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# Addressing the Goals of Human Ecology in the Philippine Setting Through Responsive Extension Programs

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## ABSTRACT

*The study was conducted to determine the dynamics of the extension programs to address the goals of human ecology in the Philippine setting. Specifically, it determined how the focus and approaches of these extension programs of the University of the Philippines Los Baños, College of Human Ecology (UPLB-CHE) evolved through the years. Key informant interview and secondary data were used.*

*Results showed that the focus of the extension programs did not change much through the years. The programs centering on the human-ecological well-being of Filipinos, in the face of widespread poverty, continued to be the main focus. From food and nutrition security, human and family development in the 80s, to empowering local organizations and institutions in the early 2000, CHE hopes to focus more on the recent and pressing problems on environmental integrity.*

*The extension approach applied by CHE has evolved through time. The transfer of technology was the dominant approach used in the early 70's. However, the approach's limitations brought about the need to look into the relationships of the various actors involved in an extension program. Through time, the knowledge systems approach became the most accepted strategy. Using this approach, the need to involve various stakeholders in the process of doing the extension program was given emphasis.*

*The development of human potential of every Filipino continues to become a priority of government and the civil society. Thus, studies focusing on the dynamics of the extension programs that directly affect the Filipino communities in changing environments are very relevant.*

# INTRODUCTION

As of 2008, the University of the Philippines Los Baños (UPLB) is one of the more than 120 state universities and colleges (SUCs) in the Philippines with the tripartite function of instruction, research, and extension. At UPLB, the three functions are given equal importance. This study however, focused only on extension component. With agriculture as one of the major sectors in the Philippines, most SUCs focused their research and extension programs on agriculture. The university extension activities include training, technical services, action-research, development of training curricula /materials, and institutional linkages, among others.

In 1974, human ecology started as an emerging discipline in the country and in UPLB. In 1984, Dr. Josefa S. Eusebio, the then dean of the College of Human Ecology (CHE), developed the first basic conceptual and organizational framework of human ecology for then newly elevated college (Figure 1).

Eusebio (1984) defined the domains of the human ecology system at the four levels, namely (1) individual, (2) family, (3) community, and (4) larger ecosystem. The domains at the four levels are reciprocal in relationship and interact, draw resources from, and impact on one other. The central subject is the individual man and the upgrading of this human capital whether he is a child, an adult, a senior citizen, man or woman, or male or female. To understand man's needs and his problems, one can map out the characterizing features and concerns of his surroundings and evolve the setting at each level.

In the reciprocal relation between man and his environment, human decisions and actions have effects at all levels of their environment. In turn, humans are affected by the resulting conditions in the environment at all levels.

