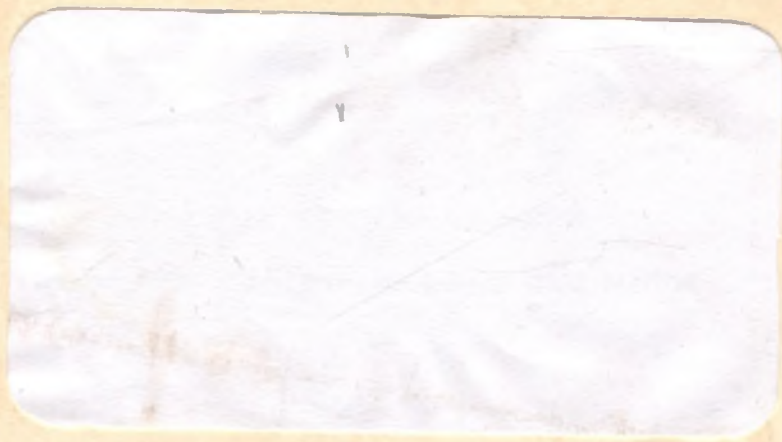
play in this regard, as it has the potential for action - it could be the focal point for identifying areas of action and formulating programmes, which of course would require considerable assistance and guidance from external sources - especially from governments - but in addition to implementation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

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

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YOUTH AND COOPERATIVES IN MALAYSIA
KOBENA - A CASE STUDY

YOUTH AND COOPERATIVES IN MALAYSIA

KOBENA - A CASE STUDY

It is first of all necessary to define youth in the context of this paper to avoid any confusion in regard to interpretation and terms of reference.

A distinction is made here between youth as individuals and youths as an organised body vis-a-vis the cooperatives. Youth as individuals and in that capacity may and do participate in cooperatives as ordinary members along side the adults with the same and equal rights and responsibilities.

This paper does not deal with youth individual participation of that kind in cooperatives. It, however, concerns with youth in organised movement participating and involved in cooperative of youth, by youth and for youth.

YOUTH MOVEMENT

Malaysia has a relatively active youth movement. The movement, comprising youth organisations registered under the Societies Ordinance, caters for young people from the age of eighteen (18) upwards to engage in meaningful activities. Whilst in pursuit of their individual careers

they are encouraged to voluntarily participate as members of various youth organisations in their leisure time.

The youth movement in Malaysia although non government in character, receives encouragement and facilities from the government in the form of finance, advisory services and administrative support. This is given in recognition of the fact that they could complement the government's effort in national development and help minimise social ills particularly among youth. For this purpose the government established a ministry responsible for youth affairs call The Ministry of Culture, Youth and Sports.

Through the ministry the government channels funds and other facilities to youth organisations for programmes that they undertake for the benefit of their members, the community and the nation.

Under these conditions youth organisations flourish. Before Independence, youth organisations were limited to uniformed groups like the Scouts, Girl Guides and other recreational and leisure type. But after Independence and more so after the establishment of The Ministry of Culture, Youth and Sports, their number increase manifold and so did the membership by the country's youth which numbered over 1.3 million todate. (A listing of the youth organisations and their membership is given at Appendix A).

Not only the number increased but the programmes began to be more development orientated such as those concerned with education and training, national unity and security, social and political awareness, etc.

Besides that, youth organisations also undertook programmes to alleviate the economic problems of their members. Projects such as skill training, tuition for school dropouts, farming agro-based and small business were undertaken particularly in their own environment.

These programmes had contributed in some measure to generate jobs and self-employment among the youth at the local level.

YOUTH COOPERATIVES

In Malaysia cooperative movement began in July 1922 when the bill for constitution and control of cooperative societies was first passed. It started as a deliberate government policy to alleviate the financial needs of the farmers and the small man. It had gained momentum by the time of our Independence in 1957 and thereafter by which time cooperatives of various types were in operation such as those concerned with consumers, thrift and loan, multipurpose and others.

It was only in the 70's that the youth movement took an interest in cooperatives. This arose because of their increasing involvement in economic activities and they felt the need for a suitable vehicle to undertake them. In cooperation with the Department of Cooperatives, The Ministry of Culture, Youth and Sports promoted the concept of cooperatives among the youth movement. They were encouraged to undertake their economic programmes through the cooperatives which provided them among other things, opportunity for wider participation and democratic involvement of their movement's members. Between 1970 - 1980, major organisations formed cooperatives as an economic arm to undertake and participate in economic development as follows:-

1. SEGEMA Formed by 4B Youth Movement
2. KOPENGAKAP Formed by Scouts Movement
3. KOSATU Formed by United Youth Movement
4. KOPELAJAR Formed by Peninsular Malaysia Youth Society
5. KOPERASI MAJUJAYA Formed by Hindu Youth Society
6. KOABIM Formed by Malaysian Muslim Youth Movement
7. KOBENS Formed by Negri Sembilan State Youth Council
8. KOBEO Formed by Johore State Youth Council
9. KOBAPA Formed by Pahang State Youth Council

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|-------------|--|
| 10. KOBENEK | Formed by Kelantan State Youth Council |
| 11. KOSAB | Formed by Sarawak State Youth Council |
| 12. KOSAN | Formed by Sabah State Youth Council |

Each of these youth cooperatives draws membership from their respective organisation and operates within their own environment. As such they are limited in scope and participation.

NATIONAL YOUTH COOPERATIVE SOCIETY (KOBENA)

In order that the youth movement could significantly involve in the cooperative movement of the country, and through it, participate in economic development, it was felt that an apex body affiliating all the youth cooperatives and drawing upon members of the youth movement to be formed. For this purpose The Ministry of Culture, Youth and Sports took the initiative to sponsor the formation of such an apex organisation for the youth movement. The initiative of the Ministry received positive response from the youth movement who endorsed the idea. At a gathering of youth movement leaders and representatives the incorporation of KOBENA was formalised. KOBENA was registered as a Cooperative under the Cooperativce Ordinance 1948 on 14th November 1976.

MEMBERSHIP

Membership of KOBENA was opened to the followings :-

- i. Individual youth who are registered members of any registered youth organisation;
- ii. Youth Cooperatives;
- iii. Other individuals and cooperative as approved by the Board.

Membership by individual youth are divided by our country's administrative districts. Each district will elect three delegates to the Annual General Meeting of KOBENA and participate in the normal affairs of a Cooperative AGM. The membership structure as such consisting of individuals and cooperatives makes KOBENA a secondary cooperative society.

ADMINISTRATION

In the initial years, KOBENA was to be administered by a Board comprising of half appointed and half elected members. The appointments were made by the Ministry responsible for youth affairs whilst the election was by the members at KOBENA's Annual General Meeting. In other words, KOBENA was to be jointly administered by the Government representatives and the youth members. This arrangement has now come to pass. The by-laws in respect of these provisions were

amended to give full power to the members to elect the whole Board virtually.

MANAGEMENT

KOBENA is managed by full time professionals headed by a Managing Director. It has various divisions in line with the activities undertaken. It also creates subsidiary companies registered under the Company Law for certain specialised commercial activities in particular those in joint venture with other parties.

The administrative and management structure of KOBENA is given at Appendix B.

COMMERCIAL ACTIVITIES

Currently KOBENA undertakes commercial activities in the following sectors:

1. Housing
2. Construction
3. Motors
4. Trading
5. Insurance
6. Warehousing
7. Quarry

8. Public relations and advertising
9. Forwarding services
10. Travel and Tours
11. Investment Saving Scheme

It adopts a business strategy of both direct and joint ventures in its commercial undertakings based on the need for capital, technical knowhow, management expertise and business connections. Currently its joint ventures are in certain housing projects, construction, motor and forwarding services. Joint ventures are forged with other cooperatives and non-cooperatives both local and foreign. Except for joint ventures with cooperatives, joint ventures with other private sector companies are in the form of newly registered companies under the Company Law where KOBENA holds controlling interests and are therefore KOBENA's subsidiaries. (The organisation chart in Appendix B shows the subsidiary companies. Appendix C gives in some details the types of commercial activities undertaken by KOBENA).

Although KOBENA is commercially orientated but it maintains its cooperative philosophy. This is evident in the cooperative structure outlined earlier. In addition, KOBENA manages to bring direct benefits to its member through its various projects in terms of lower price, employment and training. It is worthwhile to mention here of KOBENA's handling of a large construction project which has brought direct benefit to the youth as a case of point. This is the

construction of US\$250 million project which is managed by KOBENA in a joint venture with a South Korean firm. Taking advantage of the partnership with one who is known for their innovative technological skill and work ethics, KOBENA secures their cooperation to provide trainers to train the local youth in building technology who would then be engaged in the project's construction. Under this scheme over 1,500 youth have been trained at KOBENA's Training Camp and are now working on the project. At the same time local trainers were also produced.

Through its various projects KOBENA has provided employment to over 3,500 youth. In recent years, the members have been given dividends and bonus issues in view of gains made by KOBENA through its various investments and activities.

CONCLUSION

KOBENA's development has not been without problems. In the initial years of its incorporation, response to call for membership was poor. Much needed capital was therefore not forthcoming. Management expertise was lacking. Just as The Ministry of Culture, Youth and Sports provided support to the youth movement, it once again provided support to the Youth Cooperative Movement through KOBENA. Through the Ministry the Government provided initial soft loans enabling

KOBENA to chart its operation in the competitive commercial world.

The position has now improved. Membership stands at 12,000 individual and almost ALL youth cooperatives giving an indirect membership of over 50,000. It is now able to employ qualified professionals to manage its various projects. This is vital. Just as other cooperatives, it has to succeed in business in order to continue at all. This is KOBENA's guiding principle. Success in commercial undertakings will not be to undermine the cooperative philosophy. It would be to serve and strengthen them. Surplus from its commercial operations could be and are used for the benefit of its members and the community.

(APPENDIX A)

STATISTIC OF NATIONAL YOUTH ORGANISATIONS IN MALAYSIA

Bil.:	Organisation	: Branches :	Total :	Male :	Female
1.	Persatuan Pengakap M'sia (Scouts)	2580	112,515	67,509	45,006
2.	Persatuan Pandu Puteri M'sia (Girl Guides)	85	54,582	-	54,582
3.	Briged Putera Malaysia (Boys Brigade)	33	1,876	1,876	-
4.	Briged Puteri Malaysia (Girls Brigade)	24	974	-	974
5.	Persatuan Saint John Ambulan (Saint John's Ambulance)	48	27,149	13,150	13,999
6.	Persatuan Bulan Sabit Merah (Red Crescent Society)	88	75,968	65,109	10,859
7.	Persatuan Kelab-Kelab Belia Malaysia (MAYC) (Malaysian Association of Youth Clubs)	126	200,000	132,000	68,000
8.	Persatuan Belia 4B M'sia (4B Youth Movement)	1,883	211,223	104,886	70,337
9.	Pengerakan Pekerja Pemuda/Pemudi Kristian Malaysia (Young Christian Worker)	66	6,200	3,620	2,480

10.	Persatudaran Pemuda Kristian Malaysia (YMCA) (Young Men's Christian Association)	6	4,724	3,232	2,480
11.	Persatuan Wanita Kristian Malaysia (YWCA) (Young Women Christian Association)	7	2,000	-	1,492
12.	Persaudaraan Belia Methodist (Methodist Youth Brotherhood)	152	7,425	4,455	2,970
13.	Majlis Belia Tamil M'sia (Tamil Bell Assc.)	238	58,970	45,407	13,563
14.	Majlis Belia Hindu M'sia (Hindu Youth Council)	112	33,500	23,900	9,600
15.	Persaudaraan Belia Buddhist M'sia (Buddhist Youth Association)	-	36,009	22,446	13,563
16.	Persatuan Asrama Belia M'sia (Youth Hostel Assc)	5	2,100	1,260	840
17.	Pengerakan Pemuda M'sia (YMM) (Young Malaysian Movement)	123	50,337	30,377	19,960
18.	Gabungan Majlis Belia Felda (Felda Youth Council)	187	30,646	17,901	12,745
19.	Persatuan Kebangsaan Pelajar Islam Malaysia (Muslim Student Assc.)	30	30,625	18,375	12,250
20.	Gabungan Pelajar-pelajar Melayu Semenanjung (GPMS) (Peninsular M'sian Student Movement)	78	100,453	69,508	30,945

21.	Pertubuhan Kebangsaan Sarawak (Sarawak Youth Assc.)	Belia Bersatu (SABERKAS)	753	65,002	39,662	25,340
22.	Persatuan Belia (Sabah Youth Assc.)	Kebangsaan Sabah (SANYA)	300	57,000	34,200	22,800
23.	Gerakan Malaysia Movement)	Belia Bersatu (United Youth Movement)	421	116,200	79,039	37,161
24.	Angkatan M'sia Youth Movement)	Belia Islam (ABIM) (Muslim Youth Movement)	-	41,900	25,140	16,760

Total Branches	7,345					
Total Members		1,327,378				
Total Male Members			839,152			
Total Female Members				488,226		

KOBENA

ORGANISATION CHART

* BOARD OF DIRECTORS *

1

* E X C O *

1

* MANAGING DIRECTOR *

1

Manager
Internal Audit

1

Manager
Secretariat

1

1

GENERAL MANAGERS
(FOR EACH DIVISION)

1 1 1 1 1 1 1
Corp. Training Trading Constr- Finance Housing Motor Business
Planning Camp truction & Admin Dvlpmnt.

1

1

* Subsidiary Companies *

1

1 1 1 1 1 1
Kobena Kobena Kobena Kobin Kobena Kobena
Communication Jaya Teras Motors SMAS Sambu

1

1

1

* Associate Company *

1

1

PERDAMA

(APPENDIX C)

DETAILS OF KOBENA'S COMMERCIAL ACTIVITIES

HOUSING

KOBENA has eight (8) projects in the pipeline located in various states throughout Peninsular Malaysia.

The projects all of which are in the initial stage of planning to the final stages are situated at Mersing (Johor), Marang (Trengganu), Pasir Putih (Kelantan), Jelapang (Perak), Senawang (Seremban, N.sembilan), Cheras, Wisma KOBENA and Pangsapuri at Kampung Bahru (Kuala Lumpur) consisting of 2,200 housing units.

INVESTMENT / SAVING SCHEME

The scheme invites cooperatives and individuals to place deposits. The scheme is a unique investment instrument which provides the Depositor with a profit margin after a stipulated period of time.

KOBENA TRAVEL & TOURS

This division is engaged in ticketing (domestic and worldwide), reservations, bookings and transfers. It is also an authorised ticketing agent for the Malaysian Airline System (MAS).

It has distinction of being the first Bumiputera agent to organise Umrah Tours via Europe and Umrah 7 mabah (direct) to Jeddah.

With associates in London, there are plans to branch towards a wider network in Europe and probe possibilities into the United States of America (USA), Middle East and Saudi Arabia.

KOBENA QUARRY

Located in Skudai, Johor, KOBENA QUARRY is a crushing, screening and stock piling plant. Initial production began in April 1984 with 100 - 200 tons per production.

BRICK FACTORY

Locate in Butterworth, KOBENA's Brick Factory produces 18,000 bricks daily. Most of this output is marketed in Penang and south Kedah.

KOBIN MOTORS SDN.BHD.

This is a joint venture with an established and better known motor firm, Inchcape Berhad.

In 1978 Kobin Motors gained the franchise for SUZUKI automobiles from its manufacturer in Japan. Operating on a quota import licence, it started with 30 completely build up (CBU) units per month during its first year, graduating to 150 units per month by the end of 1983, at a grand total of 3,000 units.

The SUZUKI four-wheel-drive heads model penetration percentage followed by pick-up trucks, vans and saloon cars. The SUZUKI four-wheel-drive model is the most popular of its type in the Malaysian market.

KOBENA TERAS SDN.BHD.

KOBENA Teras Sdn. Bhd. is an authorised insurance broker offering property, life and non-life insurance. It is a member of the Insurance Institute, The Insurance Brokers Associations, and the Consortium Insurance Brokers Bumiputra. Today it not only serves a wide circle of clients, but since awarded Bumiputra status by the Treasury (Contract and Supply Division), it also enter into tenders for all Treasury Contracts (Marine).

KOBENA JAYA SDN.BHD.

KOBENA Jaya Sdn. Bhd. is the construction arm for the group. Undertaking a front line in what is one of the fastest growing industries in the country today, KOBENA Jaya Sdn. Bhd. is a Class A building contractor registered with the Public Works Department apart from other public and private sector projects.

KOBENA SMAS SDN.BHD.

KOBENA SMAS Sdn.Bhd. provides forwarding services. Not only serving its own circle of clientele, KOBENA SMAS Sdn. Bhd. also gives ancillary services to KOBENA's Warehousing Division.

KOBENA COMMUNICATION SDN.BHD.

KOBENA Communication Sdn. Bhd. is an advertising, marketing and PR Agency, involved in top quality services to a varied clientele.

KOBENA Communication has already ventured into the international network. It is part of Dentsu PR Centre Ltd., Japan's biggest public relation company. Other affiliates are in Kuching (Sarawak), Manila, Jakarta, Singapore and Melbourne.

