



# Human Ecology Education for Development and Sustainability:

The College of Human Ecology at the University of the Philippines Los Baños

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S E A M E O  

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# HISTORY OF HUMAN ECOLOGY IN SOUTHEAST ASIA AND IN THE PHILIPPINES

- Seven (7) Southeast Asian Universities based in Japan, Korea, Malaysia and Philippines offer Human Ecology programs
- Mostly agricultural colleges and universities or higher education institutions established by central government



# HISTORY OF HUMAN ECOLOGY IN SOUTHEAST ASIA AND IN THE PHILIPPINES

- **Home Economics or Home Technology**  
– key academic areas in agricultural institutions
- Department of Home Technology was offered in UPLB in 1955 to “train women as partners of men in agricultural and rural development” (Bernardo 2007)



# HISTORY OF HUMAN ECOLOGY IN SOUTHEAST ASIA AND IN THE PHILIPPINES

- Development of HE Education had been part of the re-organization agenda of the universities
  - Universiti Putra Malaysia
  - University of the Philippines Los Baños



# HISTORY OF HUMAN ECOLOGY IN SOUTHEAST ASIA AND IN THE PHILIPPINES



In 1974, the Institute of Human Ecology (IHE) in UPLB was established.

Main objectives of IHE:

- further integrate and unify all disciplines
- enable the university to play or serve a functional role
- exert a more solid impact in national development (Eusebio 1983)



# Human Ecology in UPLB

- The University of the Philippines Los Baños is the 1<sup>st</sup> in Asia and 2<sup>nd</sup> in the world to offer Human Ecology as an undergraduate degree in 1974.

- Tracing the development of Human Ecology in the Philippines provide a valuable insight in the Southeast Asian Context



# ORIGIN OF THE COLLEGE OF HUMAN ECOLOGY, UP LOS BAÑOS

## Institute of Human Ecology (1974)

Degree Program: BS Human Ecology

Operational Areas:

- Resource technology and management
- Environmental planning and analysis
- Human development and population studies
- Development education and community services
- Human nutrition and food

## College of Human Ecology (1983)

Degree Programs: BS Human Ecology; BS Nutrition

Departments/Institute:

- Department of Community and Environmental Resource Planning
- Department of Human and Family Development Studies
- Department of Social Development Services
- Institute of Human Nutrition and Food





# ORIGIN OF THE COLLEGE OF HUMAN ECOLOGY, UP LOS BAÑOS

## Reasons for the establishment of IHE in UPLB:



✓ Response to the call of Stockholm Conference in 1972 for a “common outlook and principle to inspire and guide the people and the world in preservation and enhancement of human environment” (UN 1972)



✓ Need for UPLB program that dealt with whole scope of human and environment relations



# College of Human Ecology, UP Los Baños

## VISION

Development of human-centered, self-reliant, and ecologically stable communities to support national goals.

## MISSION

Advance the body of knowledge in human ecology to improve operational capabilities and strengthen functional commitment in human nutrition, human and family development, community and environmental resource planning and social development.



# The CHE-UPLB Departments/Institute



- **Community and Environmental Resource Planning (CERP)**

Sustainable development of human settlements with a view to avoid adverse effects on environment and obtain maximum social, economic and environmental benefits

- **Institute of Human Nutrition and Food (IHNF)**

Promotion of human health and well-being through proper nutrition and enhancement of social economic conditions

- **Human and Family Development Studies (HFDS)**

Development of human beings and the family as a basic institution for human welfare

- **Social Development Services (SDS)**

Development and management of social organizations and institutions to promote economic productivity, social development and economic well-being





# **Bachelor of Science in Human Ecology**

A four-year undergraduate program which aims to produce key professionals who can contribute to the improvement of human welfare

Majors:

1. Family Development
2. Social Technology
3. Human Settlements Planning



**1. Family Development** - focuses on the development of the individuals and families as they transact, relate and adapt to the environment.

**2. Social Technology** - focuses on the various social development services and is concerned with the tools and techniques of effecting self-propelling communities and sustainable development.