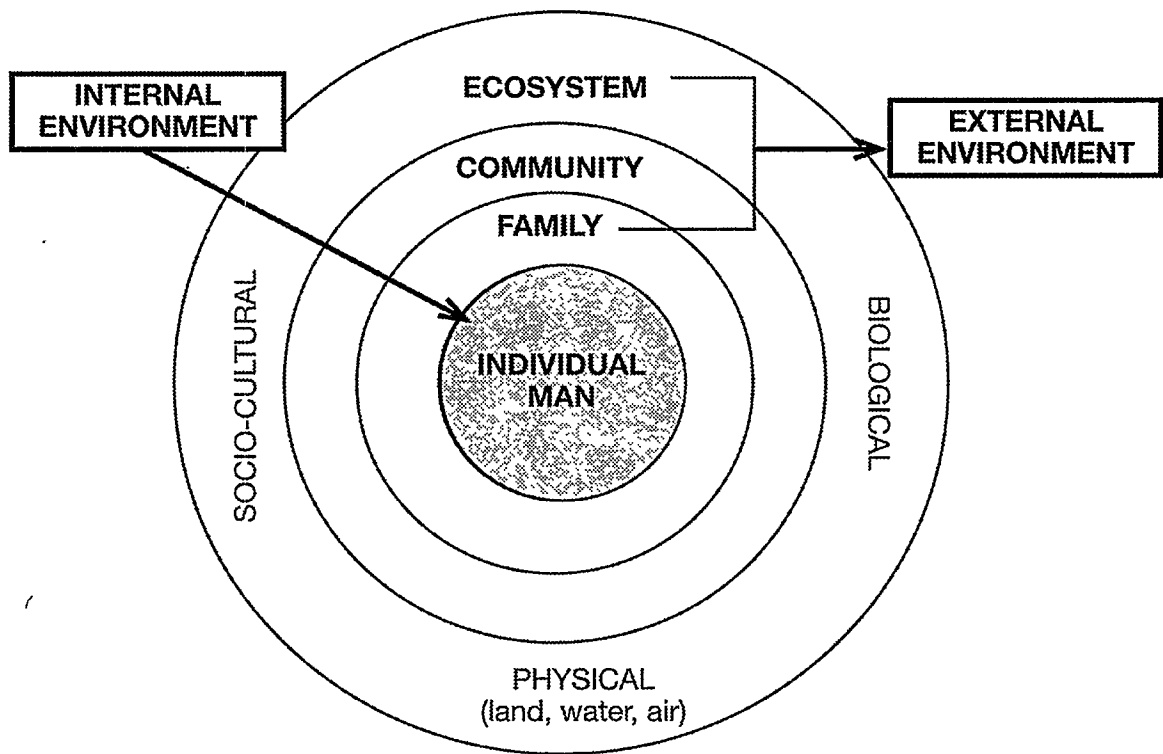


Figure 1. Broad concerns of human ecology (Eusebio, 1984)

### Level 1

Man's internal environment is in himself and his quality of life that is measurable in terms of health, social and emotional well-being, productivity and other material satisfactions. Food is the most basic of all human needs. It is the life support resource and foundation for good health, proper growth and timely development. The concerns on the peculiar nutrition requirements at such stage of life of man, is as important as the ways and means that man produces, procures, utilizes and consumes food in the ecosystem. The ecological approach to the malnutrition problem requires a systematic analysis of the entire food and nutrition system from production to accessibility and use. Problems and issues cut across all levels in the human ecological framework.

### Level 2

Man's immediate environment revolves around the family and home. The home is the first and lifetime environment where human potentials are supported and developed. Each family cares for its individual members. The family as the basic social unit must however be assisted in meeting its basic needs for food, clothing, housing, water, energy, information, in developing a wholesome family life with the desired social relationships, right values, attitudes and social orientations. Each family develops in knowledge and skills for economic productivity, and for efficient management of family resources.

As a field of knowledge and service, the concern of human ecology is to improve family and individual life through a wide range of physical, biological and social adaptations. Each family should be helped in developing harmony with the elements of the environment. In the midst of economic, social and political upheavals, it should become a well-fitted part of the evolving society, and be able to adapt fast to changes in the biophysical, and socio-cultural environment.

The family in the Filipino society is considered an important self-contained social, political and economic unit thus, the development its members, and its integrity, productivity, and respect of society is very crucial. The traditional extended Filipino family is in reality like a small community itself.

### Level 3

The next level of man-environment interactions is the community, and then the bigger human society. Each human community mushrooms from the grouping of human families and social institutions attended by individual members. The way of life; temper, and the behavior/aspirations of one community can differ distinctly from another depending on the socio-cultural, ethical, and ecological setting. The community run by society has to provide its constituents with basic services for food and nutrition (production and agriculture) livelihood and employment, communication networks, roads, markets, energy/power resources, water system, educational opportunities, formal or non-formal, health units/services, recreation, day care, etc.

To maintain these services, the man in the community has to maintain some form of social relations and social order, establishing socio-political systems, organizations and institutions, and policies, as well as the necessary physical structures such as church, market place, community school, and health center. Society draws from its immediate and far environment for resources to meet its needs. Consciously or unconsciously, man brings undue destruction to its environment and demands assistance and guidance.

### Level 4

At the local and national levels, society and leaders look after the larger ecosystem as they impinge on the conditions of human communities like croplands, pasture/livestock, forests/wildlife, fisheries, mineral lands, water sheds and rivers, seas and lakes, irrigation /water supply, and energy sources.

Past experiences revealed that an unguided national growth in all aspects had caused crippling effects, and now demands that a master plan be designed. It calls for measures that will help restore order amidst competing wants for food, shelter, energy, livelihood, and other basic needs. There is a growing concern for the ordering and managing of land and other resources in the environment that would ensure man's needs in a balanced habitat. Through institutionalization of programs and capacitating organizations, international leaders have reflected these concerns, transcending political, administrative, and ecological boundaries.

Maintaining a strong social development philosophy that focuses on the development of man in an ecologically stable environment does not merely require the consciousness and understanding of man-environment interrelations, nor the recognition of the ecological perspectives of men, nor the people-to-people interactions in a family or community.