KOBENA SAMBU CONSTRUCTION JOINT VENTURE

KOBENA Sambu Construction, a joint venture project between KOBENA and a firm from South Korea, handles the University Technology Malaysia (UTM) Campus Project in Tampoi, Johor. Worth MR\$500 Million, this project is one of the biggest KOBENA is handling at the moment. A total of 3,000 workers

comprising of engineers, supervisors, office staff and labourers have the project well under control.

Labour for this project is trained from the KOBENA Training Camp, another joint venture programme set up to train youths in construction work.

KOBENA TRAINING CAMP

Fashioned after the Korean Saemual Undong, code of work ethics and mastering of technical skill, KOBENA conducted a training camp.

The Training Camp provides training for youth in construction work to fill the labour need of the UTM Campus Project. Thus far, the Camp has turned out 1,500 skilled workers for this project.

PERDAMA CORPORATION SDN.BHD.

KOBENA participates in an international trading firm of the Japanese style Sogoshosha with four other partners.

PREPARING YOUTH FOR COOPERATIVE DEVELOPMENT

By

Dharm Vir, Ph.D.
Joint Director (Education)
ICA Regional Office
New Delhi

To be presented at the

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Bangkok (Thailand) : 11-17 November 1984

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia,
Bonow House, 43 Friends Colony, New Delhi-110065, India.

PREPARING YOUTH FOR COOPERATIVE DEVELOPMENT

By

Dr. Dharm Vir*

Introduction

During the last two decades significant efforts have been made in the field of cooperative education and training of adults who are generally the members and leaders of cooperative organisations in the South-East Asian Region. Most of these organisations are so much burdened with their current problems and short term plans that they hardly have had time and resources to plan on a medium or long-term basis. The lack of planning by cooperatives for their development has been the main hurdle in attracting talents specially from the younger generation and grooming them for leadership functions in the cooperative movement at different levels. Of course, some successful and planned efforts have been made in the Region notably by the agricultural cooperative movement of Japan and youth organisations in Malaysia, to involve youth in the cooperative business activities. Still much more is to be done to infuse fresh blood in to the veins of the cooperative movement in Asia.

We have to involve all sections of younger generation i.e. young adults and adolescents and even children in cooperative activities of various kinds. However, our approach to various target groups should be based on their psychology and socio-economic needs. It should take into account the experiences of working with youth already available with the cooperative youth and other organisations elsewhere. Advantages accruing from the involvement of youth in cooperative activities would be manifold. Through such activities younger generation can learn to work on the basis of mutual self-help. Through direct participation, they will be

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experiencing social and economic benefits from these activities and thus developing confidence in themselves and their cooperative movement. Because of the dependence on their parents most of the youth and the children belong to economically weak category of their community. So they can be attracted to cooperative ideas. In the long run the cooperative movement will also be benefited when these youth and children will be adult members, leaders and employees of cooperative institutions.

Integrated Approaches

Keeping such advantages in view, the agricultural cooperatives in Japan have set up special youth wings which carry out socio-economic and cultural activities for young farmers. Education of successors to farms is also conducted through agricultural youth organisations. As with women's organisations, these are further sub-divided into specialised groups and educational activities are conducted according to needs and interests of each groups. The successors are also taught about the running of cooperatives, e.g. observation of the work meetings of cooperative directors.

Most of the cooperatives have space and other facilities which can be utilised by the members of youth groups. These cooperatives have employed trained guidance workers to provide guidance and necessary assistance to members and the future members i.e. youth groups. It is wellknown that the conference hall and other facilities of the local cooperatives are usually made available to those young couples who agree to perform their wedding in a 'cooperative way' without incurring undue expenses on the ceremonies.

The cooperative youth work is considered as an integral part of the business activity of multipurpose cooperatives. In performing their task well these cooperatives get assistance from the prefectural level unions and business federations. Above all, the Central Union of Agricultural Cooperatives and the Ie-No-Hikari Association of Japan have special assistance programmes for

development of youth activities. The Ie-No-Hikari Association which is the publishing house of agricultural cooperatives of Japan have special publications and other educational material for rural youth and children. The Association also has facilities for training of youth leaders.

The Agricultural Cooperative College of Japan run by the Central Union of Agricultural Cooperatives has long-term residential training courses specially for rural youth sponsored by member cooperatives. The costs for this course are entirely borne by the agricultural cooperative movement. After their basic training, these youth can be employed by the agricultural cooperatives and given further training while in cooperative service.

In the Republic of Korea Saemaul Undong (New Community Movement) initiated in 1970 has a special programme for development of rural youth with the help of agricultural cooperatives. Several Saemaul Youth Clubs (similar to 4H Clubs) have been organised. Agricultural cooperatives put emphasis on training of Saemaul Youth Club members in cooperative ideals and businesses. The National Agricultural Cooperative Federation (NACF) and the National Federation of Fisheries Cooperatives (NFFC) have also been managing a prospective Farmer and Fisherman Supporting Fund. The fund is meant for those youth who want to settle in rural and coastal areas.

In addition, the Agricultural Cooperative Junior College run by the NACF has a long-term training course for the benefit of rural youth pioneers sponsored by the agricultural cooperatives. These youth are given higher secondary education and training in cooperative methods and techniques and later employed by agricultural cooperatives.

In Malaysia youth development forms part of economic development programme of the country and therefore youths are prepared for their future role in economic development and

nation building. Youths and school children have organised several cooperatives. The biggest of them and most successful one is KOBENĀ (National Youth Cooperatives). The School National Cooperative Society (KNS) specially cater to the needs of school cooperatives in the country. The cooperative societies in Malaysia are united under the banner of an apex body - National Union of Cooperatives (ANGKASA).

In Sri Lanka noteworthy efforts to involve rural youth in production oriented cooperative activities have been made through cooperative farms and settlements. A significant step in this direction was the setting up of Cooperative Village Settlements (Cooperative Farms) in 1971 under the auspices of the Ministry of Agriculture and Lands. The objective of these societies was to raise the agricultural productivity level with the utilisation of unexploited rural youth labour, and provide rural employment. Members for this type of society must be youth between 18-35 years with an agricultural background, and living within a five miles radius. The working capital comprised government grants and loans from commercial banks. Unlike in other farm societies in the country the land on which this society is established or, in other words, that which comes under it or under development, belongs to the cooperative society. The members i.e. the workers, have to perform the functions allocated to each of the land which is collectively owned. Each gets a very small plot in a specified place to build a dwelling. Members get a daily allowance on the work done and are entitled to a second payment on the surplus from the products. It was decided to select either areas of about 200 acres or more, or, a number of blocks for each farm.

In the selection of land for these special cooperative societies organised on an electoral basis, government land, protected areas under the Forest Department or neglected private land were taken over by the Government Agent on the recommendation of the Member of the National State Assembly. The feasibility of

the plan for each farm has to be scrutinised by a specialist group of officials of the Ministry of Agriculture and Lands. Schemes thus sanctioned are registered by the Department of Cooperative Development.

Since 1977, the National Cooperative Council of Sri Lanka (NCC) has been conducting a special programme for promotion of consumer education among rural women through the local Multi-Purpose Cooperative Societies (MPCSs). The programme was started on a pilot basis by the NCC with the help of Consumer Cooperative Guilds of Sweden and the Swedish Cooperative Centre (SCC). Under the programme women learn about thrift and savings, house-hold economics, balanced diet, consumer supplies, consumer protection and member participation in cooperative work. They also learn gainful occupations such as tailoring, embroidery etc. and get engaged in income generating activities locally started. Young women have been much benefited by the income generating activities as they get a chance of gainful employment near their homes.

Encouraged by the achievements of Womens Consumer Education Project through cooperatives in Sri Lanka, the ICA and the SCC have been providing assistance for income generating and consumer education projects in India and Thailand. The experience of the ICA RDEC with field education and development projects in India, Sri Lanka and Thailand also indicates that cooperatives can attract and serve youth by encouraging them to participate in local educational, developmental and income generating activities. They can even reach rural poor and other weaker sections of the community effectively through such activities.

In Australia it was only in mid 70s with deteriorating economic situation that an unprecedented interest has occurred in cooperative ideas by young people. Many unemployed people and concerned community members began exploring new job creation methods, and for some the idea of worker cooperatives have tremendous appeal. From a grassroot beginning, the workers

cooperative movement has grown and now the state governments of New South Wales, Victoria and West Australia have committed themselves to provide state support for cooperative programmes leading to youth employment. The Federal Government of Australia has also shown keen interest in creation of rural and urban based small cooperative enterprises engaged in production process.

As in case of consumer cooperative movement in United Kingdom, other cooperative movements in advanced countries have realised the value of involving youth and children in cooperative and educational activities. For example, consumer cooperative movement in Sweden has recently started a pilot project 'Young in the Coop'. The movement has opened the membership of selected primary cooperatives to young consumers and have adjusted their business and social activities so as to meet their needs effectively. It is gratifying to note that young consumers are responding well to new arrangements being made by the consumer cooperatives. In view of the positive experience gained from the project, the Swedish Cooperative Group has decided to let the K.F. (The Swedish Cooperative Union and Wholesale Society) assist those societies which are prepared to invest in young consumers and thus in their own future. During 1984, more than six consumer cooperatives have adopted new youth programme which has attracted over 4000 new members in a short period. In future, 10 cooperatives per year are expected to join the programme specially meant for younger generation. Efforts are also being made to ensure that a relationship of confidence is maintained in the long-term between the cooperatives and future consumer generation.

The Correspondence Course Institute (Brevskolan) of the consumer cooperative movement and other adult education bodies are keen to spread study circle activities among young Swedes. Youth groups are, therefore, assisted to organise study circles on topics of interest to them. At present, about 80% of the members of study circles organised by the Swedish Consumer Cooperative Movement are under the age of 25 years.

Coordinated Approach

In United Kingdom an autonomous Cooperative Youth Movement works as an auxiliary of the British Consumer Cooperative Movement. The international work of the Cooperative Youth Movement is undertaken by the membership of the British Federation of Young Cooperatives (BFYC) in close collaboration with the International Cooperative Alliance.

The main objects of movement are (a) to provide a common framework for educational, social and recreational work with young people in the Cooperative Movement, (b) to assist the individual to develop, in fellowship with others his qualities of personality and to take his rightful place in a democratic community and (c) in particular to teach the social significance of cooperation as a way of living.

Membership to the Units of the Cooperative Youth Movement are open to boys and girls in three age-groups :

- Cooperative Playways : 7-10 years
- Cooperative Pathfinders : 11-14 years
- Cooperative Youth Clubs : 15-21 years

In addition, there is another voluntary youth organisation named as 'The Woodcraft Folk'. The programme of the 'folk' is one of active education, and each member has to pass a series of tests in camping, hiking, nature lore, first aids, health and physical fitness and citizenship. The 'folk' has always accepted the leadership principle, but has made that leadership as democratic as possible.

The governing authority of 'folk' is the annual delegates conference. This takes the form of a camp usually held at Easter fosters internationalism and is the British Section of International Falcon Movement. It is usual for the Education Committee of a cooperative to provide 'folk groups' with their meeting rooms and assist in procurement of equipment.

In-School Youth

There are many school cooperatives active in rural areas for consumer supply and productive purpose in France. Such cooperatives became especially active after World War-I and helped in furnishing, equipping and decorating local schools. The school cooperatives in France are considered to be the best developed in the world. In 1956, they numbered 25,000 comprising more than a million school children. These cooperatives are democratic organisations like other cooperatives.

The members of the cooperative work together in making articles, such as toys, general utensils, embroidered and knitted pieces. They also have gardening and afforestation of the nearby barren hills. Together they collect wild edible plants and fruits and medicinal plants, rubbish (scrap metal, etc.), small edible animals etc. They also breed small farmyard animals like rabbits or pigeons. The goods thus collected or produced are sold and the profit is deposited into the cooperative fund. These cooperatives often undertake community activities, such as giving theatrical productions and puppet shows.

The school cooperative movement is guided and coordinated by Central Board of School Cooperatives, Paris. The School Cooperative Congress is periodically held under the auspices of the Board which is actively assisted by the cooperative movement of adults in France.

In the Philippines the Bureau of Cooperative Development (BCDD), Ministry of Agriculture, has, in the past, taken the lead in the implementation of the Project "Integration of Cooperatives in the School Curricula". With the cooperation and collaboration of the Department of Education and Culture and the Philippine College of Commerce, the BCDD was able to establish the two pre-conditions for the teaching of cooperatives at all levels of the Philippine educational system i.e. the preparation of indigenous instructional

materials adopted to the social, cultural, political and economic conditions of the Philippines and the training of teachers on cooperatives.

The instructional materials were prepared for the elementary, secondary and collegiate levels. Both the elementary and secondary level materials have already undergone the process of micro and macro testing and are therefore ready for nationwide use. The collegiate level materials, however, still require a similar testing process. The training of teachers who would teach cooperatives have likewise been conducted on a nationwide basis. Pilot elementary and secondary level teachers and school principals and supervisors in selected schools in the thirteen regions of the country have already been trained on both the contents and methods of cooperatives education. Suitable training, however, will still have to be conducted for teachers who will teach cooperatives at the collegiate level.

About 25 schools run by St. Augustinian Order in the Philippines have also special curricula, educational material and trained teachers for cooperative education at the primary and secondary levels. The cooperative laboratories for different classes of students, have been found very educative and conducive to promotion of thrift and savings.

In Malaysia, as in France, special school cooperative movement has been promoted by ANGKASA with the help of Department for Cooperative Development and the Ministry of Education. During 1981-82 there were 349 school cooperatives having students, employees and teaching staff of secondary schools as members. Besides thrift and savings, these cooperatives have the functions of consumer supplies and canteen services. The School National Cooperative Society (KNS) Kuala Lumpur established in 1970 assist school cooperatives in procuring stationery, text-books and other educational materials.

In Australia, India, Sri Lanka and Thailand also some efforts have been made to prepare both the in-school and out-of-school youth for cooperative development. There are several registered and unregistered cooperative societies functioning in schools where Cooperation as a subject has also been included at the primary and secondary stages. In addition, special training courses on pre-cooperatives and cooperative management have been developed at higher levels. However, there is much scope for research and experimentation in developing suitable approaches, curricula methods and techniques for effective cooperative education of youth.

Supporting Services to School System

The governments and the cooperative movements in the Philippines, Malaysia, India, Australia, France, Poland, United Kingdom and Canada have paid special attention to cooperative education in schools and school cooperatives. The movement in the Philippines has developed special set of text books and other educational materials for primary and secondary schools. The Education Department of Cooperative Union Limited, Loughborough (U.K) has produced well illustrated booklets and a package for schools entitled "Cooperation". The Education Department of London Cooperative Society Limited started a Schools Information Service for supply of information and educational materials supplementary to school curricula.

The Cooperative College of Canada has recently brought out comprehensive manuals and educational materials for teaching cooperation in schools. The manual entitled 'Cooperation and Community Life' is for primary school teachers. It includes cooperative games for children and exercises on community life. The manual entitled 'Cooperative Outlooks' include a series of case studies on cooperation and cooperatives, and emphasise on

use of participatory techniques for teaching/learning Cooperation in secondary schools. The manual concludes its introduction with the following remarks :

"Traditionally, our educational system has emphasised the rôle of the individual against the forces of the physical, economic and social worlds. Rarely has cooperation, group processes, and the principles behind the development of cooperatives as an alternative business and social arrangement been sufficiently investigated in the school. If one concedes both the viability of cooperatives and the need for cooperative human behaviour, then it must be deemed imperative for an individual studying our society to be made aware of the rôles that cooperatives and cooperation have played and are presently playing in meeting human needs. With this awareness students may understand more fully the development and evolution of our society and be more capable of making choices about their rôles in its future development."

Arrangements have also been made for teachers training in the methods and techniques of cooperative education in schools and management of school cooperatives in these countries.

Cooperation at the University Level

The Consumer Cooperative Movement has spread among university and college students in different countries of South-East Asia. Some of these countries are Japan, India, the Philippines, Thailand, Malaysia and Singapore. The university coops which actively involve students and the teachers in this practical form of cooperation serve the university communities by supplying text-books, stationery, food, groceries, textiles and sports goods. The campus life of university having a cooperative has been enriched considerably. Canteen services provided by the university coops have been found very popular and effective in terms of quality and prices. They have also succeeded in popularising cooperative movement among students and the teachers. The active members of these cooperatives have contributed to development of leadership qualities, which become beneficial to the community at large. Several of these universities have also been teaching Cooperation as a part of

subjects like economics, commerce, management, etc. and some of them are engaged in teaching cooperative management courses at the graduate and post-graduate levels.

University Coops in Japan.