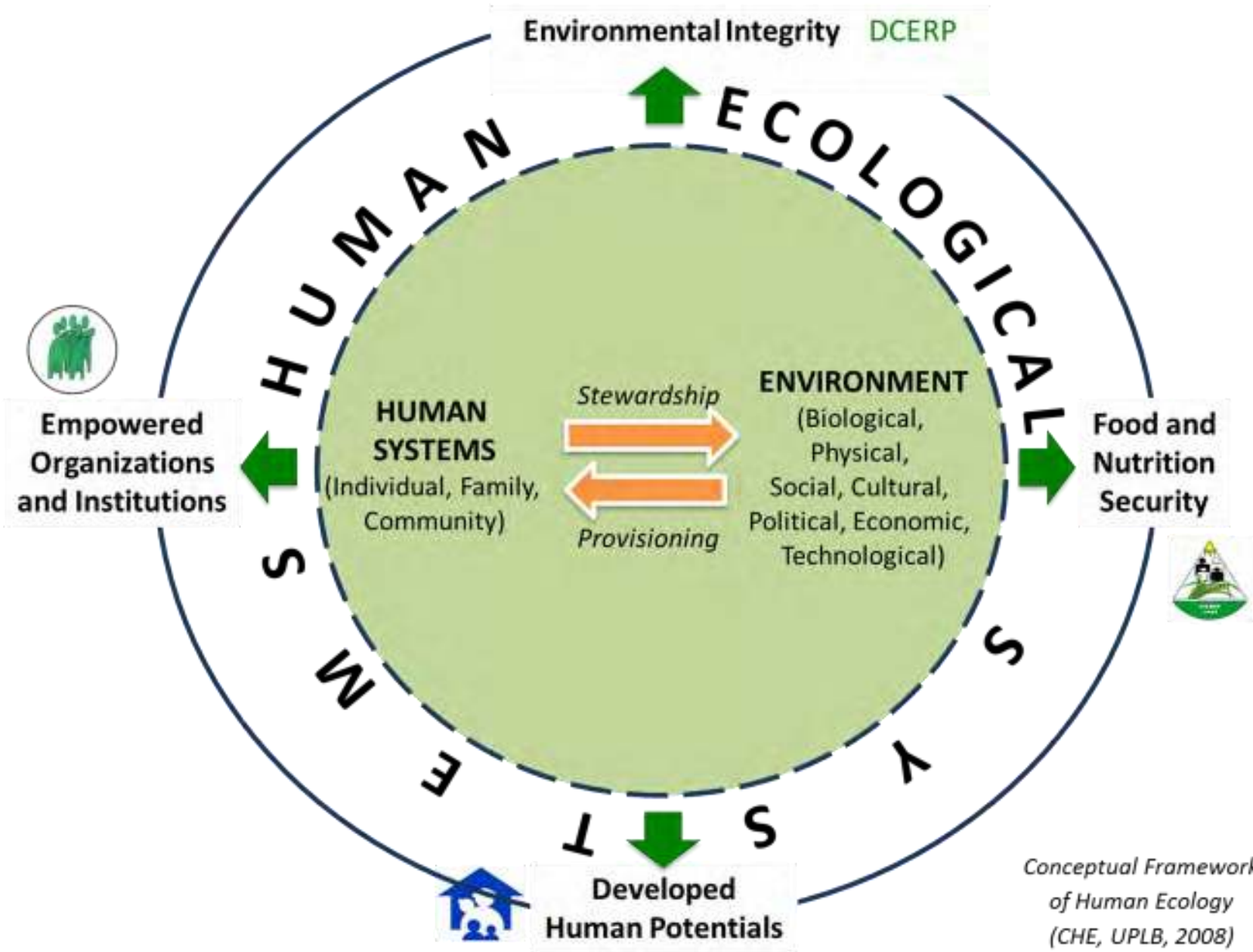
**3. Human Settlements Planning** - focuses on design and implementation of plans which will ensure the long-term sustainability of community and environmental resources while providing optimum development benefits to rural and urban communities.



## Re-examination of the CHE Framework

- In 2008, series of workshops and consultations were conducted to update the CHE framework for better understanding and appreciation of the interrelationship of the different departments
- The CHE Framework depicts the overall goal of Human Ecology:
  - environmental integrity
  - food and nutrition security
  - empowered social organizations and institutions, and
  - developed human potentials





Conceptual Framework of Human Ecology (CHE, UPLB, 2008)