More importantly, the development of man to participate in his own development – capable of analyzing situations and needs, making decisions and initiating action – of doing something about his environment. He needs to develop correct attitudes, values, orientations to gain knowledge and skills, to be equipped with tools and technologies to improve his environment, harness both human and non-human resources for his own well being, without destroying the ecological balance. That capacity is a type of social technology. Man and society should be able to formulate both development and educational programs to produce mechanisms for upgrading not only the human capital but also the quality of the human environment to sustain human ecological security.

It is with this perspective that UPLB became a pioneer on offering a bachelor of science (BS) program in human ecology. CHE is a relatively young college compared with other colleges that have existed for more than a century. But while human ecology is still an emerging discipline in the country, some of its extension programs were already established even before it became a College in 1983.

CHE was first established in 1974 as the Institute of Human Ecology (IHE), alternatively known as Human Ecology Institute (HUMEIN). With its elevation as College, the operational areas of human ecology were in placed in its four departments, namely: (1) Institute of Human Nutrition and Food (IHNF); (2) Departments of Human and Family Development Studies (HFDS); (3) Social Development Services (SDS), and (4) Community and Environment Resource Planning (CERP). It is along this framework (Figure 2) that CHE was and still is structurally and functionally organized (Eusebio, 2000).

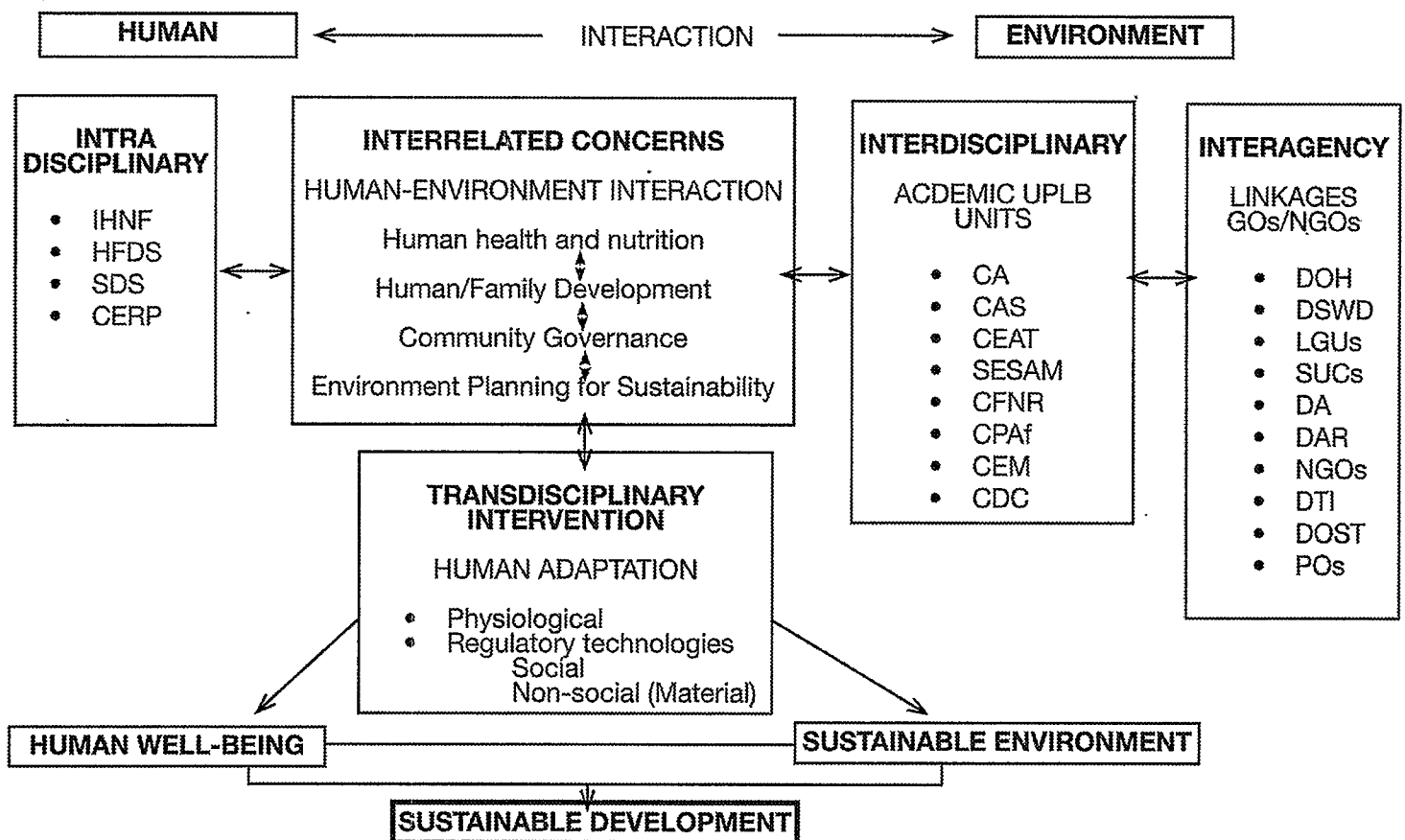


Figure 2. Human ecological approach to sustainable development (Eusebio, 2000)