In Japan the Consumer Cooperative Movement has established deep roots among the student community. Over three quarters of all State run universities and colleges have University Coops. Approximately 41% of all students and teachers in universities belong to the movement and wherever University Coops exist, the participation ratio is above 80%. The Tokyo University Coop which is the pioneering organisation has 99.7% of students and 90% of teachers and non-teaching employees as members. Most university Coops are affiliated with the National Federation of University Coop Association (NFUCA) and carry out their activities jointly on a nation-wide basis as an effective movement. The number of NFUCA affiliated Coops, at the end of March 1982, was 152 of which 148 were Primary Coops at 142 universities and 4 were secondary societies for joint regional purchasing in different parts of Japan. University Coops are voluntary organisations of all those who study and work at the campus. They are run and managed by their members in a democratic manner and are administered under the Consumer Livelihood Cooperative Societies Act 1948 of the country.

A large number of citizens' consumer cooperatives in Japan have been initiated by university students in their community after the completion of their education. They provided leadership and management experience to cooperatives in their communities. More than half of the existing members on the Board of Japanese Consumer Cooperative Union (JCCU) are persons who were earlier very active members of university cooperatives.

Conclusion

It may thus be seen that the cooperative movements, youth organisations and the governments in different countries have adopted different approaches for preparing youth for cooperative development. In countries like France, Malaysia and the Philippines much effort has been made to involve youth and children through the school system and formal organisations. In other countries such as, Japan, Republic of Korea, Sri Lanka and Sweden a more informal and direct approach has been made. The governments and youth organisations in different countries are also engaged in the promotion of cooperative activities which are mainly production oriented, generating gainful employment for youth.

A comprehensive approach is possible by working out linkages between youth work of cooperative movements on the one hand and, on the other women and youth organisations ^{and} also other agencies engaged in youth welfare and development. Needless to emphasise that all national organisations concerned with youth in the Region should expand and coordinate their efforts to see that the most pressing problems of youth such as, un-employment and unsuitable education are dealt with effectively. Youth and women organisations can play a very important role in the field of consumer protection, education and cooperation in Asia through well organised efforts at different levels.

The discussion paper prepared on behalf of the ICA Women's Committee and presented at the Joint Women's and Education Conference held at Hamburg on 12th October 1984 argues that there should be universal compulsory primary and secondary education for both boys and girls and that it is within schools that children should learn about cooperative values, theory and organisation.

Some efforts have been made to produce guidelines, manuals and training packages and other educational material for teaching/learning Cooperation in schools and colleges. However, there is urgent need for developing effective curricula and production of effective material based on participatory approach. There is also need for teachers training in methods and techniques of cooperative education and management of school cooperatives. Much efforts are also required for organising leadership development programmes for cooperative youth work in the Region.

All the international level organisations like ICA, ICFTU, UNESCO, ILO, FAO, UNIDO, the International Bureau for School Cooperatives (BICS), Paris, the Commonwealth Secretariat, London, and its Youth Programme Asia Pacific Centre, Chandigarh, are required to intensify and coordinate their efforts for cooperative youth development.

In 1979 (the International Year of the Child) the ICA in collaboration with International Bureau of School Cooperatives (BICA), Paris, organised the First Symposium on Schools and Cooperatives as a part of its 46th International Cooperative Seminar at the Head Office building of UNESCO in Paris. The symposium discussed the theme of schools and cooperatives as an instrument of Development and International Understanding.

The ICA Regional Office for East, Central and Southern Africa organised a Regional Conference on Youth Participation in Cooperatives in August 1982 at Lusaka (Zambia). The conference declared its conviction that the cooperative approach could play a major role in solving the problems of unemployment and under-employment involving youths in direct participation in productive economic activities for overall national development.

The ICA ROEC, New Delhi, in collaboration with the Commonwealth Youth Programme Asia-Pacific Centre, Chandigarh, (India), recently organised a Regional Seminar on 'Youth and Cooperatives' at Kuala Lumpur. The recommendations of the seminar deserve serious attention of cooperative youth and state organisations. It may also^{be} added that the ICA Cooperative Education Materials Advisory Service (CEMAS) has been engaged in training of teachers and production of materials for cooperative education of youth in schools.

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International Cooperative Alliance

B A C K G R O U N D

P A P E R S

BACK GROUND PAPER ON "YOUTH AND COOPERATIVES"
BY SH: INAMUL HAQUE PIRACHA,
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Pakistan is a country with 80% of its population in rural area, connected directly or indirectly with agricultural sector. Adequate education facilities are not available in the rural area. There may be hardly a few primary and middle class schools in rural sector before and after partition due to which common man got no education. Consequently the rural inhabitants remain reluctant to adopt any new technique in cultivation of agricultural land which is the main production source of our country. The result of this reluctance appeared in shape of meagre per acre yield of agricultural production and in turn economic condition of the rural sector remained stagnant in comparison with the income from industrial sector. It created a problem and shifting of rural population towards cities converted the whole situation in a mess. Since Pakistan is an agricultural country, the cooperative movement should have its route through the agricultural sector. Due to illiteracy the golden principles of cooperative movement could not play its excellent role in the country. Similarly the efficient cooperative leadership could not be created due to little education in the rural sector. The Government of Pakistan had extended its full attention towards education in the rural area and as such the ratio of education in younger generation is quite satisfactory comparatively with older generation. It is therefore, necessary to utilise the services of younger generation to introduce Cooperative movement among the rural masses to obtain maximum benefits. In our country no efforts have yet been made to mobilise the cooperative movement through younger generation which is comparatively more educated. Following measures could be adopted to utilise the services of the youth for introduction of the cooperative movement in the rural sector and to acquaint the principles of cooperative movement. Youth clubs on cooperative basis should be formed with the objects to educate

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Cooperative leaders and for creation of dedicated leadership. It is better to form such clubs on village levels as these will be more effective because of active leaders being kith & kins of each other will accept the advices without any hesitation. These youth clubs should be formed both in males & females. The female youth clubs may prove much useful in promoting habit of thrift & savings among the masses.

As a future plan the subject of cooperation should be included in the curricular right from the primary level so that before coming into active life every one should have basic knowledge about the benefits of the cooperative movement. Youth clubs in addition to motivation of public towards principle of cooperation may make up small projects at community level on self help basis for the common cause of the people.

It may be:-

1. BETTERMENT OF ROADS

In the remote area where Government yet due to its limited resources could not pay attention for the betterment of roads. Youth Cooperative may take up the cause of upgrading these roads on self help basis. It will provide better ways of transportation of agricultural/industrial products or consumer goods to the remote areas.

2. REMODELING OF WATER COURSES.

The water courses in the country are in verydeteriorated condition and a lot of irrigation water is ~~Wasting~~ ^{Wasting}. These courses could be ~~remodling~~ ^{remodling} on self help basis but due to illieracy and frictions between the villagers it is not being done. These Youth Cooperatives may take up such jobs as being learned and young Peoples are more desires to work for the common cause.

3. RENDERING HELP IN FARMING

Youth Cooperative Clubs may form helping groups within their clubs to render services to the needy farmers to create sense of cooperation among peoples of the area and work for each other. This will also create dedication to work for common cause among public in general.

4. MEDICAL FACILITIES

These Youth Clubs may run dispensaries in the remote areas where normally medical facilities are not available. In these dispensaries human and animal epidemic control medicines could be made available.

5. ADULT EDUCATION.

Adult education programmes could be carried over by Youth Clubs to minimise the ratio of illiteracy in the rural sector. These clubs may take up adult education programmes in their areas more effectively than any other agency.

6. SPORTS & RECREATIONAL ACTIVITIES

The sports & recreational youth clubs may be formed to promote sports activities and recreational facilities in the area which is necessary for growth of healthy nations. Similarly the Female Clubs may take up the cause on the following lines:-

1. PROMOTION OF THRIFT & SAVINGS.

The female youth club may prove much more effective in promoting habit of thrift & savings among the peoples by motivation and convincing the benefits of thrift & savings.

2. INDUSTRIAL HOMES .

The female youth club may take up the schemes of industrial homes on self help basis where common women are given training for different industrial jobs to promote income.

This will help to better the economical condition of the masses.

4. COTTAGE INDUSTRIES

These Clubs may promote Cottage Industries in the masses by taking up such schemes on self help basis which will also promote economic condition of the people.

In addition to these, the Female Youth Clubs may arrange Cooking classes, motivate the rural sector to change food habits in order to have balanced diet and adopt bulk cooking schemes during sowing and reaping season so that maximum man power could be ^{utilised} freed to become a helping hand during peak working days.

For every important job a separate special club may be formed otherwise one club on each village level may take up these divergent schemes. This system on the one hand will create sense of leadership and dedication to the common cause among the youths and on the other hand it will prove as symbol for the local Cooperative members and leaders.



**FARMERS ORGANISATION AUTHORITY
MALAYSIA**

*The Farmers Organisation Movement
in
Malaysia*

Lembaga Pertubuhan Peladang

Block B, Tingkat Dua,
Kompleks Pejabat Damansara,
Jalan Dungun, Damansara Heights,
Kuala Lumpur, Malaysia.

THE FARMERS ORGANISATION MOVEMENT IN MALAYSIA.

1. Introduction

The farmers organisation Authority (FOA) was created by the Government on the 14th of February, 1973. The Authority existed through administrative arrangements until 1st. November, 1973 when it was given the legal powers to perform its functions and to exercise all its powers under the farmers Organisation Authority act passed by the Malaysian Parliament on the same year.

2. The Role of the Farmers Organisation Authority

The Main task or the FOA is to promote farmers' organisations. A Farmers' Organisation under the FOA Act 1973 is a body Corporate. The major objectives of a farmers' Organisation are:-

- a) to provide extension services and training facilities to farmers so as to equip them with technology essential for the advancement of agriculture, horticulture, animal husbandry, home economics agric-business and other commercial enterprises;
- b) to expand agricultural production amongst farmers and small holders so as to promote greater diversification and commercialisation of agriculture and to expand and promote agric-business;
- c) to make available farm supplies and daily necessities including other facilities required for progressive farming and better rural living;
- d) to provide farm machanisation facilities and services necessary in modernising farming operations;
- e) to provide credit facilities and services and to promote greater investment in agricultural and economic persuits;

- f) to promote, encourage, facilitate and offer services for rural savings;
- g) to provide marketing services, storage, drying complexes, ware-housing and other facilities;
- h) to operate and provide transportation facilities, to enhance agricultural marketing and related Operations;
- i) to establish and operate processing plants and milling complexes necessary for processing of agricultural products;
- j) to facilitate capital formation and promote investment amongst farmers through equity participation in commercial and agric-business ventures;
- k) to assist members in acquiring land and to undertake land development projects for the benefits of members;
- l) to promote and stimulate group action through various community projects and facilitate leadership development;
- m) to provide social services educational and recreational facilities, to enhance the social advancement and well being of farm families;

It is clear from the above objectives that the activities of a farmers organisation are diverse and as such, each farmers organisation is therefore analysed as part of a system, rather than in isolation from the economic and social surroundings.

3. How Far Has the Farmers Organisation Authority Achieved Its Objectives?

a) Physical Development

It cannot be denied that the success achieved by the FOA since its formation 11 years ago is very encouraging. It has since established a total of 251 area farmers organisations as compared to 76 in 1973. In addition to that, 11 state level farmers organisations were formed together with a National level farmers organisation (NAFAS) which become the umbrella organisation for all farmers in the country.

b) Membership

As the number of area farmers organisations increased, so also the number of farmers joining them as members. As at end of March, 1984 a total of 311,822 farmers became members of farmers organisations through out the country compared with only 82,740 in 1973. This increase shows the awareness of the farmers in realising the importance ~~of the farmers in realising the importance~~ of the farmers organisations in meeting their needs.

c) Share Capital

Although majority of the members of these farmers organisations are from the poor rural sector they are not lacking in confidence in investing their money into these organisations as share capital. This can be seen from the fact that the total share capital of these organisations rose from 1.02 million ringgit to 20.12 million by end of March, 1984. This achievement shows the change of attitude of the farmers towards the role of the farmers organisations by their positive action in participating in this movement.

d) Acquisition of Assets

The increase in share capital also helps the farmers organisations to acquire more assets. Until March, 1984 assets worth more than 97 million ringgit were acquired by the farmers organisations. The growth in ownership of these assets shows the determined effort of the farmers organisations to further enhance their economic viability.

3.1. Other Forms of Services Rendered by The Farmers Organisations.

A) Dissemination of Knowledge.

A series of training programme were formulated each year by the FOA to train member farmers to enable them to know more about the principles and concept of the farmers organisations movement as well as other knowledge pertaining to assist them increase their farm production, thus making them more self reliant in their efforts to raise their social economic positions.

b) Agricultural Production

The member farmers are now getting more aware of the benefits derived from cooperative system of farming as formulated by the FOA. This system not only enables their farm land to be managed more effectively but also enables them to earn more income. Income from the earnings through this system amounted to 14 million ringgit in 1982 and it will increase significantly in the years to come as more and more farmers participate in this programme.

c) Processing and Marketing of Agricultural Produce

Processing plants were set up by the FOA to help members to process their produce such as tobacco, cocoa, coffee and paddy. By doing so members need not have to worry about marketing their produce at a reasonable price but also enable some of them to earn extra income when they work at these plants as part time workers. Besides, the farmers organisations also help members to market other produce such as rubber and oil palm. In this respect, women member farmers were also given the opportunity to participate in processing activities such as processing of chilly sauce, soyabean sauce and noodles. NAFAS the national farmers organisation helps them to market their produce. The total amount of goods marketed increased significantly from 2.5 million ringgit in 1975 to 14.2 million ringgit at the end of 1983.

d) Credit Services.

In any business venture Capital plays an important role, so also in the farming sector. While farmers who own large scale farming could get loans from the established financial institutions to run their projects, the small farmers have to resort to other sources of financial assistance. In this respect, the area farmers organisations fit into this purpose. Members were given credit facilities to purchase agric-inputs such as fertilizers, insecticides and other agric-equipments in order to enable them to cultivate their land. They will repay their loans once their crops are harvested and sold. In 1975, a total of 2.38 million ringgit were given out as loans to the members and this amount has increased to 7 million until end of 1983.

e) Farm Mechanisation Services.

Farm machineries particularly tractors play an important role in crop production. In Malaysia there is often a shortage of such services specially amongst the paddy farmers. To help alleviate this problem, the FOA has established a special unit called the farm Mechanisation Division. This Division has already set up several centres at strategic areas throughout the country to provide tractor services to the farmers. With these services provided by the FOA the farmers not only get better and faster services at a fairly reasonable price but it also helps to stabilise the price of tractor services in the area where such services are provided by the FOA.

4. Future Plans

The National Agricultural Policy has as one of its strategies the development of effective farmers organizations. These organizations are to become important vehicles in creating a farming community which is self-reliant, progressive and modern.

In assuming this role, farmers organizations have to be given all the necessary assistance and cooperation. Effective strategies and programmes have to be formulated to make these organizations viable and self-sustaining, and to which the farmers themselves can have a sense of commitment and participation.

Government departments and agencies dealing with farmers must give full support to ensure that farmers through their own organizations are given bigger role to play in the planning and decision making process. Where possible, their focus of development programmes and

activities should be through farmers' own organizations. Only in this way can the farmers organizations be useful and effective institutions.

Overall Objective: To develop viable and self-sustaining F.Os which can help to improve the socio-economic status of their members.

Targets By Year 2000 :

- (I) All farmers' organizations (FOs) registered before 1990 to be self sustaining and viable,
- (II) FOA will exercise only regulatory functions as Registrar. NAFAS, as an apex organization, will assume the developmental functions for its own organizations,
- (III) Major agro-based activities to be managed by corporations set up by NAFAS, with state and area F.Os as shareholders of the corporations and agents for these activities.

Target I : All Farmers' Organizations (FOs) registered before 1990 to be self sustaining and viable

Strategy A : To identify and develop profitable activities for F.Os

Program 1 : Estatization of agricultural production

Activities : (i) Establishment of mini-estates with emphasis on cultivation of perennial crops eg. oil palm, cocoa, fruits.

- (ii) Land development - development of idle land, state land given to FOs, etc.

Program 2 : Commercialization of Agricultural farm production

- Activities :
- (i) Cultivation of high-valued crops for eg. vegetables, tobacco, floriculture,
 - (ii) Production of poultry,
 - (iii) Production of aquaculture.

Program 3 : Intensification of agri-business

- Activities :
- (i) Supply of farm inputs
 - (ii) Agricultural marketing
 - (iii) Farm mechanization services
 - (iv) Transportation services

Program 4 : Intensification of off-farm business

- Activities :
- (i) Wholesaling and retailing of consumer goods
 - (ii) Contracting and construction works.