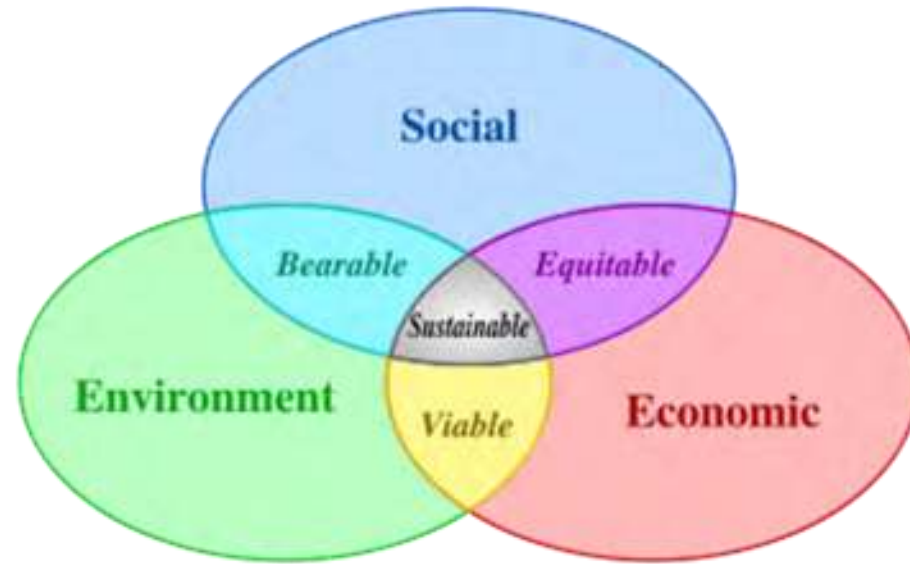






# Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) enables every human being to acquire the knowledge, skills, and attitude, and values necessary to create a sustainable future (UNESCO, 2015).





# Education for Sustainable Development (ESD) in the Philippines (Agenda 21)

“A learning process in all levels and types of education that envisions a better quality of life for all Filipinos through the development of a just, moral, creative, spiritual, economically vibrant, caring, diverse yet cohesive society characterized by appropriate productivity, participatory and democratic processes and living in harmony within the limits of the carrying capacity of nature and integrity of creation.”

(UNESCO, 2015; Thienemann, 2014; Segovia and Galang, 2002)



# BS HE Core Courses vis a vis ESD

CORE COURSE	ESD SIGNIFICANCE
<ul style="list-style-type: none"><li>• <i>Human Ecological Perspectives in Development</i></li></ul>	Teaches the student to analyze economic development problems particularly those related to resource utilization supports the economic and environmental link in the design of intervention to achieve sustainable development
<ul style="list-style-type: none"><li>• <i>Materials and Energy Flows</i></li><li>• <i>Fundamentals of Human Settlements</i></li><li>• <i>Environmental Health</i></li></ul>	Enhances the students to be more analytical regarding the different structure, functions and other dimensions that shapes a community.
<ul style="list-style-type: none"><li>• <i>Ecology and Value Systems</i></li></ul>	Students are taught to analyze value orientation of man and societal groups, their role in dealing with the environment, resources, other human groups, and institutions.



# Supervised Field Experience

A culminating integrative course requirement of the Bachelor of Science degree in Human Ecology and is taken by students in their senior year.

Described as “direct participation in on-going planning process in a public or private firm”, the field practicum experience is intended to provide some type of apprenticeship or pre-professional work experience.













# LESSONS LEARNED

## The Community as a Learning Field



# What's next for Human Ecology in the Philippines and South East Asia

1. In the face of ASEAN Integration, human ecology institutions should find their roles in trying to help find a common agenda of action
  - Unified ASEAN Human Ecology – teaching, research and practice
  - Inter-institutional exchanges, collaborative research and publications
  - Institutionalize the Asian coalition in Human Ecology ((SHE Asia)
2. Mainstreaming Sustainable Development Goals into Human Ecology curriculum, research and extension programs





end hunger, achieve food security and improved nutrition and promote sustainable agriculture



ensure healthy lives and promote well-being for all at all ages



ensure inclusive and equitable quality education and promote life-long learning opportunities for all



achieve gender equality and empower all women and girls





make cities and human settlements inclusive, safe, resilient and sustainable



take urgent action to combat climate change and its impacts



promote peaceful and inclusive societies for sustainable development, and provide access to justice for all and build effective, accountable and inclusive institutions at all levels



## *What's next...*

3. Development of Graduate Program in Human Ecology that will reflect transdisciplinarity could help further promote theory- and method- building in Human Ecology in SEA and Philippines
4. Need for sustained professionalization and promotion of Human Ecology through professional organizations and alumni associations
5. Strengthen policy advocacy role for a just and sustainable human-ecological system through collaborative research, communication and advocacy



# Conclusion

Sustainable development cannot be attained without proper and value-driven type of education. Sustainable education requires individual to understand about interdependence and interconnections between human beings and the environment.





Hence, courses at the university or colleges need to integrate environmental, social and economic issues in its course work.

The incorporation of these three elements of sustainable development can enhance the process of learning to be more relevant with the real life of the individual and the community. This effort should be undertaken in both the content and its pedagogy.





*Salamat po.*