Since CHE was previously a Department of Home Technology (DHT) under the UPLB's College of Agriculture (CA), extension programs focused on agricultural development such as the Integrated Rural Agricultural Development (IRAD) in the early 70s. Early extension programs of CHE focused on the multifaceted concerns of human ecology, which is to improve the family and individual life through a wide range of physical, biological and social adaptations (Eusebio, 1984). Continuing programs include Child Development Laboratory (CDL), Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) for Rural Poor, and Day Care Laboratory (DCL).

To address the goals of human ecology in the Philippines, CHE continues to implement relevant extension programs to meet the dynamic needs of the communities it serves. But as the need for more recent and pressing concerns that back in the 70s and 80s were not considered a priority, new extension programs evolved. Programs to address recent concerns such as welfare of consumers, capability-building of barangay nutrition and health workers and professionals, were established.

The approach in doing extension work has evolved through time. The top-down transfer of technology approach that was widely used in the 70s, evolved into a more participatory approach in the 90s. The knowledge systems approach became the most accepted approach to do extension work. In this approach, every actor's role in the extension program was very crucial.

To adopt a knowledge systems perspective, it means taking the farmers, women and the community people and their organization, extension professionals and agents, policy makers, government and non-government organizations, private organizations and other civil society groups and relevant individuals and institutions as potentially interlocking elements of a system, capable of fostering innovation over and above

what would be possible by the actors' individual actions (Roling, as cited by Campilan, 1995). While some government organizations (GOs) continued to adopt the top-down approach in the conduct of their extension programs, the non-government organizations (NGOs) and private organizations conducted their corporate social responsibility (CSR) programs in their host communities, where the participatory approach was most widely used. This study however, focused on the evolution of extension approaches used in UPLB, specifically the College of Human Ecology (CHE) to address the of human ecology in the Philippine setting.

Generally, this study aimed to determine the dynamics of selected extension programs of the College of Human Ecology-University of the Philippines Los Baños (CHE-UPLB), Philippines. Specifically, it aimed to (1) document early and recent extension programs implemented by CHE; (2) identify the focus of each extension program implemented; (3) discuss the evolution of the focus and approaches used in the programs; and (4) formulate recommendations for a more efficient and effective approaches and strategies for implementation of extension programs.

Among the College's trilogy of functions, extension programs are considered very important, since it is one way where the academe can have direct and swift interaction with people in the countryside. Thus, extension programs implemented should be relevant to meet the human-ecological well-being of families and communities that the College continues to serve, as well as other communities it hopes to serve in the future.

# RESULTS AND DISCUSSION

## Early extension programs of CHE (since 1974)

### *Child Development Laboratory (CDL)*

The CDL has been in operation as early as 1965. At that time, it was then under the Department of Home Technology (DHT), College of Agriculture. Initially, it was organized (1) to serve as venue to train home technology students and/or trainees for extension and rural work; (2) for observation on child development, experimentation in play materials, studies on the Filipino child; (3) to provide an opportunity for children to be with others of their own age, under the guidance of adults; and (4) to provide experiences for children to develop physically, socially and intellectually through activities geared to their level.

When the DHT became IHE or HUMEIN, and eventually a college, CDL continued to be one of the major extension programs. It was however, further enriched and articulated in terms of its philosophy, teaching and/or learning strategies, curriculum and classroom management. Its functions were further expanded to meet the dynamic needs of time. At present, other functions are to:

1. *"provide opportunity for college students enrolled in human and family development courses to learn about children's behavior and development and participate in the process of learning;*
2. *provide data and information on their development for increasing understanding on human growth and how various learning environment approaches affect behavior; and*
3. *serve as a laboratory for trying innovations on learning resources that they may be adopted or adapted to village programs"* (CDL Primer, undated).

