

FRAMEWORK
THAT YOUTH SHOULD KEEP IN
MIND
WHEN MOVING IN NEXT ACTIVITY

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FRAMEWORK

THAT YOUTH SHOULD KEEP IN MIND
WHEN MOVING IN NEXT ACTIVITY

1

**Image of Co-operative Leader
in the Present and the Future**

2

"Future is Ours"

3

Conclusion

1.**Image of Co-operative Leader in the Present and the Future**

- 1-1. Youth who has deep concerns for community, society and economy
- 1-2. Youth who believes firmly the way of co-operation
- 1-3. Youth who is ready to learn any time, everywhere
- 1-4. Youth who likes to join others in activities

1-1. Youth who has deep concerns for community, society and economy

- a) Community level; residence base, working base and learning base
- b) Province level and Nation level
- c) Region level and World level

"A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically controlled enterprises." (Definition of Co-operative, ICA 1995)

1-2. Youth who believes firmly the way of co-operation

- a) self-help, self responsibility, democracy, equality, equity, and solidarity
- b) honesty, openness, social responsibility, and caring for others

"Co-operatives are based on the values of self-help, self responsibility, democracy, equality, equity, and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others. " (Values of Co-operative, ICA 1995)

**1-3. Youth who is ready to learn any time,
everywhere**

- a) A desire to improve oneself
- b) Knowledge and practice
- c) Collaborate learning

1-4. Youth who always joins with another in activities

- a) 100 persons' one-step forward rather than one's 100-steps forward
- b) As an Information Editor through team activity
- c) Sense, Context and cheering-**transaction**

"STATIC DECISION" , "DYNAMIC TRANSACTION"

STORAGE (ideas, methods, systems, etc.)

INFLOW (situations, opportunities, changes, etc.)

FILTER (judgment and common sense)

DECISIONS

2.**"Future is Ours"****2-1. Era of Co-operation****2-2. Co-operative Youth in the World****2-3. Shared Vision for the future**

2-1. Era of Co-operation

- Economic activities for meeting needs
- Participatory democracy
- Human resource mobilization/development
- Social responsibility
- National and international co-operation

(quoted from "Co-operative values in a changing world", Oct. 28, 1992, 30th ICA Congress, Tokyo, Japan)

2-2. Co-operative Youth in the World

Youth Manifesto on the Threshold of the XXI Century, Result of the Preparatory Continental Conference of Youth Coopers, Mexico City, 19-21 November, 1997

" The Third Millennium is Ours " 

The Canadian Co-operative Youth Network (CCYN) was formed at the Canadian Co-operative Association's (CCA's) 1994 Youth Congress. The young people recognized a need for ongoing communications among co-operative youth.

2-3. Shared Vision for the future

Changing over from "command-driven organization" to "vision-driven organization" is a vital issue.

Without shared vision, there is no participatory democracy.

The most effective learning is that through participation in the community of practice.

3. **Conclusion**

Leadership is not limited to the chairman. Leaders exist at all levels of the organization.

Leaders are made, not born. leadership is a mix of skills, attitude, will and motivation. To become a leader, you must want it, work on it. It requires much effort to get there and remain there.

Managing is an assignment -- a job. A manager who is not a leader manages by title only. A leader-manager inspires people, says an example, and builds trust.

Leaders filter ideas, evaluate situations, seize opportunities -- always using sound judgment.

APPENDIX

- >WHEN WE RESHAPE CO-OPERATION;**
- >ORGANIZATIONS DRIVEN BY COMMAND
and/or BY VISION**
- >DECISION MAKING**
- >PRINCIPLES OF CO-OPERATIVES**
- >Situating learning:
Legitimate peripheral participation**



WHEN WE RESHAPE CO-OPERATION;

What matter are:



**Impediments
to co-operate**



"If it ain't invented here,
it can't be any good."