Program 5 : Promotion of agro-based industries

- Activities :
- (i) Cottage industries
 - (ii) Food processing
 - (iii) Processing of industrial crops

Program 6 : Mobilization of capital

- Activities :
- (i) Farmers' savings program
 - (ii) Extension of credit services
 - (iii) Investment - eg. corporate, Farmers Trust Fund, real estate property
 - (iv) Revolving capital

Target II : FOA will exercise only regulatory functions as Registrar. NATAS, as an apex organization will assume the developmental functions for its own organizations

- Strategy A : To increasingly transfer the developmental activities of FOA to FOs
- Program 1 : Provisions for institutional development
- Activities : (i) Launching grants
- rehabilitation of existing FOs
- establishment of new FOs
(ii) Infrastructural facilities for FOs
- Program 2 : Subsidised loans for FOs' business activities
- Program 3 : Promotion of FOs
- Activities : (i) Farmers' training,
(ii) Improvement to home living - eg. home economics, health care, home gardening,
(iii) Development of farmers' units,
(iv) Membership campaigns,
(v) Leadership development
- Program 4 : Provision of administrative services
- Activities : (i) Assignment of FOA staff
- management and administrative costs to be borne by FOA until such time the FOs are able to pay these costs. The staff will be used for day-to-day running of the FOs.
- Target III : Major agro-based activities to be managed by corporations set up by NAFAS, with state and area FOs as shareholders of the corporations and agents for these activities

Strategy A : To set up corporations which will streamline and strengthen the activities of NAFAS, State FOS, and area FOs. This will also enable the farmers to have a share in the national economy.

The following are the areas where emphasis should be given in the setting up of corporations:-

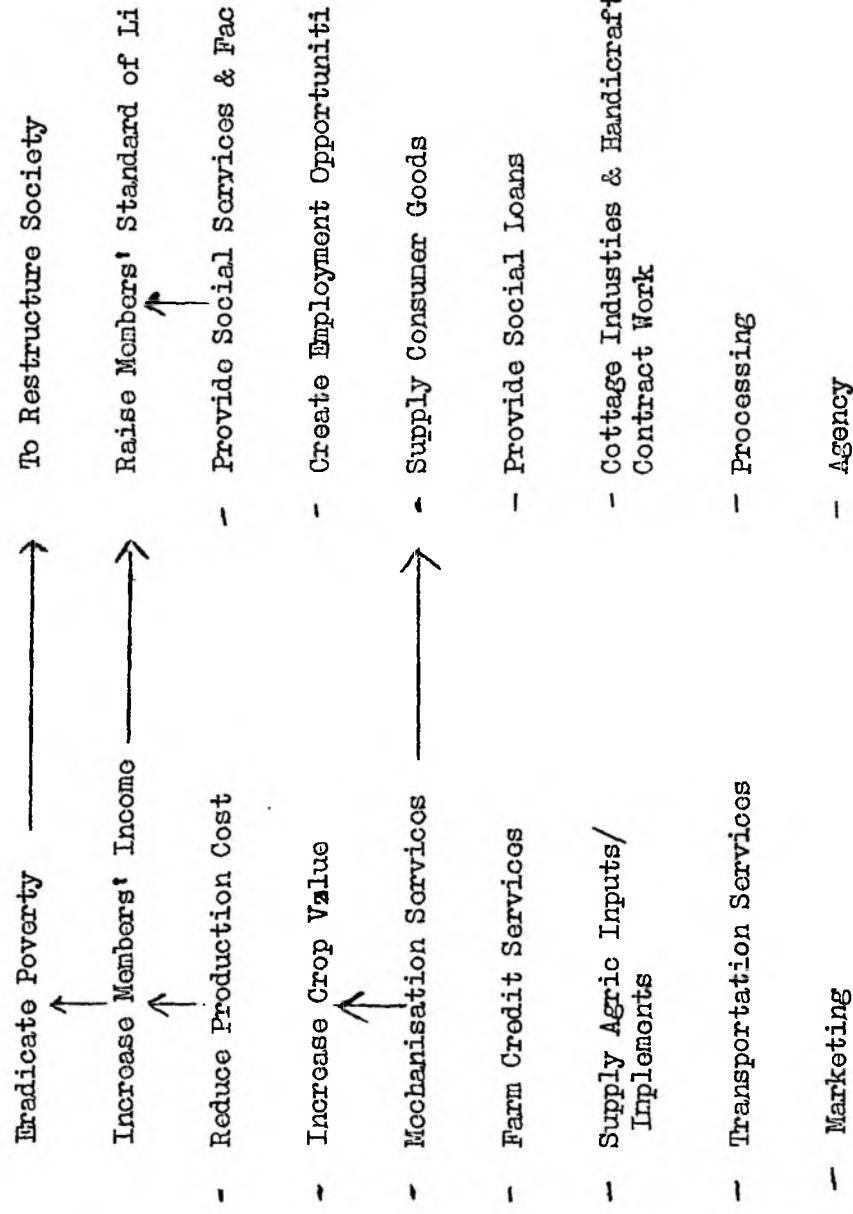
- 1) Marketing
- 2) Manufacturing
- 3) International Trading
- 4) Farm Machinery Services
- 5) Capital Investment
- 6) Management Services - include preparation of feasibility studies, management audit, etc.

Other services which can be considered are: Insurance, construction, leasing.

HOPEFULLY, THE SUCCESSFUL IMPLEMENTATION OF THESE PROGRAMMES WILL HELP CHECK THE YOUTHS FROM THE RURAL AREAS MIGRATING TO THE URBAN.

GOVERNMENT POLICIES FO'S OBJECTIVE FOs' STRATEGIES

OBJECTIVES AND DUTIES OF FARMERS ORGANISATIONS IN DEVELOPING THE FARMERS.



FELCRA

Lembaga Pemulihan Dan Penyatuan Tanah Negara



Remarks

YOUTH AND COOPERATIVES
IN FELCRA OF MALAYSIA

BACKGROUND PAPER ON
SETTLERS AND STAFF COOPERATIVES
IN FELCRA INCLUDING YOUTH ACTIVITIES
IN COOPERATIVES MOVEMENT

8th Open Asian Conference
On 'Youth & Cooperatives',
Bangkok (Thailand)
November 11 - 17, 1984.

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1. INTRODUCTION

- 1.1. FELCRA stands for the Federal Land Consolidation and Rehabilitation Authority. It is one of the many semi-autonomous bodies that has been set up by the Malaysian with the objective of developing the land in the country. The formation of FELCRA was infact specifically designed to look into the aspect of land re-development, which has become an important issue as a result of failures confronting various land development schemes opened and managed by the various states, authority in Malaysia.
- 1.2. Basically, the objectives behind the establishment of FELCRA are as follows:-
 - i.) to help to increase land productivity
 - ii.) to raise the standard of living and
 - iii.) to provide employment opportunities
- 1.3. In its early efforts to meet the above objectives, FELCRA has, since its launching in late 1966, has redeveloped and at the same time opened about 200 land schemes. Categorily, there are four types of land schemes that has been developed by this Authority namely Rehabilitation, Fringe, Youth, and In-Situ Land Development projects with a total population of almost 17,000 settlers.
- 1.4. These settlers are either located in a planned housing schemes such as the one found in the various Youth and In-Situ Development Projects or they reside in their own houses, located around the schemes, such as those found in various Rehabilitation and Fringe land schemes.
- 1.5. The settlers are either working in their own schemes or they are doing their own jobs which has no relation what so eber with the activities of their land development programmes. Statistics reveals that 80% of the settlers are not involved in the development of their land. As a result of this, much of the fruits of land development programmes have been enjoyed by other group of people who do not own the land. The settlers only enjoyed a small amount of dividends normally given to them based on the profit attained after taking into account all the costs incurred in the development programmes.
- 1.6. To ensure a high degree of success and in line with modern agricultural management, FELCRA Creates the schere system. With this system, each scheme is regarded as estate where individual lots are not identified. All participants are co-owners of the scheme and they are jointly and severally to share the development costs of the scheme. All benefit's desired from the scheme will be equally distributed among them. The share system is effected in all the Fringe,

Youth and In-Situ schemes and some of the Rehabilitation schemes.

- 1.7. FELCRA embarked on its Youth Land Schemes in 1972 various state Government's had opened up land schemes is for single malé Youth's between 17 to 23 years old on selection. The Youth participants are brought into the scheme after jungle clearing and planting have been done by contractors. They are inifially settled in dormitories until the schemes comes into production. Individual houses are then built. The work on this scheme is carried out on a cooperative basis.
- 1.8. As provided for by section 35 in Group Settlement Act (GSA) 1960, the land shall be managed by a Cooperative Society or Collective Concept. With the supervision and guidance of the scheme personnel the Youth's Organise themselves into various committees to carry 'out their' agricultural as well as recreational activities.
- 1.9. Each Youth is given a monthly allowence out of which deduction is made for the actual food expenses, the budgeting of which is controlled by the Youth, themselves. Economic projects such as poultry farming, vegetable gardening are encouraged. Each Youth is given a share equiralent to 4.05 hectares. Housing lots of 0.1 hectare each are on the basis of individual ownership.

2. FORMATION OF THE COOPERATIVE

- 2.1. These phenomena has been going on since late 1966 until mid-1979. It was only after that moment that the settlers began to realise how they have let other people who has 'nothing to do with their land enjoyed the benefits. So they start taking initiative to call representitives from the various land schemes and it was during that convention that the Settler's Cooperative was established. But, it was very unfortunaté for them that their cooperative was only legally registered 'on' the 18th of October, 1981.
- 2.2. Basically, the main objective of the Settlers' Cooperative was to ensure, through collective means, their active participation in the land development programmes. According to the by-laws which governed the operation of the cooperative, the objectives of the cooperative are as follows:-
 - 2.2.1. to inculcate a sense of understanding, collectivity among the settlers toward active involvement in the field of economic and social debelopment.
 - 2.2.2. to develop egricultural breeding of livestock and husbandry activities among the settlers.
 - 2.2.3. to provide facilities for purchasing, collecting, processing and marketing of the settlers' produce.
 - 2.2.4. to carry out profitable joint-ventures with various companies with the permission of the chief Registrar of Cooperatives.

- 2.2.5. to invest capital in various trading and industrial activities with the permission of the Chief Registrar of Cooperatives.
- 2.2.6. to carry out transport services, such as taxi, buses, lorries, etc.
- 2.2.7. to carry out agricultural expansion activities, including agricultural machineries and consultational services.
- 2.2.8. to provide credit facilities for members who indulge in agricultural usage, production, marketing and housing,
- 2.2.9. to acquire land for development into estates, or to purchase those that has already been developed.
- 2.2.10. to carry out mining industries and other activities related to this sector.
- 2.2.11. to carry out logging, timber and related activities.
- 2.2.12. to carry out publishing, printing and distributing activities.
- 2.2.13. to carry out insurance services.
- 2.2.14. to manage the needs of the settlers, such as the need for consumer goods, housing, furniture, electrical goods, etc.

3. ADMINISTRATION/ORGANISATIONAL SET-UP

- 3.1. The Settlers' Cooperative was managed by a Board of Directors consisting of 14 members, out of which 4 was appointed from the FELCRA administrative staff and the other 10 were the representatives from settlers themselves from 10 regions. The presence of the 4 FELCRA officers was to assist in the planning and running of the cooperative in its initial stage, where by it is believed that the settlers are not that ready to run their own organisation. It has been agreed upon that the presence of the FELCRA officers will be vacated as soon as the settlers themselves are ready to take over the show.
- 3.2. The Cooperative has been given permission by the Chief Registrar of Cooperatives to set up various branches in the land-schemes. The administration of the branches is managed by committee members that has been set up, consisting of members from the locality. The number of the committee members varies from 9 to 15. This is according to the cooperative laws prevailing in the country.

4. MEMBERSHIP

- 4.1. The Settlers' Cooperative was in fact newly formed. As a new organisation, among the first priorities that has been agreed upon by the Board Members is that the management should focus on the aspect of recruiting as many members as possible. In this membership drive exercise, the cooperative secretariat has been indulged in a massive campaign throughout the various land-schemes. Various lectures and dialogues concerning the objectives and the importance of settlers to become members of the cooperative has been stressed upon from time to time.
- 4.2. Presently, the cooperative has been able to set up 200 branches with a total membership of 7,206. Based upon the fact that, FELCRA has around 17,000 settlers, the campaign for membership has to go on in a more aggressive manner, because the percentage of settlers that has joined the cooperative is only approximately 41.02%.

5. FINANCIAL

- 5.1. Basically, there are 4 financial sources to the cooperative:
- i) Registration fee, whereby each member has to pay an amount of \$ 2.00 upon registration.
 - ii) Shares, whereby each member has to buy at least 100 shares, at the cost of one dollar per share.
 - iii) Loan/grant/subsidy.
 - iv) Profit/accumulated profit.
- 5.2. The amount received from the registration fee is around M \$ 16,000.00 and the amount of shares payable by members amounting to M \$ 780,421.00.
- 5.3. The FELCRA'S Staff Cooperative Limited has been formed in 1978 and so far 1,100 staff was joining it and the amount of shares payable by members amounting to M \$ 400,000.00.
- 5.3.1. The cooperative is presently active in the following activities:-
- (i) Give the Credit (Loan) to the members - M \$ 128,300.00.
 - (ii) Supply of electricity goods to members - M \$ 91,600.00.
 - (iii) Saving/Deposit at the Bank - M \$ 50,000.00.

6. MAIN ACTIVITIES OF THE FELCRA
CO- OPERATIVE LTD.

6.1. Introduction.

Since its inception, the Settlers' Co-Operative has involved itself in profit oriented objectives as well as service-oriented projects.

Enumerated below are the various profit as well as service oriented projects that are currently undertaken, by the cooperative.

6.2. Profit-Objective Projects.

6.2.1. Majority of the projects undertaken are agriculture-based since FELCRA was established to cater for the upgrading of the livelihood of this sector of the economy.

6.2.2. The cooperative is presently active in the following activities:-

6.2.2.1. Supply of bud-stumps to FELCRA Schemes.

The cooperative has managed to secure tender to supply 4.31 million bud-stumps (to all FELCRA schemes in peninsula Malaysia) valued at Malaysian Ringgit \$ 1.4 million. A profit of \$ 100,000 since is envisaged. Work on this project has commenced August 1984. The achievement of the Co-Operative in obtaining this tender reflects the confidence of FELCRA as a whole in the expertise available within the cooperative personnel.

6.2.2.2. Supply of Agricultural Chemical to FELCRA Schemes.

The cooperative has been awarded a tender worth about Malaysian Ringgit \$ 1,072,100 for the supply of 70,000 kilos of chemicals to all FELCRA schemes. So far, we have completed 70% of the work and the profit expected should come to about \$ 70,000.00.

6.2.2.3. Maintenance of FELCRA Schemes at
Changkat Sulaiman, Perak.

Maintenance of the above scheme is currently being done by members of the cooperative.

Expected income is \$ 79,458.00 while the cost is budgetted at \$ 74,000.00.

6.2.2.4. Property Investment.

This is part of our diversification programme with the objective of increasing the income of our members.

We have purchased 3 shop-houses costing \$ 1,180 million, these being financed by various Malaysian Financial Institutions.

6.3. Service-Oriented Projects.

Service-oriented projects are solely for the benefit of members of the cooperative, mainly in the form of financial assistance.

6.3.1. Personal Loan Scheme.

A total of \$ 560,000.00 is made available for this loan scheme to assist financially members who require it for the following purposes:-

- i) For their children's further education.
- ii) Building and Renovation of residential houses.
- iii) Purchase of other minor personal assets.

The loans are short-term (six to ten months) and the interest charged is at 7% per annum.

The income to the cooperative from this scheme amounts to \$ 42,000.00 (from the fund of \$ 560,000.00).

6.3.2. Motorcycle Loan.

In view of the fact that motorcycle is an essential mode of transport to the Settlers, the Co-Operative has created a fund amounting to Malaysian Ringgit \$ 250,000.00 which the cooperative members can obtain as loans for the sole purpose of purchasing motorcycles. Presently 150 members have benefit from this facility, and total loans granted amounted to \$ 200,000.00.

6.4. Prospective Projects.

- 6.4. 6.4.1. In view of the need to increase the profitability of the cooperative, we have submitted our tender bids for various projects.

The Major prospective projects are as follows:

- 6.4.1.1. Supply of Oil-Palm fruits from the FELCRA Schemes to the processing plant. This contract is valued at Malaysian Ringgit \$ 250,000.00 and profit anticipated is approximately \$ 50,000.00.

Results of the success our bid will be known only at the end of October, 1984.

- 6.4.1.2. Building of roads inside FELCRA Scheme.

We have submitted a tender of Ringgit \$ 200,000.00 to build roads (10 kilometres) inside FELCRA Scheme. Anticipated profit is \$ 30,000.00.

6.4.1.3. Supply of Electricity to Residence
Of The Members Of Cooperative.

It is still in the feasibility study stage and we are seeking technical know-how assistance from other organisations. Perhaps a joint-venture may be most appropriate but still we are looking towards other sources that might be suitable for us to achieve this objective of supplying electricity to members who needed it most.

7. SUGGESTION.

This conference should be open also to the Youth's at the ground level, so by this way, they can get some knowledge on Cooperative Management.

IHA/nm..
Nov, 9th/84.

FEDERAL LAND CONSOLIDATION AND REHABILITATION AUTHORITY

(F E L C R A)

ESTABLISHMENT

The Federal Land Consolidation and Rehabilitation Authority or in short FELCRA was established under the National Land Rehabilitation and Consolidation (Incorporation) Act, 1966 which came into force on 1st April, 1966. It is a statutory body under the Ministry of Land and Regional Development.