Initially setup for nursery class catering to 3-5 years old children of families within the Los Baños community, CDL now offers programs to children in pre-kinder and nursery levels. CDL continue to be active partners of parents in the emotional, physical and intellectual development of children not only in Los Baños but also from other nearby municipalities.

### *Day Care Laboratory (DCL)*

The DCL was established to help children, with age 2-3, to enhance their social skills by means of exposing them with other children of their own age. Since 1994, it became a second home for the children enrolled in DCL. Aside from providing a nurturing and caring environment, the children are provided the opportunity to interact with kids of their age thereby enhancing their socialization skills. Specifically, DCL was put up to:

1. *"provide a venue for enhancing the psychomotor, social, intellectual, and emotional development of toddlers;*
2. *provide counseling or technical assistance to client-participants and their families; and*
3. *support the instruction, research and extension program of the Department of Human And Family Development Studies as a laboratory and training center for day care workers in Laguna"* (DCL Primer, 2008).

### *Barangay Integrated Development Approach for Nutrition Improvement (BIDANI)*

BIDANI is a program of the Philippine Plan of Action for Nutrition (PPAN) for increasing capacities of local governments to integrate nutrition into local government programs. Established in 1979, it envisions to a *"healthy, well-nourished children growing up to adults according to potentials"*. To realize this vision, its goals and objectives include nutrition improvement; food security; poverty alleviation; and good governance.

To accomplish its goal, BIDANI have five major components and two support components. The major components include:

1. BIDA, the nutrition-in-development strategy for LGUs that includes training and technical assistance for the Barangay Integrated Development Plan (BIDP);
2. Barangay Management Information System (BMIS) – a people-based information system for gathering, organizing, storing and updating data about the barangay;

3. Participative Domiciliary Nutrition Rehabilitation/Improvement (PDNR/PDNI) – an individualized strategy to rehabilitate 2nd and 3rd degree malnourished children and prevent malnutrition;
4. Food Security for Nutrition Improvement (FSNI/IGP) – food production, processing, income generating projects such as streetfoods; and
5. Mirco-credit – provision of opportunities for livelihood through skills and enhancement of trainings, linkages, financial, and other material support to selected beneficiaries through micro-credit services of local BIDANI development foundations (NGOs).

The support project components are (1) information, education, and communication (IEC) to support social mobilization, advocacy, trainings and technical assistance and (2) Monitoring and Evaluation (M&E) to assess the processes, outcomes and effects of various projects based on built-in M&E systems (BIDANI Primer, undated).

#### *Regional Training Programme on Food and Nutrition Planning (RTP-FNP)*

The RTP-FNP was established at UPLB in 1978. It was organized in collaboration with the Netherlands Universities Foundation for International Cooperation (NUFFIC) or International Course in Food and Nutrition (ICFN), and the Food and Agriculture Organization (FAO). Anchored on the fact that there were few trained professionals capable of formulating and integrating food and nutrition considerations into national and sectoral development plans and programs, the Programme offered courses that train people to translate vital nutrition improvement strategies into concrete actions.

In 1988, the Master of Professional Studies in Food and Nutrition Planning (MPS-FNP) was institutionalized as a regular post-baccalaureate degree course at UPLB. A three-month short-term course on Food and Nutrition Planning and Management was also offered. Combined, these two courses produced 605 graduates from 16 countries; 98 of them being Filipinos.

#### **Recently established extension programs (2000 onwards)**

The present extension programs continue to respond to the ever-changing needs and focus of human ecology. While the earlier programs focused on child/family development and nutrition improvement, poverty alleviation, good governance, and the like, other programs were either established to reinforce the earlier programs and/or to address concerns relevant to the goals of human ecology. The new expanded conceptual framework of human ecology by the CHE (2008) was expanded to explicitly incorporate the end goals in view. The CHE framework has expanded from looking into man's adaptive mechanisms to his near and far environments to reiterating the human interactive system at and between the individual, family and community with the environment (biological, physical, social, cultural, political, economical, and technological), defining the character of a specific human ecological system.

