

**Formal cooperative education
in the Philippines:
Challenges and needed public
and private support
mainstream: The PUP College
of Cooperatives and Social
Development experience**

by:
Prof. Rebecca E. Palma

**CCSD
ACADEMIC
PROGRAM**

**Universities that Pioneered
Cooperatives as Academic Program**

University of the
Philippines – Los Baños

Polytechnic University of the
Philippines – Institute of Cooperatives
now College of Cooperatives & Social
Development

**2011 Bachelor in Cooperatives
REVISED CURRICULUM**

- **COOPERATIVE FINANCIAL
MANAGEMENT ACCOUNTING**
- **COOPERATIVE BUSINESS
MANAGEMENT**
- **COOPERATIVE EDUCATION &
COMMUNITY DEVELOPMENT**

**Changes and repositioning in the
subject offerings were aimed for:**

- Better responsiveness to the needs of cooperatives in terms of business and organizational management; and
- More effectiveness in the students' development process through more solid general education foundation and cogent learning progression and better integration of theory and practice.

Enrollment Concerns

1) difficulty in promoting cooperatives as a course because of the students indifference to it that leads to low enrollment turnout

2) enrollees forced to enroll in the course for reason that most of the courses in PUP are filled in

3) less than ten percent of the students/graduates are enrolled in the course because they or their parents like/knew the course

BC graduates whose priority was to work with cooperatives can be categorized as follows:

Type A – those who wanted to work with cooperatives, were hired, and are still with the coops that hired them

Type B – those who wanted to work with cooperatives, were hired but eventually left for other coops or other jobs

Type C – those who wanted to work with cooperatives, were not able to find the cooperatives that would hire them, and had to look for other jobs.

Points to Consider:

- Officers and/or managers of targeted coops did not see the need to hire additional or permanent staff;
- There are coops that tend to think they are not ready to pay full-time staff;
- Coops needed staff but could not give the right pay for the right job and responsibilities;
- Graduates could not reconcile cooperative ideas learned with the realities of coop practice such as on openness of coop leaders and managers to new ideas and suggestions and adherence to the values and principles of cooperation in relation to policy formulation, and implementation, human relationships, attitudes and commitment; and
- Poor business

Other Considerations

Majority were hired by their first target employers because of their qualifications and willingness to accept the salaries offered.

relative shortness of time the graduates were able to find jobs after their graduation.

useful competencies acquired by the graduates from their course are in communication, human relations, problem-solving, and critical thinking which are considered by experts among the most difficult competences but quite useful in showing effectiveness as leaders and co-workers.

The challenges and needs to be addressed based on the studies conducted are:

Capability-building of some schools that shall enable them to offer cooperatives as a full-blown degree course

Improving enrollment turnout

Promotion of the courses especially in the secondary schools and within the cooperative sector

Better matching of the courses with the needs of the cooperative movement

Providing better employment opportunities through stronger and more progressive cooperative business

Capability-enhancement of faculty and more responsiveness of the curriculum

Resource generation and support mobilization.

Prospects of the Program



Coop Partnership – CCSD's academic program is slowly being promoted and made known to cooperators. Coops requests for BC interns or on-the-job trainees who are later hired if they meet the coop's employment standards



Coop Scholars – high school graduates given scholarships in cooperatives enroll in the course. Cooperatives that realize their staffing need for BC graduates send scholars.



Coop Employment – the latest revised BC Curriculum matches knowledge, skills and talents of graduates with changing personnel requirements of the coops. It is projected that the employment rate of coop graduates will be higher. On the other hand, coops should try to build their capabilities to be able to offer BC graduates better working environment and just compensation.



Integration of Cooperatives in the Curriculum – BC can be popular to students if the people in general are educated on cooperatives. The Department of Education may implement Memo No. 130.s.1956 requiring the teaching of cooperation in public schools from elementary grade to high school. The objective of teaching of cooperation to the youth was the development and formation of ideas and habits of cooperation. These could only be achieved through practical application of cooperative concepts, philosophy and way of life. In the college level, the inclusion of a separate 3-unit coop subject may be mandated.



Program Replication – if the demand for coop graduates should increase, the cooperative program may now be replicated by other state colleges/universities. A replication by private colleges and universities may also be necessitated.

CCSD EXTENSION SERVICES PROGRAM

- ❖ primary, secondary and tertiary cooperatives
- ❖ cooperative development offices of the local government units in Metro Manila and the nearby provinces like Laguna, Quezon, Rizal, Cavite, Batangas and Bulacan are among the most reliable and hospitable education and training partners of the CCSD.

They are consistent host to the BC semester-long field exposure and internship program. They help the students fulfill curricular requirements such as:

- conduct of training needs analysis;
- Research;
- project feasibility studies;
- education program designing and implementation;
- community profiling;
- marketing/business planning;
- policy analysis and formulation;
- local development planning; and
- practice teaching.

Some Major programs and projects were undertaken in partnership with outside agencies like:

1. Cooperative Development Authority
2. Land Bank of the Philippines;
3. Land Bank Countryside Development Foundation
4. The Office of Senator Ramon Magsaysay;
5. Office of Senator Juan Miguel F. Zuribi
6. Hanns Seidel Foundation;
7. National Cooperative Movement;
8. National Housing Authority;
9. Fundacion Santiago;
10. Department of Trade and Industry;
11. Development Action for Women Network; Department of Environment & Natural Resources, etc.

Some of the weak areas on CCSDs

Extension Services are:

1. Lack of committed leaders/trainors/faculty to design new programs and develop new training materials on cooperatives.
2. Limited access to cooperative materials and publication.
3. Lack of information dissemination on the services offered by the CCSDTIS.
4. No follow up mechanism and monitoring schemes to measure impact of education and trainings conducted by the unit.
5. The number of CCSD faculty members makes it impossible for the Extension Services Unit to accommodate request for training and advisorships.
6. Some of the extension undertakings are not continuing.
7. Lack of research undertakings to determine impact and degree of coop partners satisfaction on the extension services being provided by CCSD.

CCSD RESEARCH & DEVELOPMENT PROGRAM

Some limitations of the Research & Development Program

- There is lack of realistic funding for research and research related activities.
- Capacity & Capability -Building for faculty members and its alternative ways are not adequate.
- Few CCSD faculty members are inclined to do research undertakings. Research is not their priority.
- Research incentives for faculty engaging in research are not fully implemented
- Teaching loads does not allow time for faculty to engage in research
- Directory of research linkages (local) is not established
- Cooperatives orientation relative to research is low.
Appreciation of coops on the importance of research need be intensified

CONCLUSION

In finality, PUPCCSD is still in the journey of achieving its vision of a proactive exponent in PUP's creation of a humanist, just, and empowering environment and in strengthening and enhancing the academic, extension and research thrusts and its mission in responding to the growing needs for relevant and continuing cooperative education and services geared towards economic self-reliance, social responsibility and cooperativism as a way of life.