FUNCTIONS

As provided for by section 4(1) of the Act (Act 22 of 1966 passed by the House of Parliament), FELCRA's functions are:-

"...to rehabilitate or develop:-

- (a) either on its own motion and with the approval of the appropriate State Authority or at the request of such State, lands (including lands within a group settlement area); and
- (b) at the request of the owner therefore, and upon such terms and conditions as may be agreed to between the said owner and the Authority any land other than those specified in paragraph

Apart from those functions as stipulated in the fore-going paragraph, section 4 (2) of the same act provides that:-

"....the Authority may undertake such other functions and administer and expend such other monies for such purpose as the Government of Malaysia or the Government of any State of Malaya may determine....".

ORGANISATION

The policy making body of FELCRA is the Authority which consists of the Chairman as the head and 15 other members including among them the Director General, representative of the Ministry of Land and Regional Development, the Treasury and three members of the National Land Council, appointed by the Minister of Land and Regional Development. The Chairman of the Authority is vested with the power to exercise supervision and control over the Acts and proceedings of the Authority in matters of general policy.

The Director General is the executive head of FELCRA. He is entrusted with the responsibility of running the overall administration of the organisation. The Director General is assisted by Deputy Director General, Directors and a number of other senior officers.

ACTIVITIES

In carrying out its functions, FELCRA opens and manages four types of schemes:-

- (a) Rehabilitation Scheme;
- (b) Youth Scheme;
- (c) Fringe Scheme;
- (d) In-Situ Scheme (or Land Consolidation)

The crops planted are oil palm, rubber, rice (paddy), pepper and cocoa.

TYPES OF SCHEMES

The distinguishing features of these four types of schemes are:-

(a) Rehabilitations Scheme

When FELCRA commenced its activities in 1967, the concentration of efforts was on the rehabilitation of failure land schemes which have been initiated and developed by the various State Governments. The states which required assistance were requested to submit particulars of each scheme. FELCRA prepared feasibility studies to determine the viability of taking over of each scheme to rehabilitate it. The taking over of the scheme by FELCRA entails the surrender of the jurisdiction over the scheme by the State Government with all the assets and liabilities without any change in the status quo of the participants. The individual lot of each participant has been allocated, ranging from 1.21 to 3.24 hectares per participant's family. The condition of each scheme prior to taking over by FELCRA varies from the regeneration for the secondary jungle to the rubber trees being three or four years old. No settlement is set up within the rehabilitation scheme as participants are expected to live in their own houses.

(b) Youth Scheme

FELCRA embarked on its Youth Land Schemes in 1972. Various State Governments had opened up land schemes for youths since mid-sixties. Unlike the Rehabilitation and Fringe Schemes, this type of scheme is for single male youths between 17 to 23 years old on selection. The youth participants are brought into the scheme after jungle cleaning and planting have been done by contractors. They are initially settled in dormitories until the scheme comes into production. Individual houses are then built. The work in this scheme is carried out on a cooperative basis. With the supervision and guidance of the scheme personnel, the youths organise themselves into various

committees to carry out their agricultural as well as recreational activities. Each youth is given a monthly allowance out of which deduction is made for the actual food expenses, the budgeting of which is controlled by the youths themselves. Economic projects such as poultry-farming, vegetable gardening are encouraged. Each youth is given a share equivalent to 4.05 hectares. Housing lots of 0.1 hectare each are on the basis of individual ownership.

(c) Fringe Scheme

The first fringe scheme was started in 1970. The land opened up is adjacent to existing villages, thus is termed as 'Fringe Scheme'. There is no prior development by the State Government. The participants, selected by the State Government, are from the villages around the scheme. As it is assumed that the participants are to remain in their villages, no settlement is provided. Each participant is expected to work as casual labourer. Each participant is given a share in the project equivalent to 3.24 hectares. Normal preconditions for participant selection: adult male ranging from 21 to 50 years old with family, own less than 2.43 hectares of land and with agricultural background. The scheme is managed by FELORA on a cooperative basis. Just like a rehabilitation scheme the participants will have to repay the loan element whilst the administrative cost is a grant from the government.

(d) In-Situ Scheme
(Land Consolidation)

The present development effort of FELORA involves principally the opening of new areas for agriculture. The development of youth land scheme involves relocation of participants i.e. taking them away from their villages. Fringe and Rehabilitation Schemes, though adjacent to existing villages, in practice cause relocation whereby many participants build their houses near the scheme to be nearer to their place of work.

The concept of in-situ development envisages the introduction of development to the participants in their villages. The relocation of participants would be within the existing villages-in the form of reorganising and replanning the location of buildings, infrastructure and areas of agriculture.

The process of in-situ development entails the consolidation of fragmented village and idle state land in the vicinity, the re-landscaping of the village and reorganising the participants. Standard low cost houses and other buildings in a centralised area within the village would be constructed in

place of the existing house. Agriculture areas would be relocated with long and short term crops determined according to soil suitability, needs and capacity of the participants.

Idle land, especially state land within the vicinity would be brought in to top up the existing holdings. Modern agricultural method, including partial mechanisation would be introduced. FELCRA is to provide support in the form of extension services, financial inputs, coordinating the assistance from the various government agencies and to provide leadership for active involvement by the participants in the planning and execution of all activities in the village. To date there are three of such projects and they were started in 1978 on pilot scheme basis.

THE SHARE SYSTEM

To ensure a high degree of success and in line with modern agricultural management, FELCRA creates the Share System. With the system, each scheme is regarded as an estate where individual lots are not identified. All participants are co-owners of the scheme and they are jointly and severally to share the development costs of the scheme. All benefits derived from the scheme will be equally distributed amongst them.

The Share System is effected in all the Fringe, Youth and In-Situ Schemes and some of the Rehabilitation Schemes.

SCHEME DEVELOPMENT COMMITTEE

A scheme development committee is set up in every FELCRA scheme. The committee comprises of the Manager as Chairman and settlers as members. It acts as a channel of communication between the settlers and the scheme administration.

HOUSING

FELCRA's policy does not provide for the construction of houses for its participants either in its Rehabilitation or Fringe Schemes as participants in these two types of schemes are selected from amongst the local villagers.

In the case of Youth Schemes, houses are provided. However during the initial stage of the scheme development, the youths are accommodated in hostels or barracks specially constructed for them within the scheme. Once the scheme comes into production, individual houses would then be built in the village area which has been set aside for this purpose within the schemes perimeter complete with other amenities.

Under the In-Situ (Land Consolidation) programme, in place of the old houses, new and proper houses are provided within a new housing

area complete with other facilities. Construction of these houses would be carried out at the initial stage of scheme development to enable the participants to move in early so that the old village area would be utilised for development.

FINANCE

The financing of FELORA projects is from allocation of the development expenditure of the Federal Government. It falls into two categories, i.e. administrative and development expenditure. The former is a grant from the Federal Government to cover items such as salaries and staff allowances and expenditure on infrastructure like office building, staff quarters, youth complex, electricity and water supply. The latter, on the other hand, is a loan from the Federal Government for expenses on the development of the scheme, for example felling, planting, maintenance work as well as monthly or subsistence allowance for the youths. Such loans, either from the Federal Government or from the World Bank, which has been obtained lately has to be redeemed from the settlers.

LIST OF MALAYSIAN FELCRA YOUTH COOPERATIVES SCHEMES
BY STATES, CROPS, YEAR OPENED ETC.

<u>NO.</u>	<u>SCHEME NAMES BY STATE</u>	<u>SIZE (HA)</u>	<u>TYPE OF CROP</u>	<u>YEAR OPENED</u>	<u>NO. OF COOP. MEMBERS</u>	<u>ACTUAL NO. OF MEMBERS</u>	<u>TOTAL (\$) OF SHARES</u>
<u>JOHOR</u>							
1.	Bukit Kepong I, Muar	1,091	Oil Palm	1972	3	233	200
2.	Bukit Kepong II, Muar	526	Oil Palm	1977	-	207	
3.	Bukit Kepong III, Muar	660	Oil Palm	1977	-	-	-
4.	Sungai Ara I, II, III, Kota Tinggi	1,497	Oil Palm	1973	153	301	9,240
5.	Tebing Tinggi II, Segamat	405	Rubber	1980)			
)			
6.	Tebing Tinggi III, Segamat	405	Rubber	1980)			
)			
7.	Tebing Tinggi IV, Segamat	405	Rubber	1981)	-	-	-
)			
8.	Tebing Tinggi V, Segamat	405	Rubber	1981)			
)			
<u>MELAKA</u>							
9.	Ramuan China, Alor Gajah	835	Rubber	1972	-	157	-
<u>NEGERI SEMBILAN</u>							
10.	Lakai I, Jelebu	850	Rubber	1973)			
)	132	154	12,500
11.	Lakai II, Jelebu	255	Rubber	1982)			
12.	Rompin, Jempul	688	Rubber	1977	36	125	3,450

ANNEX B(2)

NO.	SCHEME NAMES BY STATE	SIZE (HA)	TYPE OF CROP	YEAR OPENED	NO. OF COOP. MEMBERS	ACTUAL NO. OF MEMBERS	TOTAL (\$) OF SHARES
<u>PERAK</u>							
13.	Lekir I, Sitiawan	1,052	Rubber	1972)	145	145	345
14.	Lekir II, Sitiawan	304	Oil Palm	1980)			
15.	Lekir III, Sitiawan	405	Oil Palm	1982	-	-	-
16.	Nasaruddin I, Bota	206	Rubber	1973)	141	141	15,619
17.	Nasaruddin II, Bota	478	Oil Palm	1977)			
18.	Nasaruddin III, Bota	405	Oil Palm	1978	-	-	-
19.	Nasaruddin IV, Bota	405	Oil Palm	1978	-	286	-
20.	Nasaruddin V, Bota	405	Oil Palm	1979	-	-	-
21.	Nasaruddin VI, Bota	405	Oil Palm	1979	-	-	-
<u>KEDAH</u>							
22.	Belimbing Tolak, Kuala Nerang	405	Rubber	1973	94	94	17,600
23.	Wong I, Baling	688	Rubber	1979	-	-	-
<u>KELANTAN</u>							
24.	Panggong Lalat I, Gua Musang	405	rubber	1978)	104	175	2,285
25.	Panggong Lalat II, Gua Musang	405	Rubber	1979)			
26.	Panggong Lalat III, Gua Musang	243	Rubber	1980)			
27.	Panggong Lalat IV, Gua Musang	120	Rubber	1982)			

ANNEX B(3)

NO.	SCHEME NAMES BY STATE	SIZE (HA)	TYPE OF CROP	YEAR OPENED	NO. OF COOP. MEMBERS	ACTUAL NO. OF MEMBERS	TOTAL (\$) OF SHARES
<u>TRENGGANU</u>							
28.	Bukit Kapah I, Ulu Trengganu	951	Oil Palm	1972)			
29.	Bukit Kapah II, Ulu Trengganu	516	Oil Palm	1973)	168	220	30,842
30.	Bukit Kapah III, Ulu Trengganu	433	Oil Palm	1979)			
31.	Keruak, Besut	872	Rubber	1973	97	97	9,100
32.	Trengganu Tengah I, Kemaman	332	Oil Palm	1977)			
33.	Trengganu Tengah II, Kemaman	405	Oil Palm	1977)			
34.	Trengganu Tengah III, Kemaman	607	Oil Palm	1978)	192	192	168
35.	Trengganu Tengah IV, Kemaman	607	Oil Palm	1979)			
36.	Trengganu Tengah V, Kemaman	405	Oil Palm	1979)			
<u>PAHANG</u>							
37.	Pahang Tenggara I, Pekan	639	Rubber	1979)			
38.	Pahang Tenggara II, Pekan	515	Rubber	1979)			
39.	Pahang Tenggara III, Pekan	405	Oil Palm	1980)	-	-	-
40.	Pahang Tenggara IV, Pekan	405	Oil Palm	1980)			
41.	Pahang Tenggara V, Pekan	243	Oil Palm	1982)			
TOTAL : 41		21,688			1,265	2,347	10,349



8TH OPEN ASIAN CONFERENCE ON "CO-OPERATIVE MANAGEMENT"

**VENUE : BANGKOK PALACE HOTEL,
BANGKOK, THAILAND**

DATE : 11TH TO 17TH NOVEMBER 1984

TOPIC : "YOUTH AND CO-OPERATIVE"

COUNTRY REPORT : SINGAPORE

1. INTRODUCTION

The Republic of Singapore is situated at the cross-roads of East and West and in the core of South-East Asia. Its unique sheltered Harbour and Airport's geographical position, enhances its role as a transshipment, trade and financial centre. The main island of Singapore with 54 small islands together form up a total of 600 square kilometres.

The Republic with its multi-racial, multi-religious, multi-cultural and multi-lingual people has a population of about 2.78 million. More than 50% are below 21 years of age and 65% below 30 years. In this urban society where natural resources is minimal; human resources especially youth is the only asset budding Singapore can rely on for national development.

2. NATIONAL POLICY ON YOUTH

The Government's general policy on youth can be summed up in the speech of the Minister for Social Affairs: Quote

"The General policy of our Government is to foster the constructive adjustment of youth to society, to provide the opportunities and the means to enable youth to realise the ideals of good and purposeful life. It is the aim of our Government to provide for the development of every person so that he/ she will be able to realise as full and useful a life as possible; regardless of his/ her family's economic, education, background and status".

3. NEEDS OF YOUTH DEVELOPMENT.

In our context, Youth has been defined as those persons within the age group between 15 to 30 years.

Youth population in our Republic is about 822,000 or one third of the population. More than half do not belong to any Youth Organisations, Clubs or Societies. The challenge to provide our young people with more purposeful and healthy living is great in the face of rapid industrialisation and urbanisation which has indirectly given rise to a host of new problems of social disruption. e.g. drug abuse, petty crimes, anti social activities.

Arising from this social problem, emphasis has been made to cultivate the social responsibilities of Youth into more meaningful and productive roles.

4. THE SINGAPORE YOUTH MOVEMENT.

The Singapore Youth Movement like the People's Association has the biggest Youth Activities and membership in Singapore. It was established in 1971 and has more than 103 Youth Groups with a membership over 50,000, other Youth Groups like YMCA, YWCA, Singapore Jaycees and Religious Organisation Youth Wings are affiliated to the PA.

The objective of the Youth Movement can be categorised as:-

- (i) to organise various activities beneficial to Youth and to encourage their participation, particularly in social and community service thereby channelling their resources to constructive pursuits.
- (ii) to foster organising abilities and develop leadership qualities among Youth.
- (iii) to develop a sense of national consciousness and social cohesiveness among Youth.
- (iv) to promote Youth participation in international affairs.
- (v) to promote friendships and understanding among Youth both nationally and internationally.

5. PROGRAMMES AND SERVICES.

(a) Community Service.

The Youth Movement strongly emphasises Youth to be involved in Community service and Nation Building. Members lead or participate in National campaign, tuition schemes for needy students, counselling services for ex drug-addicts, service to welfare agencies e.g. Home for the Aged etc.

(b) **Recreational and Outdoor Activities.**

Wholesome adventurous outdoor activities, such as mountaineering and camping are organised by Youth Groups to build up a rugged society with determination and fitness. Canoeing and deep-sea fishing, windsurfing skiing, scuba diving are popularly organised. Sports activities, like soccer, squash, badminton, basketball and sepak takraw are also conducted regularly.

(c) **Cultural Activities.**

Members of the Movement participate in cultural activities such as painting, music, folk-dances, folksongs, pugilistic activities and community songs.

(d) **Training Courses, Workshops and Seminars.**

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

(e) **Youth Exchange Programme.**

Efforts have been made by the Movement to promote regional and international understanding. Young leaders from the Youth Movement have been given ample opportunities to participate in various Youth exchange programmes, seminars and workshops organised by various organisation like Asian Youth Council (AYC), Commonwealth Youth Programme (CYP), Committee for Asean Youth Cooperation (CAYC), UNESCAP, other Regional and International bodies. Educational Youth Tours to many countries had been organised by the movement. Such exposure to international meetings and experience would definitely broaden the vision and knowledge of our Youth. They will be able to percieve and apprehend their own country's problems, tasks and achievements with an international perspective.

6. YOUTH RESPONSE AND FUTURE PLANS.

To attract and sustain the active participation of Youth, the Youth Movement will continue to organise activities which will meet both the existing and emerging needs and interests of the Youth. More Youth are encouraged to lead or participate in community service activities. Members of the movement are given

opportunities to meet Government leaders and advisers of Youth groups for informal exchanges of views and experiences on Singapore's political and economic issues concerning Youths.

Feasibility studies had been initiated for Youth participation towards setting up, co-operatives in the movement; to establish their own libraries, canteen, recreational facilities managed by themselves on a self-financing basis.

These in turn enable Youth to come together to understand and propogate the principles of Co-operative movement.

1. Voluntary association and open membership.
2. Democratic Control.
3. Limited Interest on Capital.
4. Equitable division of surplus.
5. Co-operative Education.
6. Co-operation among Co-operative.