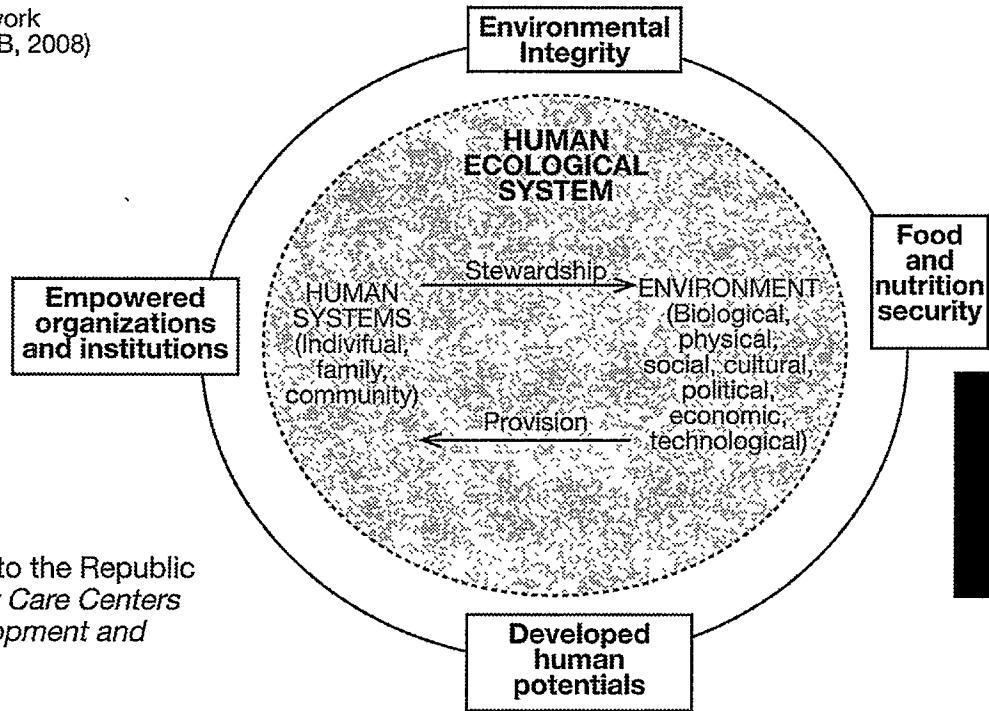
The steward-like behavior and decisions of the human system to the environment and in turn, the environment, being viewed as provider of sustenance of human systems; ensure the attainment of the goals of human ecology in the Philippines context. The expanded framework included the focus on the end goals and objectives of human ecology which are (1) environmental integrity, (2) food and nutrition security, (3) developed human potentials, and (4) empowered organizations and institutions (Figure 3). Thus, present extension programs were developed in line with these goals.

#### *Day Care Resource Center (DCRC) Management*

The DCRC is an offshoot of the earlier extension programs on human and family development (DCL and CDL). Started in 2000, this joint project of CHE and the Provincial Government of Laguna (PGL) through the Provincial Social Welfare and Development Department, was established to increase the capability of day care centers in Laguna to meet the demands for care giving, holistic development, and protection of children and their families.



Figure 3. Expanded conceptual framework of human ecology (CHE, UPLB, 2008)



This is also the College's support to the Republic Act 6972, an *Act Establishing Day Care Centers in Every Barangay for Total Development and Protection of Children*.

Specifically, the program aims to: (1) meet the needs for trained day care workers by conducting training sessions for at least twice a year; (2) develop descriptive information, training modules and materials for day care workers, child care and family development practitioners; and (3) facilitate/encourage collaborative efforts in promoting the program for development and protection of children and families through seminars, workshops, symposia, fora and conferences (DCRC, 2005).

To date, the programs has trained more than 600 day care workers in the Training 1 entitled "*Day Care Administration and Operation*" and started some workers now on Training 2 entitled "*Empowering the Day Care Worker*".

*Establishment of Municipal/City Consumer Protection Centers (MCCPC) in Laguna*

The MCCPC was established by the Department of Social Development Services of the College of Human Ecology (DSDS-CHE) in response to the call for a responsive program to address the growing concern on consumer welfare. This was based on RA 7394 otherwise known as the Consumer Act of the Philippines. This law mandates the government "*to protect interests of the consumer, promote his general welfare and*

*to establish standards of conduct for business and industry.*" To improve the management, coordination and effectiveness of consumer programs, the law created the National Consumer Affairs Council (NCAC) which is composed of the representatives of the Department of Trade and Industry (DTI), Department of Education (DepEd), Department of Health (DOH), Department of Agriculture (DA), consumer organizations, and business/industry.

With this premise, the MCCPC was created to help the various municipalities/cities of Laguna establish and manage their Municipal/City Consumer Protection Centers (M/CCPCs). Specifically, it aims to: (1) strengthen the capability of the LGUs in organizing and managing the M/CCPCs in Laguna; (2) help M/CCPCs formulate and implement their action plans; (3) provide technical assistance to the M/CCPCs in the initial implementation of their action plans; and (4) monitor and evaluate the performance of the M/CCPCs and make policy recommendations.