ORGANIZATIONS DRIVEN BY COMMAND and/or BY VISION

Command-driven type



Command & Control

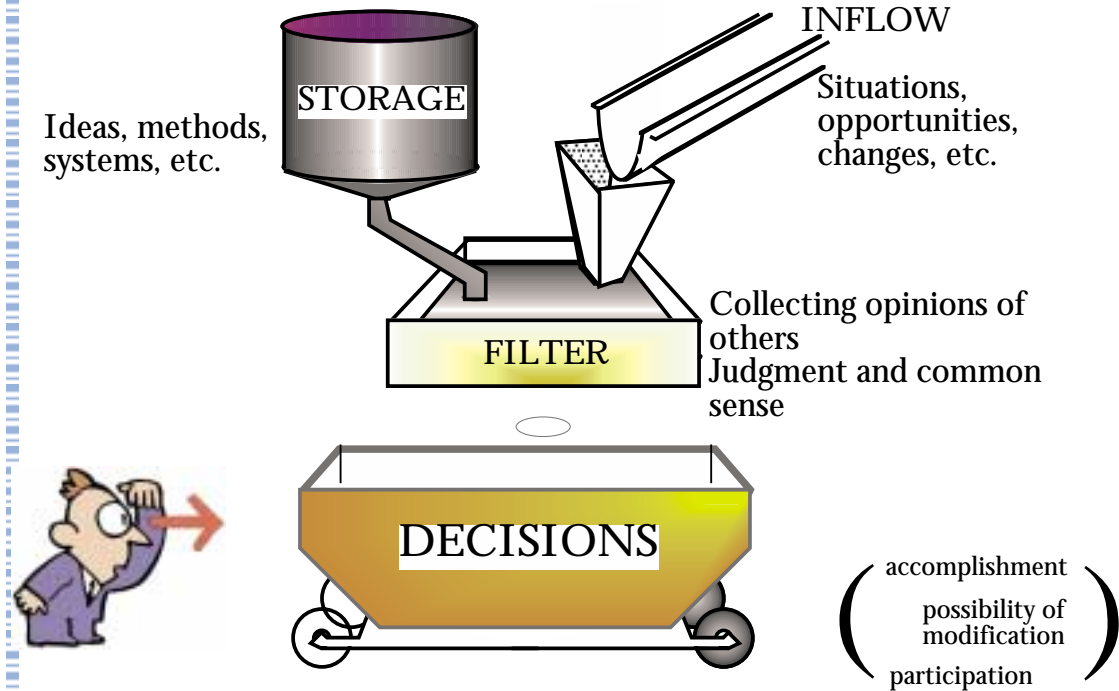
Vision-driven type



Question
Focusing & Coordinating

WOW!

DECISION MAKING





PRINCIPLES OF CO-OPERATIVES

The co-operative principles are guidelines by which co-operatives put their values into practice.

1st Principles :

Voluntary and Open Membership

2nd Principle:

Democratic Member Control

3rd Principle:

Member Economic Participation

4th Principle:

Autonomy and Independence

5th Principle:

Education, Training and Information

6th Principle:

Co-operation among Co-operatives

7th Principle:

Concern for Community



Situated learning

Legitimate peripheral participation

These days, the framework of learning is changing, since **Jean Lave**, professor of Education at the UC Berkeley, and **Etienne Wenger**, research scientist at the Institute for Research on Learning in Palo Alto, advocated a new concept of learning that is "**Legitimate Peripheral Participation (LPP)**" in 1991.

According to LPP theory, learning is a process of identity-formation towards becoming a full member of a community of practice, or towards full participation from peripheral participation.

LPP surpasses usual notion of learning, because of the following points;

- (a) Learning is recognized as a sustained interaction of the learner with his/her environment-others, and community, all of it should not be resolved into one's intellectual powers or information processing.
- (b) A learner should be recognized as a whole person, and not as a knowledge-obtainer. Learning changes his/her development of identity to be a full-fledged person, and not limiting to a specific knowledge or skill that is obtained.
- (c) Learning is based on actual practices in collaboration with others. It's value or meaning is returned to a learner as a response in a community. It is not based on cognitive or technical activities, such as repeat-training of mnemonics, consideration, solution of a problem, and skill.
- (d) As learning is a process of participation in a community of practice, conflicts between newcomers and old-timers (or, less individualistically, between generations) take place inevitably in the everyday participation. LPP recognizes these conflicts as powers that make "reproduction" of a whole community and "displacement of generations."
- (e) Motivation for learning activity is both learner's feeling of reality of becoming a "full-participant" in a community of practice, and social relations to ongoing community practices. This is achieved by his/her foreseeing that some sharing field or other is opening "here and now," rather than simple "income wage" or "intrinsic factor" such as "curiosity" or "effectiveness."
- (f) Therefore, what promotes learning at all times is based on accessibility to full productive activity in a community, and based on extensiveness of semantic network in the orbit of his/her participation, i.e. "cultural transparency."