7. CO-OPERATIVES IN SCHOOLS AND TERTIARY INSTITUTIONS.

In Singapore, there are 2 types of School Co-operatives. One at Secondary School level catering for students between the ages of 12 years and 16 years old, while the other caters for students from 16 years and above. Membership is only for current students of the School/ Institution and the membership terminates when they complete school.

Both these Co-operative Societies operate CO-OP STORES selling stationeries, school bags, school uniforms, badges, sport-shoes, reference books and concessionary bus stamps. Photo-copying facilities and coinafons are catered as additional services.

Each member of the Co-operative has to perform duties or attend functions organised by the Co-operative for a minimum period of 12½ hours per year to qualify for Extra Curricular Activities endorsement. The E.C.A. will be recorded in their School Leaving Certificate which will be considered for studies at higher level e.g. Pre-University, Colleges and University.

a) **Secondary School Co-operative Society.**

The Society has a Management Committee comprising of 15 students. The Committee's President will be the School Principal, with two teacher-advisers to take charge of administration and finance. The Management Committee is elected annually. To encourage full participation and rotation, a Committee Member shall not serve more than three years.

b) **Junior College Co-operative Society.**

Membership is open to all students above 16 years. The Management Committee is elected annually. The College's Principal is the President, who is assisted by three teacher-advisers (Vice-Presidents) to operate the CO-OP SHOP's administration and financial matters.

c) **Youth Co-operative – Ngee Ann Polytechnic Co-operative Society.**

Membership is open to all students (above 18 years), School Staffs and Lecturers. An important factor is membership does not terminate when the Students complete their tertiary education.

This Society operates a CO-OP SHOP and employs full-time Staffs, who are members of the Society. To have a fair rotation of Officials, a third of the Directors "retire" annually. Twenty one members are elected annually to the Board of Directors, which comprise of not less than fifteen student members.

d) **University Co-operative – National University of Singapore Co-operative Society.**

The NUS Co-operative Society operates two shops which are managed by full-time Staffs. Membership is open to all students above 18 years old, Staff of the CO-OP SHOPS, Staff of the University and Lecturers. The Lecturers form the Management Committee and are elected annually at the AGM.

Presently a campaign is in progress by the NUSSU (National University of Singapore Students' Union) to actively inculcate its members to be also members of the Co-operative Society. This noble effort indicates that the students realise the importance of Co-operative values and benefits. It is hoped that the Union members would then give strong support to the Co-operative's growth.

8. CO-OPERATIVE EXPOSURE TO STUDENTS.

Students are exposed to the Co-operative principles by their involvement in Co-operative activities. The Teacher-advisers play a contributing role in propagating the importance of Co-operatives. Management skills are taught to students which should enhance a better future.

9. CONCLUSION

Although Singapore has School Co-operatives which cater specially for Youth, it does not contribute significantly to the open economy. Youth activities are being catered and co-ordinated by the People's Association, YMCA, YWCA and others.

The vast potential of harnessing Youth into co-operatives could be tapped, but we must be wary not to duplicate the activities of the People's Association. Maybe the Co-operative Movement and the Youth Movement could work together to initiate Co-operatives for Youth.

The School Co-operatives do train and inculcate the students in Co-operatives, but when they leave school to pursue their careers, they are "lost" in the mass and may lose sight of the Co-operative training which they received in school. So such activists of School Co-operatives could be drawn to form Youth Co-operatives.

NAYTI (National Youth Leadership Training Institute) has various courses and facilities for the leadership training among Youth. This Institute could be called upon to include Co-operative Education into its curriculum which would be an advantage for the proposed Youth Co-operative.

The Singapore National Co-operative Federation is also encouraging more School Co-operatives to be formed, and is now lobbying for support to include Co-operative subjects into the school curriculum.

It is felt that the Co-operative Movement in Singapore should develop co-operatives with specific enterprise to cater for the large number of Youth entering the work force. In recognising the advantages to be gained by the Youth themselves, a concerted effort is required by the National Movement to initiate this ideal.

DELEGATION FROM SINGAPORE

LIST OF PARTICIPANTS

1. Mr. Rosdi b Ahmad (Leader)
2. Mr. T. Kadiresan (Asst. Leader)
3. Mr. A.J. Hendricks
4. Mr. K. Jayabalan
5. Mr. Roland Tay
6. Mr. Steven Loh
7. Mr. Richard Thio
8. Mr. Goh Eng Seng
9. Mr. Yusof b Musa
10. Mr. Michael A Nonis
11. Mr. Chua Huck Leng
12. Mr. Victor Pang
13. Mr. Jumahat b A Razak
14. Mr. Robert Koh
15. Mr. De Silva Gregory
16. Mr. Zainal A Nasoetion

—under-employment is caused by such factors as non-availability of sufficient full-time jobs, the impact of technology and the resultant conversion of full-time to part-time jobs with less income.

(b) *Population Shifts*

Drift of population from rural to urban areas are common within the region and give rise to associated social and psychological adjustment problems often made worse through a lack of general employment opportunities. These difficulties tend to manifest themselves through:

- creation of areas with sub-standard housing and lack of basic services
- increased crime
- growing youth prostitution
- increase in drug abuse
- growing labour shortage in rural areas
- male/female population imbalance.

(c) *Vocational Training Problems*

Education and vocational training plays an important role in the development of skills necessary for employment opportunities but often lacks adequate attention from governments.

- educational courses and programmes should emphasise broad-based rather than skill-specific provision in view of rapidly changing industry and labour market conditions and to enhance adaptability.

(d) *Adult Domination*

Society allows limited opportunities for youth to participate in decision making and operation of activities (including youth activities), thus retarding the overall self-development of young people and their capacity to contribute to community and national development.

(e) *Illiteracy*

Rural-based youth in the Region in particular has a very low

level of literacy and numeracy which inhibits chances of finding satisfying employment, including self-employment.

(f) *Social Breakdown*

Many traditional family and community values, and cohesion are breaking down, partly as a result of a growth of individualism and adoption of materialistic attitudes.

—many governments in the Region have made attempts to tackle the various issues facing the youth, however, many young people feel a degree of disillusionment towards government and its programmes. Such feelings are frequently due to a lack of adequate consultation and involvement of the young in the development of responses to their problems.

1.1. Responses to Major Problems

Throughout the Region a range of educational, training, welfare and employment responses exist. These include:

- (i) *Youth organisations*, providing youth clubs and related activities which attempt to provide for many non-institutionalized youth needs. Many such organizations have expanded into new areas in some countries and have developed detached youth work and voluntary drop in centres catering for the longer term unemployed and other interested sections of youth.
- (ii) *Vocational training institutes*, have expanded and diversified their courses.
- (iii) *Assistance to youth*, to start their own business through the facilitation of capital, land, technical advice and other resources.
- (iv) *Youth ministries/agencies*, have been established in several countries with responsibility for coordinating youth policies and programmes, provision of career and vocational resources and broader support functions, including the fostering of regional cooperation among youth.
- (v) *Domestic and International Exchange Programmes*, have

gained wide acceptance with youth and have seen considerable expansion through positive government support.

- (vi) *Social Assistance Programmes*, for those moving from rural to urban areas have been implemented in a number of countries to facilitate labour mobility and to help young people in their transition phase.
- (vii) *Drug rehabilitation centres and programmes*, assist young people regain their self-respect and in reconstructing their lives to enhance their employment opportunities.
- (viii) *Leadership training*, to help young people play a more effective role in the community.
- (ix) *Establishment of youth wings*, by bigger community organisation and political parties.

However, many of the responses now being pursued in most countries in the region are inadequate and are often poorly propagated, thus failing to meet the expectations of youth. There is an urgent requirement to improve and increase responses as well as introduce some activities which would have an inherent, self-generating and self-improving mechanism that would eventually satisfy the aspirations of youth.

2.0 The Cooperative Response

2.1. Cooperatives have played a significant role in the economic and social history of all countries in the region and have been established in such areas as consumerism, credit, agriculture, marketing and industry.

2.2. Cooperatives are economic enterprises based on the following unique principles:-

- voluntary and open membership
- democratic structure-one member, one vote
- member participation and responsibility
- Benefits to members based on their patronage
- limited return on share capital
- social commitment to its members and their community
- commitment to education of members and the wider community.

—active cooperation among cooperatives.

Such principles have enormous appeal to most young people and for these reasons, cooperatives have considerable potential for satisfying youth aspirations and contributing to their and the nation's development.

2.3 In essence, cooperatives have the potential to:

- achieve economic development and create new jobs,
- create employment that allows young people to be involved in ownership, decision making and the like,
- contribute in unique ways to self development, including character building and the attainment of personal potential,
- provide training in vocational, entrepreneurial, human relationship and leadership areas,
- develop managerial, organisational, planning and responsibility qualities,
- provide opportunities for vocationally trained youth to find employment,
- foster democratic qualities,
- encourage self-help and mutual help,
- become a vehicle for youth participation,
- foster cooperation and understanding between members striving for a common goal where economic success gives rise to wider ranging social benefits, and
- help develop international relationships and cooperation.

There is much common ground between the objectives of cooperatives and those held as important by governments and the community generally. It is therefore considered desirable to pursue cooperative solutions to youth needs and aspirations.

3.0. Cooperative Youth Strategies

If cooperatives, especially industry-based models, are to become a viable element in overall youth development and take their place alongside other programmes offered by the government and non-government sectors for the youth, all sectors of the community must understand the strengths and limitations of cooperatives. Youth workers, youth club organisations and cooperatives need to interact to share experiences and expertise.

Coordination of cooperative activities and other youth areas must take place to avoid costly duplication of effort particularly at the level of governments and National Cooperative Organizations.

In order to achieve such objectives, it is recommended that the following areas be actively pursued in each country in the Region and particularly through Government's involvement and assistance.

3.1. Educating the Youth and Cooperatives

To communicate the benefits of cooperatives to young people, strategies on cooperative education should be developed to include formal and non-formal education programmes involving both in-school and out-of-school groups.

3.1.1. *Formal Education Responses*

Education within the school structure should include :

- (a) at the primary school level, an awareness of cooperatives and the cooperative way of life
- (b) at the secondary school level, teaching of cooperative practice forming part of the overall curriculum and covering principles, operations, types, as well as inter-personal and behavioural subjects
- (c) at the tertiary level, the development of courses up to Ph.D. level on different aspects of cooperative life. Such development could build on initiatives of the kind which have already occurred in several countries in the Region.

Approaches which should be pursued, particularly at the school level, include the promotion and operation of school-based pre-cooperatives and cooperatives to serve as practical training grounds for young people.

For the above approaches to be successful, the following are considered vital—

- genuine participation by young people (not teacher-dominated) providing real learning experiences for all participants

- implementation of practical projects seen as a part of the school curriculum, not extra-curricular.
- teachers specially trained at both pre-service and in-service levels
- provision of specific teachers assigned to the task with due recognition of their efforts and responsibility as part of their teaching load
- Development and production of curriculum materials that are innovative, attractive and relevant to both teachers and students.

3.1.2 *Non-Formal Education Responses*

Existing youth clubs and non-government youth organisations should encourage participation in youth cooperative education programmes among school leavers. Such encouragement should involve:

- promoting mutual understanding of the roles and objectives of cooperatives.
- encouraging youth to organize self-interest groups.
- mobilizing youth population to obtain additional membership for cooperatives.
- facilitating lateral communication and provision of physical resources.
- investing financially in youth cooperatives.
- fostering international and national exchanges among sectors.

3.1.3 *Promotion*

In both in-school and out-of-school groups, there is a need to initiate promotional activities on cooperatives, through print media, films and seminars. The national federation and/or appropriate government ministry should provide coordination and assistance.

3.2. **Bases for Involving Youth**

Young people constitute some 40% of the total population

in the Asian and Pacific Region but because of their comparative lack of experience and maturity are often excluded from direct involvement in decision making.

As a group, they also suffer the greatest degree of disadvantage, particularly in relation to employment opportunities. This disadvantage increases under conditions of low or negative economic growth.

Cooperatives provide a unique opportunity for involving youth in the decision making process due to their democratic character and concern to balance both economic and social objectives.

The institutional and operational framework of cooperatives lends itself to assisting a wide range of target groups including:

- skilled interest groups like young farmers, fishermen and artisans;
- out-of-school unemployed youth, especially in rural areas;
- young women and young wives, and
- other disadvantaged groups.

Of particular concern is the lack of equal employment opportunities of young women in most countries in the Region.

- women need to be given equal standing and opportunities for work involvement in cooperatives irrespective of the type of activities pursued.
- however, recognising the various levels of development and other constraints in some countries in the Region, young women may, *as a first step*, wish to become involved in areas like nutrition and health education, family welfare and skills development programmes.

Apart from specific interest group concerns, there are several key issues which require further consideration and examination

- cooperative legislation needs to be as flexible as possible to allow the development of a variety of cooperatives, and in some countries, this needs to include reducing the required minimum number of members and the capacity of full involvement of those below the present legal age.
- active involvement of youth in management and opera-

tion of both existing and any new cooperatives, needs encouraging. This can be achieved in part by

- legislative changes to ensure that point of entry on membership and appointment of executives be defined by age;
- cooperatives develop their own in-service training, and sponsor some younger members to attend leadership training programmes to enhance their confidence, ability and skills;
- complementary activities be conducted that have relevance to young people.

If young people are to establish their own cooperatives, then certain resources need to be provided, such as

- access to finance, including options for self-financing, provision of unconditional grants, and low interest loans;
- technical assistance by government agencies and other existing cooperatives;
- guidance from experts seconded from existing cooperatives, businesses and retired people;
- training.

4.1. Role of Youth Organisations

Such organizations are vital to the development of cooperatives as they

- have access to young people
- are community based and often enjoy extensive community support.
- are already organised and have greater access to resources
- often pursue economic objectives and activities within their philosophy
- enable cooperatives to be a natural extension of their activities which already have a social component.

These organizations, can provide the following roles:

- active participation in youth cooperative education programmes.
- emphasize the economic aspects within their range of activities;
- contribute financial and human resources

- fulfil an educative and promotional role among members and the wider community;
- facilitate lateral communication;
- set up cooperative (s) within their organisation;
- mobilize youth population for additional membership for cooperatives;
- foster national and international relationships and exchange between sectors;
- promote understanding of the role and objectives of cooperatives.

4.2. Role of Youth Workers

Youth workers play an important role in the lives of young people as they move from childhood to adulthood. Youth workers are often a very significant factor in helping young people to lead fulfilled lives including full participation in community activities.

They can become key individuals in developing the initiatives outlined earlier for youth clubs and organisations in regard to cooperative development.

Special training is required for youth workers and cooperative workers if they are to be successful in the above roles.

Such training needs to include—

- (i) education in the principles and practices of cooperation,
- (ii) awareness of human relations and group dynamics, including conflict resolution, consensus, inter-personal relations, motivation, leadership skills and social needs.
- (iii) community development skills involving the mobilization of community support.

4.3. Cooperative Functionaries

Cooperative functionaries can fulfil three important roles

- establish youth wings within existing cooperatives,
- encourage increasing participation and involvement of youth in existing cooperatives.
- work in partnership with youth workers in helping estab-

lish youth cooperatives at all levels.

Cooperative workers, in addition to receiving training in cooperative work also need some understanding of the practices and principles of youth work, including human relations, group dynamics and community development.

4.4. Collaboration

It is recognized that a variety of government and non-government agencies have some responsibility for young people and/or cooperatives. It is vital that such bodies seek to work together so that resources can be maximized. Regular seminars and meetings need to be organised which will bring together officials so there is a greater level of understanding and better exchange of information.

In addition it is vital that both government ministries and National Cooperative Organisations provide training, financial and technical assistance.

Such collaboration may include the following:-

- government involvement with national and local cooperative organisations in the planning and implementation of government programmes for youth.
- establishment of co-ordinating machinery at the different tiers of government, non-government, cooperatives and youth organisations.
- National level youth bodies to present the views of youth to government in order to:
 - influence policy decisions
 - facilitate training of members at all levels
 - secure adequate financial resources
 - develop future directions in consultation with the membership.

5.0 Priority Areas for Action

The issues raised throughout this report constitute the major concerns in relation to the effective establishment and operation of cooperatives, including the active participation of youth workers in the development process.

Particular matters which this conference would wish to highlight to governments and others concerned with youth development is the need to:

- implement continuing education programmes to increase awareness of the nature and potential of cooperatives,
- establish mechanisms at all levels to ensure close liaison and collaboration between organizations with a focus on youth,
- create a sound information and data base to act as a resource in planning and development,
- identify suitable sources of funds to promote co-operative activities and to ensure basic viability,
- provide training opportunities for those working with youth and cooperatives to acquire broader understanding of youth and cooperative work,
- initiate education programmes for teachers at both pre-service and in-service levels,
- foster the establishment of Consultative Councils at both National and Local levels to act as two way channels for communicating youth aspirations and concerns to governments, and
- work towards closer collaboration between countries in the region on matters affecting youth and cooperatives.