Together with CHE, the Local Government of Laguna, DTI, and NCAC worked together to achieve its objectives. To date, there are already two consumer protection centers established. These are San Pablo City Consumer Protection Center (SPCCPC) and Cabuyao Consumer Protection Center (CCPC). The SPCCPC is the focus of the study since it has been established long before the CCPC. Other municipalities in Laguna, in coordination with the DSDS-CHE have started working on the establishment of their respective consumer centers.

#### *Capability Building of Local Level Nutrition Workers Towards an Improved Management of Nutrition and Programs*

This is the newest extension program of CHE, led by the Institute of Human Nutrition and Food (IHNF). This program contains several training programs for provincial and municipal nutrition officers and barangay nutrition scholars nationwide. While there is a training course conducted among the provincial trainers and supervisors of BNSs, the focus of this program is capability building for barangay nutrition scholars (BNSs).

The National Nutrition Council (NNC), which tapped IHNF-CHE as partner for this program, recognizes the capability of its faculty in developing a training program to address the gaps in the competencies of BNSs in performing their multiple roles to better contribute to the improvement of nutrition situation in their barangays. Thus, the Training of Trainers on Basic Course for Barangay Nutrition Scholars is now being implemented.

The training of trainers aims to provide knowledge, skills and values of participants to enable them to conduct the basic training for BNSs. Specifically, it aims to:

1. recall the legal mandate and rationale of the BNS program;
2. discuss basic concepts of food and nutrition;
3. demonstrate skills needed by BNSs in carrying-out their roles;
4. describe guideposts in nutrition program management at the barangay level within the context of local development system;

5. explain the roles of BNSs in the context of nutrition program management at the barangay level;
6. outline facilitation and training techniques in conducting the basic course for BNSs; and
7. prepare a re-entry plan to conduct the training on basic course for BNSs.

#### **Other extension programs**

CHE regularly renders technical assistance to municipalities and provinces in the preparation of their comprehensive land use plan. The project also produces community profiles (CPs) for different communities in Laguna. These CPs were produced with the community people concerned. It is hoped that a comprehensive CP with the barangay people themselves identifying their strengths and weaknesses, opportunities and threats (SWOT), will serve as a more responsive basis for any intervention that the barangay and municipality hope to do in the future.

Environmental training programs for the youth, more popularly known as "Youth Ecological Camp", are regularly conducted among CHE's freshmen students as well as to high school students in Laguna. This training course hopes to enable the youth to become environmental leaders and stewards in their respective communities.

#### **Analysis of the extension programs**

The activities in CDL, DCL, and DCRC are products of the collaborative efforts between CHE, parents and community, and the provincial government of Laguna. These extension programs revolve around helping children develop social skills, within a pre-school environment. It enhances total development of children to augment human activities within the family and home environment. Interactions between and among the day care workers in the laboratory are limited to the children and their parents.

On the other hand, training of day care workers, under a specified curriculum package, strengthens capabilities of village centers established for the development and protection of children. Indirectly, village leaders are also involved. The development of knowledge, skills, and values within the home and family are carried over to the day care center environment. Conversely, whatever is learned in the day care centers influences the child's behavior and relations with others at home.

The 33-year continuing extension program, BIDANI Network Program received bilateral support from the Netherlands government for 10 years. It is a living embodiment of the human ecological approach in an extension program. BIDANI has become nationwide and institutionalized program in 2001. With this, the country's Department of Budget and Management allocated its budget to ensure its continued operation.

The participation of many stakeholders, including 46 SUCs and GOs, NGOs, and POs in more than 1000 pilot barangays in various provinces and municipalities, demonstrated the vertical and horizontal interactions, and empowerment of existing human organizations and institutions at various levels. At the local levels (barangay, municipality and provincial), the combined "bottom-up and top-down" approach to community development with a human face, entailed active participation of political leaders, people's committees and organizations, and the people. Each barangay integrated development plan (BIDP) is unique according to needs and problems of the community since the village people themselves prepared it.

The BIDANI component projects demonstrate the interrelations, and interdependence of human activities at individual, family, community and environmental levels. Care, feeding, health, and welfare of children, elderly, women, etc. at home, schools, community centers; livelihood activities, agriculture /food production, marketing, infrastructure, among others, are specified in their documented development plan for implementation. It shows not only the impact of development with a human face, on individual, family and community human well-being, but the dependence on food and socio-economic resources controlled by family members, government and non-government entities in the community.