The issues discussed during this seminar are of vital importance not only to those who may wish to promote cooperative solutions to some of the problems but also to those who are interested in the broad area of youth work and of cooperatives. The recommendations contained in this document as a part of the strategy to actively involve youth in the cooperative movement, can only be implemented if the agencies responsible for youth work, on the one hand, and for the development of cooperatives, on the other, evolve a mechanism for effective collaboration and cooperation. Cooperatives by their very nature are able to provide a broad ranging response to the many and varied needs of young people, particularly those who are most disadvantaged. In view of this the seminar strongly recommends priority action in the area of youth and cooperatives.

International Cooperative Alliance

C O M M I S S I O N S R E P O R T S

8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-12 Nov. 1984

COMMISSION I

Question : There is an urgent need to inculcate the spirit of Cooperation amongst the young (those in school and out of school). Would you agree with this? If so, what recommendations would you make in this regard.

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Chairman : Mr. K. Jayabalan
Singapore

Rapporteurs: Ms Raja Maimon Raja Yusof
Malaysia

Mr. Hagni Tamrin
Malaysia

I. Introduction

The Commission unanimously felt that there is a positive and urgent need to implement programmes to inculcate the spirit of cooperation amongst the youth in today's world.

II. Need for Urgent Approach

Youth are the potential leaders of the future and the cooperative movement has the relevant opportunity for them to express their needs.

The immediate inculcation of cooperative spirit would help to curb or minimise the following "problems":-

(a) Unemployment : Low level of education and unskilled situations creates lack of opportunity for a successful employment in the depressed economic situation.

(b) Migration of youths: With the hope of a wider scope of employment and of the opportunity for a wider scope of social activities are attracted urban centres. This creates imbalances in labour situations at rural areas. Economic and social problems arises at our populated urban areas.

(c) Undesirable Activities : Unemployed youth both at rural and urban areas create traits for crimes, drug, abuse, vandalism and other undesirable activities.

In this regard, the involvement of youth in cooperative activities would overcome the above problems. Steps has to be taken to evolve a planned programme to infuse the spirit of cooperation into organised activities of youth for a beneficial and purposeful involvement for their personal and community developments. The cooperative movement has the avenue to provide these requirements.

III. Recommendations

(a) The Commission agreed that the idea of cooperation should be imparted to youth at school level. While organised group activities at pre-kindergarten stage upto primary school level would be one form to expose cooperation, positive awareness of cooperation must be exposed at upper primary level. This could be by means of informal and extra curricular activities.

(b) At secondary school stage, formal education need to be included in school curriculum with some aspects for practical application of cooperative principles.

(c) At this stage, when youths are geared for an independent and economically gainful life, their aspiration and needs are manifold. Specific interests of these youth has to be identified at an early stage.

This would enable a proper and pragmatic concept of cooperative movement to be imparted to them.

(d) The Commission identified that teachers should be conversant with cooperative principles and its applications. Sufficient training and involvement by teachers are essential to impart the positive needs of cooperative to youth. While teachers have form cooperatives for their own benefits, national awareness has to be created for all teachers and educators to understand the potential of cooperative for the development of youth organisations.

(e) One other form to support could be the follow up by the parent-teachers associations. While the cooperative subject is learnt at school level, its practical aspect could be enhanced at the youths families and the immediate neighbourhoods. Cooperative organisation can step in to provide further practical information and training opportunities for youths by setting up small scaled school cooperative enterprises.

(f) Limitation to objectives of school cooperatives and age criteria should be geared for a viable enterprise by youths for their own involvement.

(g) Other youth organisations should also be encouraged to consider and include cooperative activities for a more diversified role of the youths.

(h) Coordinated effort by cooperative bodies with government, youth, women and other related organisations must be undertaken for the continued expression of cooperative ideals and applications by the youths after completion of their education.

(i) Well established cooperatives should conduct meaningful courses to train youths in skilled works for their self-employment opportunities.

(j) The need to form youth wings under established cooperatives helps to sustain the cooperative applications.

(k) The induction of youths into the management committees of successful cooperatives helps to develop their administrative skills.

(l) The establishment of youth cooperatives with a viable business enterprise help them to fully operate a business with the total complement of management and risk involvement. Guidance by the national cooperative movement or appropriate government ministries may be required.

(m) National youth movements could also be set up to cater for employment of youths and to determine their progress in cooperative ventures. Successful organisation like KOBENA exists. Other industry-oriented or service-oriented business should be encouraged.

(n) Government assistance to promote small scale industry or cottage industry for traditional enterprises would be one form to enhance cooperative ventures.

(o) Cooperative training institutions or other consultancy agencies would be called upon to provide training on administrative/management skills and member education.

IV. Conclusion

The Commission concluded that for an extensive programme of youth involvement in cooperative activities provisions has to be catered for linkage from school cooperative level to higher stages of participation in district, state and national level.

Regional associations would be appropriate among member countries. This could lead to a forum for international discussions with other developed countries to further exchange ideas of youth oriented cooperative activities.

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8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-17 Nov. 1984

COMMISSION II

Question : In a situation of increasing unemployment and scarcity of investment capital on an individual basis, youth should be motivated and encouraged to find cooperative solutions to their multifarious problems. Please enumerate the problems of youth and indicate possible strategies in this regard.

....

Chairman : Mr. Zaghlol Haji Hanafiah
Malaysia

Rapporteur : Mr. Robert Koh
Singapore

COOPERATIVE STRATEGIES FOR YOUTH

1. Introduction

The Commission sets its sights on the issues enumerated by the secretariat that "in a situation of increasing unemployment and scarcity of investment capital on an individual basis, youth should be motivated and encouraged to find cooperative solutions to their multifarious problems. Please enumerate the problems of youth and indicate possible strategies in this regard".

The Commission recognises the existence of rural and urban youth with different needs, aspirations and deferring situations in the individual country. In view of these diversifying needs, it makes the works of the

Commission that much harder to recommend specific strategies to suit the situation in individual country. However, the Commission could only dwell itself on the general principles and concepts of the issue.

2. Problems of Youth

The Commission realises that problems of the youth can be defined into two dimensions, i.e. tangible and intangible elements. The tangibles are unemployment, under employment, juvenile delinquency, petty and organised crimes, drug abuse, anti social activities, etc. Whilst the intangible elements are the needs to be heard and the right to express themselves.

3. Strategies

As regard to strategies to combat these social ills, the Commission feels that the cooperative is one of the important means to provide employment and minimize such related problems. Therefore, formation of youth cooperatives in urban and rural areas should be given greater emphasis.

The Commission feels that three parties, i.e. the governments, the cooperative movement and the youth movement should be the institutions to promote and organise the youth towards self-reliance, self-employment and upgrading their socio-economic well-being.

4. Recommendations

The Commission has the following recommendations for consideration of the Conference :

(A) Institutional Framework : The Commission recognises

that there is sufficient legal framework in countries of the region for the development of cooperatives, that the youth needs to be organised through youth ^{movement} cooperatives to meet their social needs and the formation of youth cooperatives to meet their economic needs. Towards these goals, both the government and cooperative organisations should place a greater emphasis on the development of youth cooperatives, especially in commemoration of the International Year of Youth. The government, on the other hand, should play positive and supportive roles in launching of such youth cooperatives with financial assistance and the requisite support during its infancy stage.

(B) Education : Cooperative subjects should be included in the education system for teachers and for students in order to inculcate cooperative principles and concepts to youths while they are in schools and the rural provinces where the poor do not enjoy basic education, the cooperative movement or the cooperative promotion department could initiate programmes to create cooperative awareness and its benefits.

(C) Training : It is noted that vocational and skill trainings are being undertaken by public and private sectors. However, the cooperative organisations should engage more actively in providing specific trainings for the youth to cope with cooperative ventures. It is noted that

some countries have cooperative colleges to meet this needs.

(D) Resources : Presently there are already youths who are playing active roles in cooperatives and these resources and expertise could be tapped to initiate youth cooperatives. Technical assistance could be obtained from international organisations, i.e. MATCOM, ILO, ICA, SCC, etc. or other established national organisations.

(E) Capital Investment : Capital of youth cooperatives should be on the basis of self-financing. However, financial assistance could be provided in various forms by the more successful cooperatives within the movement, government sources and other local and international agencies.

5. Conclusion

In order to achieve the successful implementations of the recommendations above, the three major institutions viz. government, cooperative movement and youth movement should promote and organise the youth towards self-reliance, self-employment and upgrading of their socio-economic well-being through Youth Cooperatives.

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Rationale

Keeping the above goal in mind the Commission discussed the following issues:-

1. Various methodology or approaches adopted by government and cooperative movement.
2. No concerted effort by government and cooperative movement to involve youths in cooperative activities.
3. Lack of interlinkages between government and cooperative movement in mobilising youths at different levels of cooperation.

Problems in Situation

Based on the issues discussed the Commission identified the various problems concerning youth. Since the situation varies from country to country, the Commission grouped these problems into the following broad categories:-

1. Economic
2. Social
3. Political
4. Cultural
5. Ethical

The Commission gave a serious thought on the methodology or manner in which programmes on youth could possibly be brought into the mainstream of the cooperative activity of the organisation. In this connection the Commission took a review of the on-going programmes of the countries of the region. In this context the Commission felt that inspiration from Japanese Movement in regard to youth groups and their activities in training young farmers and the way in which they are brought under cooperative ideology. Yet, another aspect is university cooperatives in Japan. Similarly in Korea prospective farmers and fishermen are trained and brought under the cooperative fold. There are

other examples before us, such as, cooperatives for youth activities in Malaysia and cooperative village settlement activities in Sri Lanka. In Australia, young persons are trained in cooperation. In the Philippines also cooperative education has been introduced in schools and colleges and they have cooperation as a specialised subject at the university level. There are some other examples such as in U.K. Consumers' Movement has forged links with youth movement which is autonomous in Britain. In France, school cooperatives have taken deep roots while Canada has developed very valuable material for bringing about cooperative development in schools and colleges. This position reveals that there are special programmes undertaken by different countries and they may be taken as a source of inspiration or guidance. However, each country will have to evolve its own programme in view of the fact that youth problems are country specific and, therefore, we may not be able to generalise programmes, except the general need to involve cooperatives in the youth programmes.

Recommendations

The Commission, therefore, recommends that each country would have to examine youth problems and draw specific programmes taking into consideration the examples indicated above and with such modifications that are relevant to their own situations to attract youth in the cooperative movement and make efforts to offer solutions to their problems and enable them to realise their aspirations and ambitions through cooperative way of life.

Nevertheless, cooperatives cannot rest content with their own programmes on youth. They will have to establish effective linkages within the cooperative movement itself with different levels of institutions such as primary, secondary and national federations. This means that youth programmes would have to be built up in such a way that there is vertical and horizontal linkages to ensure total approach to the problem of youth in the country. Further, there need be a proper link-up and coordination with the youth programmes and activities undertaken by the government and other non-government organisations. However, proper care will have to be taken to ensure that cooperative effort and programmes are not solely dependent on government programmes or their attitude towards youth or cooperatives.

Conclusion

To sum up, the Commission emphasized that there is wide scope to bring youth programmes in the mainstream of the cooperative activity and involve them in cooperative efforts with a view to make them partners in the overall development of the cooperative movement of the country. This should be achieved through a plan process which would involve long term perspective planning in the cooperative movement as well as its coordination with the process of planning at the government level as also at the level of other non-official organisations engaged in youth programmes or activities

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International Cooperative Alliance

CONCLUSIONS & RECOMMENDATIONS

8TH OPEN ASIAN CONFERENCE ON 'YOUTH AND COOPERATIVES'
BANGKOK (THAILAND) : 11-17 NOV. 1984

CONCLUSIONS & RECOMMENDATIONS

Introduction

The Conference feels there is a pressing need for greater involvement of the youth in national development. There is need to implement the programme to inculcate the spirit of cooperation amongst the youth in today's world. The cooperative organisation is a suitable vehicle towards achieving the objectives. The cooperative movement should take greater initiative to bring the youths to the mainstream of the cooperative movement at national, regional and international levels.

The aim of greater involvement of youths in cooperative activities is to attain a better standard of living and improved quality of life.

Major Issues Confronting Youth

The Conference recognised the existence of rural and urban youth with different needs, aspirations and deferring situations in any individual country. In view of these diversifying needs and problems specific strategies has to be evolved to overcome them. Some of these problems are unemployment, under-employment, low level of education, lack of skills, migration of youth,

lack of opportunities for social and economic development, juvenile delinquency, ~~crimes~~, drug abuse and other undesirable activities. Furthermore, the Conference recognised the special needs of the youth for opportunity to express themselves in decision-making and operations of community and national development activities.

1. Unemployment and Under-Employment

The most important problem in all countries is the high level of unemployment and under-employment of youth. The low level of education and lack of skills specially among rural youth creates lack of opportunity for successful employment. The unskilled youth are liable to be exploited in the present depressed economic situation.

2. Low level of Education

There still exists in the region large number of youth who possess low level of education and in some instances are functionally illiterate. This is more predominant in the rural areas and especially among the female population.

3. Lack of Skills

The youth specially in rural areas are lacking useful skills and they do not have adequate means to sustain themselves in their surroundings.

4. Migration of Youth

With the hope of a wider scope of employment and of the opportunity for a wide range of social activities, youth are attracted to urban centres. This creates imbalances in labour situations in the rural areas. Economic and social problems arise in over populated urban areas.

5. Undesirable activities

Unemployed youth both in rural and urban areas create traits for crime, drug abuse, vandalism and other undesirable activities.

6. Limited Opportunity for Expression

In an adult dominated society young people do not have adequate opportunities to express themselves and participate in decision-making process of the family and community in general.

Cooperative Responses

It was the general consensus that the involvement of youth in cooperative activities would be an avenue to overcome the above problems. Steps should be taken to evolve a planned programme to infuse the spirit of cooperation into organised activities of youth for a beneficial and purposeful involvement for their personal and overall community development. Therefore, formation

of youth cooperative in urban and rural areas should be given greater emphasis. In this regard the government, the cooperative movement and the youth movement should be the key institutions to promote and organise the youth towards self-reliance, self-employment and upgrading their socio-economic well being.

Recommendations

1. The idea of cooperation should be imparted to children and youth at the school level while organised group activities at the pre-kindergarten stage upto the primary school level would be one form to expose them to cooperative spirit, positive awareness of cooperative principles must be exposed at the upper primary level. This could be by means of school cooperatives and other informal and extra curricular activities.
2. At the secondary school stage formal cooperative subjects need to be included in school curriculum with some aspects for practical application of cooperative principles.
3. At the higher education level specialised courses on cooperative management and allied subjects should be offered.

4. Sufficient training and involvement of teachers are essential for imparting positive attitudes towards cooperatives among youth. The teachers working at different levels should receive special training in cooperative education and subject curricula should be developed by the school authorities concerned.

5. The parent-teacher association should play a complementary and supportive role to the development of school cooperatives. The practical aspect for information and training opportunities of the youth could be supported by the successful local cooperatives.

6. Other youth organisations should also be encouraged to consider and include cooperative activities for a more diversified roles of the youth.

7. In the initial stages governments could assist youth in setting up industrial, commercial and service institutions on a cooperative basis to enhance youth involvement in cooperatives.

8. Concerted and coordinated effort should be made between government, youth, women and other organisations to mobilise their resources towards the development of youth cooperatives.

9. Closer linkages should be established between the national youth movement and the cooperative system to enhance youth involvement in cooperatives. Where

there are no national youth movement cooperatives should support the establishment of national youth movement.

10. Within the cooperative system itself there should be both horizontal and vertical collaboration for youth activity and national cooperative organisations should work towards setting up of youth wing within their framework.

Cooperative should provide opportunities for youth to be inducted into their management committees to enable them to gain practical experience and develop their administrative skills.

11. Well established cooperatives should find ways and means of developing the skills of youth in various fields for their self-employment and cooperative employment opportunities.

12. Cooperative training institutions should play a more vital role in increasing awareness about cooperatives among youth and also in improving their management skills.

13. The national cooperative movement and government should help youth in the establishment of economically viable cooperative enterprises.

Since investment capital is a problem for youth they should be supported in the first instance by government and the movement to enable them to become self-reliant.

14. Wherever necessary technical assistance could be sought from international organisations like ICA, ILO, FAO and other established donor agencies.

15. The ICA RO should undertake a study to explore the possibility of regional affiliation of youth cooperatives within the region and where it is found feasible it should be taken up through the Regional Council for South-East Asia for implementation.

Conclusion

The Conference concluded that there is wide scope to bring youth programmes in the mainstream of cooperative activity and to involve them in cooperative efforts with a view to make them partners in the overall development of the cooperative movement of the country. This could be achieved through a planned process which would involve long term perspective planning in the cooperative movement as well as its coordination with the process of planning at the government level as also at the level of other non-official organisations engaged in youth programmes or activities.

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5. Mr. Prem Kumar

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International Cooperative Alliance

GENERAL PAPERS

8TH OPEN ASIAN CONFERENCE ON 'YOUTH AND COOPERATIVES'
BANGKOK (Thailand) : November 11-17,1984 .

COMMISSION I

Question : I There is an urgent need to inculcate the spirit of Cooperation amongst the young (those in school and out of school). Would you agree with this? If so, what recommendations would you make in this regard.

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39. Mr. Salleh b. Talib, Malaysia
40. Mr. A. Varathan, Malaysia
41. Mr. K. Jayabalan, Singapore
42. Mr. Coh Eng Seng, Singapore
43. Mr. Chua Huck Leng, Singapore
44. Mr. De Silva Gregory, Singapore
45. Mr. Zainal A. Nasoetion, Singapore
46. Mr. Surin Suthachai, Thailand
47. Mrs. Arom Meechai, Thailand
48. Pol. Sub Col. Shour Louprasert, Thailand
49. Mr. Manit Naul-In, Thailand
50. Miss Nangnoi Chantana, Thailand
51. Mr. Snouh Tubla, Thailand
52. Mr. Thamrong Saengthong, Thailand
53. Mr. Kollayuth Sriyothee, Thailand
54. Mr. Sakkarin Surintraboon, Thailand
55. Mr. Kintpan Noimanee, Thailand
56. Miss Suwanna Wattanapornpatsai, Thailand
57. Mrs. Pranee Salacheep, Thailand
58. Mr. Pin Sribanjam, Thailand

Dr. D. Vir, ICA ROEC

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8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (Thailand) : 11-17 November 1984

COMMISSION II

Question : II In a situation of increasing unemployment and scarcity of investment capital on an individual basis, youth should be motivated and encouraged to find cooperative solutions to their multifarious problems. Please enumerate the problems of youth and indicate possible strategies in this regard.

Members

1. Mr. S.M. Selim, Bangladesh
2. Mr. M.M. Vyas, India
3. Mr. A.K. Barooah, India
4. Mr. G.D. Mishra, India
5. Mr. Ki-Won Suh, Korea
6. Mr. Inamul Haq Piracha, Pakistan
7. Mr. Taoh Khoon Peng, Malaysia
8. Mr. Hanipah Ahmad, Malaysia
9. Mr. Hassan Basri Abd. Karim, Malaysia
10. Mr. Idris Daris Daud, Malaysia
11. Mr. Dahlan Tamby, Malaysia
12. Mr. Abdul Karim Awang Mohd, Malaysia
13. Mr. P. Kanagarajah, Malaysia
14. Mr. Chong Bee Soon, Malaysia
15. Mr. Poh Tian Hooi, Malaysia
16. Mr. Bazali Osman, Malaysia
17. Mr. Zakaria Hamzah, Malaysia
18. Mr. Wong Ah Sang, Malaysia
19. Mr. Salih Pavi Ali, Malaysia
20. Mr. Azizah Osman, Malaysia
21. Mr. Aminordin Harun, Malaysia
22. Mr. Mas Shuri Ahmad, Malaysia
23. Mr. Abdul Wahab Hj Ahmad, Malaysia
24. Mr. Cho Mun Kit, Malaysia
25. Mr. Low Chang Soon, Malaysia
26. Mr. Kamarudin Md. Zain, Malaysia
27. Mr. Lim Kok Tin, Malaysia
28. Mohd. Isa bin Jani, Malaysia
29. Mr. Tan Yoke Tae, Malaysia
30. Mr. Ahmad Seth Abdul Wahid, Malaysia
31. Mr. Saw Choo Pik, Malaysia
32. Mr. P. Ramalingam, Malaysia
33. Mr. K. Ramakrishnan, Malaysia

34. Mr. Aris b. Ariffin, Malaysia
 35. Mr. Zainal Abdiin b. Hamzah, Malaysia
 36. Mr. V. Gunaseelan, Malaysia
 37. Mr. Abbas b. Mohd. Ali, Malaysia
 38. Mr. Abdul Wahab b. Hj. Tahir, Malaysia
 39. Mr. A. Sachirthanathan, Malaysia
 40. Mr. Boey Foong Phin, Malaysia
 41. Mr. S.N. Narayanan, Malaysia
 42. Mr. P. Palaniandy, Malaysia
 43. Mr. Abdul Rani bin Ismail, Malaysia
 44. Mr. Roland Tay, Singapore
 45. Mr. Rosdi bin Ahmad, Singapore
 46. Mr. Yusof bin Musa, Singapore
 47. Mr. Victor peng, Singapore
 48. Mr. Steven Leh, Singapore
 49. Mr. MRB Daswatte, Sri Lanka
 50. Mr. Chalee Maliwan, Thailand
 51. Mrs. Thasnee Channarong, Thailand
 52. Mr. Adisorn Saisook, Thailand
 53. Mr. Kiat Umpray, Thailand
 54. Mr. Utai Palang, Thailand
 55. Miss Thanya Pongsang, Thailand
 56. Mr. Pokkrong Channuch, Thailand
 57. Mr. Prakong Supalak, Thailand
 58. Mr. Chatchawan Kongseubchat, Thailand
 59. Mr. Charoon Chechas, Thailand
 60. Mr. Tieb Chooruang, Thailand
 61. Mr. Pokkrong Channuch, Thailand
 62. Mr. Maitree Vichitporn, Thailand
- Mr. Lionel Gunawardana, ICA ROEC

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8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-17 NOVEMBER 1984

COMMISSION III

Question III : Though the cooperative form of organisation has often been resorted to in programmes devised by governments and other organisations for youth, as yet there are no visible signs of the generality of cooperative movements in many countries in Asia taking meaningful steps to assist and support the greater involvement of youth in the mainstream of cooperative activity.

Further, the interlinkages that exist between the mainstream of cooperative effort and cooperative effort in the youth sector appears to be rather slender.

Please examine this situation. What recommendations would you have to improve the present position and strengthen cooperative effort in this regard?

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Members

1. Mr. R.P. Shukla, India
2. Mr. B.P. Mishra, India
3. Brig Gen Arcadio S. Lozada, Philippines
4. Mr. Zaghlol Haji Hanafiah, Malaysia
5. Mr. Mutadho Bahri, Malaysia
6. Mr. Abd. Ghani Ibrahim, Malaysia
7. Mr. Tangku Aziz Tangku Jaafar, Malaysia
8. Mr. Koh Kim Swee, Malaysia
9. Mr. Yeo Jin Kooi, Malaysia
10. Mr. Oon Beng Leong, Malaysia
11. Mr. Wilfred Ewa Khang Heang, Malaysia
12. Mr. S. Ahlaimuniandy, Malaysia
13. Mr. Shaari Saad, Malaysia
14. Mr. Nordin Ali Hussin, Malaysia
15. Mr. Hj. Rosadin Hj. Yaakob, Malaysia
16. Mr. Ahmad Azamuddin Aman, Malaysia
17. Mr. Ab. Hamid Abd. Ghani, Malaysia
18. Ms. Noraini Bte Md. Nooh, Malaysia
19. Mr. Ishak Idris, Malaysia
20. Mr. R. Sathasivam, Malaysia
21. Mr. Abdul Manap Mohd. Sidin, Malaysia
22. Mr. T. Arasappan, Malaysia
23. Mr. Mohd. Khalid H. Zain, Malaysia
24. Mr. Abdul Wahid Manan, Malaysia

25. Mr. Lee Pak Kwee, Malaysia
26. Mr. Haji Osman Sudin, Malaysia
27. Mr. Goh Khoon Yean, Malaysia
28. Mr. B. Muniandy, Malaysia
29. Mr. Abd. Aziz b. Abd. Jalil, Malaysia
30. Mr. Zainu Hasri, Malaysia
31. Mr. R. Ramasamy, Malaysia
32. Mr. S. Sivapathan, Malaysia
33. Mr. K. Vijayasurier, Malaysia
34. Mr. T. Tharmakulasingham, Malaysia
35. Mr. Leong Weng Kun, Malaysia
36. Mr. Abdul Hamid b. Mohd, Malaysia
37. Mr. R. Sadasivam, Malaysia
38. Mr. Karman b. Samsudin, Malaysia
39. Mr. A.J. Hendricks, Singapore
40. Mr. Thro Sin Peng, Singapore
41. Mr. Robert Koh Seng Leong, Singapore
42. Mr. Michael A. Nonic, Singapore
43. Mr. Jumahat A. Razak, Singapore
44. Mr. Kadirasan, Singapore
45. Mr. Soontorn Porrasuntisuk, Thailand
46. Sec. Lt. Somboen Tongglun, Thailand
47. Mr. Sumrit Asakit, Thailand
48. Mrs. Podjanart Chaiyasart, Thailand
49. Mr. Rungsan Lesvilai, Thailand
50. Mr. Terd Jaiharn, Thailand
51. Mr. Bua Na-Muang, Thailand
52. Sub Lt. Dee Chaiwan, Thailand
53. Dr. Chaturaporn Hongsaprabhas, Thailand
54. Mr. Suraporn Narknakorn, Thailand
55. Pol. Col. Amnuay Tubtimto, Thailand
56. Miss Atcha Mallikamas, Thailand
57. Mr. Saman Munqswadi, Thailand

Mr. M.K. Puri, ICA ROEC

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8TH OPEN ASIAN CONFERENCE ON COÖPERATIVE MANAGEMENT

BANGKOK (THAILAND) : 11-17 NOVEMBER 1984

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NOTE ON COMMISSION SESSIONS - 13TH NOVEMBER 1984

01. Commission sessions will begin at 09.00 hours. Delegates are kindly requested to participate in the respective Commission to which they have been assigned.

02. Commissions will meet in the following rooms:

Commission I : RANGTHON ROOM

Commission II : RANGTHON ROOM

Commission III : PETBURI ROOM

03. Names of Commission Chairmen and Rapporteurs are given below:

Commission I : Chairman : Mr. K. Jayabalan
Singapore

Rapporteur : Ms. Raja Maimon Raja Yusof
Malaysia

Mr. Hasni Tamrin
Malaysia

Commission II : Chairman : Mr. Zaghlol Haji Hanafiah
Malaysia

Rapporteur : Mr. Robert Koh
Singapore

Commission III: Chairman : Mr. M.M. Vyas,
India

Rapporteur : Mrs. Faridah Khali
Malaysia

04. All those delegates are kindly requested to mark their presence in the list provided - the Chairman will have an additional list for this purpose.

05. All Commissions are requested to finalise their discussions and their report by 4 p.m. on 13th November 1984 and hand over the Report to the Secretariat by 4 p.m.

06. The Plenary Meeting on Commission Reports will be at 9 a.m. on 14th November 1984 - the same room as that used on 12th November.

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8TH OPEN ASIAN CONFERENCE ON 'YOUTH AND COOPERATIVES'
Bangkok (Thailand) - November 11-17, 1984

ISSUES FOR GROUP DISCUSSIONS

- I. There is an urgent need to inculcate the spirit of Cooperation amongst the young (those in school and out of school). Would you agree with this? If so, what recommendations would you make in this regard.

- II. In a situation of increasing unemployment and scarcity of investment capital on an individual basis, youth should be motivated and encouraged to find cooperative solutions to their multifarious problems. Please enumerate the problems of youth and indicate possible strategies in this regard.

- III. Though the cooperative form of organisation has often been resorted to in programmes devised by governments and other organisations for youth, as yet there are no visible signs of the generality of cooperative movements in many countries in Asia taking meaningful steps to assist and support the greater involvement of youth in the mainstream of cooperative activity.

Further, the interlinkages that exist between the mainstream of cooperative effort and cooperative effort in the youth sector appears to be rather slender.

Please examine this situation. What recommendations would you have to improve the present position and strengthen cooperative effort in this regard?

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8TH OPEN ASIAN CONFERENCE ON COOPERATIVE MANAGEMENT
BANGKOK (THAILAND) : 11-17 November 1984

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NAMES OF DELEGATES JOINING THE STUDY TOUR
(15th & 16 November, 1984)

1. Mr. Koh Kim Swee, Malaysia
2. Mrs. Koh Kim Swee, Malaysia
3. Mr. Ariff Bin Babu Salam, Malaysia
4. Mr. Abdul Karim bin Awang Mohd, Malaysia
5. Mr. Yeo Jin Kooi, Malaysia
6. Mr. P. Kanagarajah, Malaysia
7. Mr. Tan Guan Cheng, Malaysia
8. Mr. Ph Tian Hooi, Malaysia
9. Ms. Raja Maimon Bt. Raja Yusof, Malaysia
10. Mr. S. Ahlaimuniandey, Malaysia
11. Mr. Chin Kok Cn, Malaysia
12. Mr. Zakaria Hamzah, Malaysia
13. Mr. Wong Ah Sang, Malaysia
14. Mr. Nordin Ali bin Mohd Hussin, Malaysia
15. Mr. Hasni Tamrin bin Halimi, Malaysia
16. Mr. Haji Rosdin bin Haji Yaacob, Malaysia
17. Mr. Hj. A. Aziz bin Rabin, Malaysia
18. Mr. Salih Pavi Ali, Malaysia
19. Mr. Ahmad Azamuddin Aman, Malaysia
20. Mr. Anuaruddin b. Mohd Noor, Malaysia
21. Mr. Abd. Hamid bin Ab. Ghani, Malaysia
22. Mrs. Abd Hamid bin Ab. Ghani, Malaysia
23. Mr. Hj Wan Ab. Kudus bin Hj. Wan Awang, Malaysia
24. Mr. Ibrahim b. Haji Ahmad, Malaysia
25. Mr. Abdul Wahab bin Hj. Ahmad, Malaysia
26. Mr. Mustapha bin Md. Nasir, Malaysia
27. Mr. Low Cheng Soon, Malaysia
28. Mr. Abdul Manab bin Mohd Sidin, Malaysia
29. Mr. Safri bin Hj. Abdul Rahman, Malaysia
30. Mr. Kamaruddin bin Md. Zain, Malaysia
31. Mr. Mohd Khalid Zain, Malaysia
32. Mr. Mohd Yunus bin Ibrahim, Malaysia
33. Mr. Mohd Isa b. Jani, Malaysia
34. Mrs. Mohd Isa b. Jani, Malaysia
35. Mr. Abdul Wahid bin Manan, Malaysia
36. Mr. Jaafar bin Muda, Malaysia
37. Mr. Engku UbadillahAhmad, Malaysia
38. Mr. Tan Yoke Tee, Malaysia
39. Mr. Lee Pak Kwee, Malaysia
40. Mr. Abd. Monem Cadnan b. Md. Zin, Malaysia
41. Mr. Ahmad Seth B. Abdul Wahid, Malaysia
42. Mr. Haji Osman Bin Sudin, Malaysia
43. Mr. Mohd. Fadzil Ahmad, Malaysia

44. Mr. P. Ramalingam, Malaysia
45. Mr. B. Muniandy, Malaysia
46. Mr. V. Katheravelu, Malaysia
47. Mr. K. Ramakrishnan, Malaysia
48. Mr. Jamaludin bin Md. Zin, Malaysia
49. Mr. Arif Hasan, India
50. Mr. B.P. Mishra, India
51. Mr. K. Srinivasa Gowda, India
52. Gen. Arcadio S. Lozada, Philippines
53. Mr. Roland Tay Tatt Jin, Singapore
54. Mrs. Roland Tay, Singapore
55. Mr. Rosdi E. Ahmad, Singapore
56. Mr. K. Jayabalan, Singapore
57. Mr. N.T. Kadresan, Singapore
58. Mr. De Silva Gregory, Singapore
59. Mr. Robert Koh, Singapore
60. Mrs. Robert Koh, Singapore
61. Mr. Jumahat A. Razak, Singapore
62. Mrs. Jumahat A. Razak, Singapore
63. Mr. Victor Pang, Singapore
64. Mrs. Victor Pang, Singapore
65. Mr. Chua Huck Leng, Singapore
66. Mr. Michael A. Nonis, Singapore
67. Mr. Yusof Bin Musa, Singapore
68. Mr. Clarence Goh Eng Seng, Singapore
69. Mr. Terd Jaiharn, Thailand
70. Mr. Manit Nual-In, Thailand
71. Mr. Samrit Asakit, Thailand
72. Mr. Soontorn Porrasunttsuk, Thailand
73. Mr. Utai Palang, Thailand
74. ~~Dr. D. Vir, ICA ROEC~~
75. Mr. Lionel Gunawardana, ICA ROEC
76. Mr. Prém Kumar, ICA ROEC

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77. Mr. Sabinen ADA Indonesia
 78. Mr. Syamsudin Djahmat Indonesia
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Tentative Programme of Study Visit
8th Open Asian Conference on Cooperative Management

Thursday, November 15th, 1984

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|-------|--|
| 08.00 | - Leave Bangkok Palace Hotel |
| 11.00 | - Arrive in Rayong Province |
| 11.30 | - Visit Muang Rayong Agricultural Cooperative Ltd. |
| 12.30 | - Lunch |
| 14.30 | - Proceed to Pattaya |
| 15.30 | - Arrive in Pattaya and Free |

Friday, November 16th, 1984

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|-------|---------------------|
| Am. | - Free |
| 15.00 | - Leave for Bangkok |
| 17.00 | - Arrive in Bangkok |
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