Similarly, other implemented extension programs of CHE like the establishment of municipal/city Consumer Protection Centers (MCCPC) in Laguna and the Capability Building of Local Level Nutrition Workers Towards an Improved Management of Nutrition and Programs are implemented with the involvement of various stakeholders like the national government, local government units, non-government organizations, and peoples' organizations. Recent extension programs of the College showed that the various stakeholders in the program were involved in various activities during program implementation.

The same approach was used by Woods (1988) in his study determining how rural development projects become more effective. The study identified various subsystems that contributed to the success of rural development projects. The interaction of these subsystems are crucial to the attainment of projects' goals. Barrios' research (2007) on the dynamics of rural communities in the Philippines emphasized that *"community organizing and the active participation of stakeholders in various activities during project planning and implementation are some of the crucial elements that can encourage sustainability in development projects"*. He further stressed that community organizing and development should be an integral part of a social preparation scheme of any project, and not just be added in post-project evaluation.

An important view on the recent extension approach used by CHE is recognizing the important contribution of program's various stakeholders. This however, may not, be successful if UPLB and the collaborating organizations do not have established credibility resulting in social trust.

Social trust, being one of the very important dimensions of social capital, is the core of social capital. Trust is forged with specific people through common participation in groups, associations, and activities. Other dimensions include rules and norms governing action; types of social interaction; network resources; and other network characteristics (Woolcock as cited by Claridge, 2004). The World Bank (1999) defines social capital as the "*institutions, relationships and norms that shape the quality and quantity of a society's social interactions*". These intangible resources embedded within interpersonal relationships are so important that programs' goals can be achieved if it is done in a collective effort. CHE and UPLB's social capital played very important roles in the success of the college's extension programs. This study was confirmed by the study of Visco and Mendoza (2010) on the role of social capital on the University of the Philippines Los Baños' selected extension programs. Results revealed that the University's social capital contributed to the sustainability of its extension programs

## CONCLUSIONS AND RECOMMENDATIONS

After more than four decades of doing extension work, CHE continues to conduct relevant and responsive extension programs to meet the goals of human ecological security. While CHE has gained momentum in this field, as shown in the kind of research and extension programs implemented and funding agencies willing to partners in their research and extension function, there are still many areas in human ecology to work on. Most of the programs however, were focused on the two goals of human ecology,

namely: (1) food and nutrition security and (2) developed human potentials. This is because the areas were the early focus of CHE as evidenced by the institutionalization of some of its extension programs.

With the recent onslaught disasters in the country and around the globe, programs should be implemented on how these affected communities adapt to their environment, and adopt mitigating measures so as not to aggravate their plight. These are the pressing relevant concerns on human ecology that need to be addressed immediately.

The participatory approach in extension recognizes the contribution of each actor of the extension programs, and continues to operate within the framework of the University's social capital; thus, the programs will ensure its sustainability. Furthermore, through conducting responsive programs, and with capable human resources, and existing improved facilities, the college looks forward to a greater challenge of doing dynamic and proactive extension programs for the Filipino people today and in the future.

In the light of the results and conclusions, the following recommendations were formulated:

- Since CHE been established in the fields of food and nutrition security, and human and family development as shown by the institutionalization of these programs, these should be actively continued. The partner organizations are crucial to the success of these projects, thus, working closely with them is very important.
- More extension programs are needed to address the goals to empower human organizations and institutions, and environmental integrity. More than ever, these goals should be addressed. These are very important and relevant since the effect of climate change concerns everyone. Implementing responsive programs to address this very pressing problem and making these organizations and communities prepared for the possible onslaught of

disasters, hopes to lessen the effect on the people. With the College's active involvement in UPLB's program on agriculture, environment and natural resources, climate change and other relevant programs should be actively pursued.

- Recognizing the limited funds provided for conducting extension programs, the "extension with pay" strategy used in the more developed countries should be adopted. This means that those organizations or groups that have capacity to pay should compensate for the extension services rendered to them. Through this, CHE's dependence on the University budget allocation and on funds provided by its partners will be lessened.
- The UPLB, being the country's national university should capitalize on its social capital. With the recent decision of the government to reduce the budget for education, the University should generate the much needed resources from other sources. With its established credibility as the premier university in the country, getting support would not be difficult. With this, more responsive extension programs would be implemented.

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