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The American Home Economics Association

International  
Family Planning Project  
Participant  
Follow-up Survey

Barbara A. Holt



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The American Home Economics Association  
International Family Planning Project

PARTICIPANT FOLLOW-UP SURVEY

by Barbara A. Holt

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## CONTENTS

	<u>Page</u>
Background.....	1
Data Collection.....	2
Report of Results from Questionnaire Returns.....	4
Employment of Participants.....	4
Clientele of Participants.....	5
Participation in the Project.....	7
Family Planning in Home Economics Programs.....	24
Approach.....	24
Time Use.....	24
Promotion Activities.....	25
Concepts of Family Planning.....	26
Contacts and Referrals.....	28
Methods and Materials.....	28
Future Plans for Activities.....	31
Influence on the Lives of Others.....	32
Significant Factors Related to Project Participation..	52
Summary of Professional Questionnaires.....	55
Thai Village Leaders.....	62
Conclusions and Recommendations.....	74
Method of Collecting Data.....	74
Participation in the Project.....	75
Clientele.....	77
Program Development.....	78
Summary.....	81
Appendices.....	84

## TABLES

<u>Table</u>	<u>Page</u>
1. Countries and Number of Participants in the Study.....	9
2. Division into Geographical Areas.....	10
3. Description of Job Responsibility of Participants: by Area of the World....	11
4. Job Focus of Participants: by Profession.....	12
5. Job Focus of Participants: by Area of the World.....	13
6. Description of Employer of Participants: by Profession.....	14
7. Description of Employer of Participants: by Area of the World.....	15
8. Number of People Reached Directly by Participants in Their Jobs During One Year: by Profession.....	16
9. Number of People Reached Indirectly by Participants in Their Jobs During One Year: by Profession.....	16
10. Number of People Reached Directly by Participants in Their Jobs During One Year: by Area.....	17
11. Number of People Reached Indirectly by Participants in Their Jobs During One Year: by Area.....	17
12. Age Groups of People With Whom Participants Work: by Profession.....	18
13. Age Groups of People With Whom Participants Work: by Area.....	18
14. Sex of the People With Whom the Participants Work: by Profession.....	19
15. Sex of the People With Whom the Participants Work: by Area.....	19
16. Place of Residence of People With Whom the Participants Work: by Profession	20
17. Place of Residence of People With Whom the Participants Work: by Area.....	20
18. Education of People With Whom Participants Work: by Profession.....	21
19. Education of People With Whom Participants Work: by Area.....	21
20. Participation in Family Planning Project: by Profession.....	22
21. Participation in Family Planning Project: by Area.....	22
22. Earliest Date of Participation in the Project: by Profession.....	23
23. Earliest Date of Participation in the Project: by Area.....	23
24. Ways Participants Use Family Planning and/or Population Education in Their Work: by Profession.....	37

TABLES (continued)

<u>Tables</u>	<u>Page</u>
25. Ways Participants Use Family Planning and/or Population Education in Their Work: by Area.....	37
26. Work Time Spent in Family Planning and/or Population Education Activities Before and After Involvement in the Project: by Profession.....	38
27. Work Time Spent in Family Planning and/or Population Education Activities Before and After Involvement in the Project: by Area.....	39
28. Activities Promoting Family Planning and/or Population Education Ideas in Home Economics Carried Out by Participants: by Profession.....	40
29. Activities Promoting Family Planning and/or Population Education Ideas in Home Economics Carried Out by Participants: by Area.....	41
30. Concepts or Ideas in Family Planning Related to Home Economics Which are Not in the Program, Included in the Program, or Given Emphasis by Participants.....	42
31. Percentage of Respondents Indicating How Ideas and Concepts were Included in Programs: by Profession.....	43
32. Percentage of Respondents Indicating How Ideas and Concepts were Included in Programs: by Area .....	44
33. Number of People Contacted by Participants about Birth Control, Con- traception, or Family Planning Services: by Profession.....	45
34. Number of People Contacted by Participants about Birth Control, Con- traception, or Family Planning Services: by Area.....	45
35. Number of People Referred to Family Planning Clinics by Participants in the Past Year: by Profession.....	46
36. Number of People Referred to Family Planning Clinics by Participants in the Past Year: by Area.....	46
37. Methods and Materials Used by Participants to Reach People With Family Planning and Population Education Information .....	47
38. Methods and Materials Used by Participants to Reach People With Family Planning and Population Education Information: by Profession.....	48
39. Methods and Materials Used by Participants to Reach People With Family Planning and Population Education Information: by Area.....	49
40. Plans for Future Involvement in Family Planning and Population Education Activities in the Coming Year: by Participants .....	50
41. Plans for Future Involvement in Family Planning and Population Education Activities in the Coming Year: by Profession.....	51
42. Plans for Future Involvement in Family Planning and Population Education Activities in the Coming Year: by Area.....	51

TABLES (continued)

<u>Tables</u>	<u>Page</u>
43. Factors that Correlated Significantly with Participation in the International Family Planning Project.....	57
44. Number of Village Leaders Attending Training Meetings.....	67
45. Occupations of Village Leaders.....	67
46. Occupations of Husbands of Village Leaders.....	67
47. Time of Formation of Women's Group by Village Leaders After Training Sessions.....	68
48. Number of Women in Group of Village Leaders.....	68
49. Frequency of Group Meetings of Village Leaders.....	68
50. Women Other than Group Members Worked With Directly During a Year by Village Leaders.....	69
51. Number of People Reached Indirectly Through Group Members by Village Leaders.....	69
52. Description of People With Whom Village Leaders Work.....	69
53. Ideas and Concepts in Family Planning that Village Leaders Do Not Understand, Understood Before Training, and Understood After Training.....	70
54. Activities Related to Family Planning Done by Village Leaders Before the Training Meetings.....	71
55. Activities Related to Family Planning Done by Village Leaders After the Training Meetings.....	71
56. Teaching Methods and Materials that Village Leaders Have Not Used, Have Used, and Have Used Very Effectively.....	72
57. Future Plans of Village Leaders for Becoming Involved in Family Planning and Population Education Activities for the Next Year.....	73

## AMERICAN HOME ECONOMICS ASSOCIATION

### INTERNATIONAL FAMILY PLANNING PROJECT EVALUATION

"I come into contact with people who are burdened with rapidly growing families who can hardly make it within the economy...I have tried to do what I can to sell the idea of Family Planning to the people I met who need it because the whole program begins with this."

(Home Economist from the Philippines)

"I started with just an ordinary conversation then shifted to the present day problems and I left them to try and find solutions to the problems. After five minutes I joined the conversation again and introduced family planning program as the solution. They all agreed with me, and hoped to use it to solve their problems."

(Home Economist from Ghana)

In 1971 the American Home Economics Association signed a contract with the Agency for International Development (A.I.D.) to begin work on an International Family Planning Project. The purpose of this project was to involve home economists throughout the world in the task of integrating family planning concepts into their programs of work.

This paper is a report of an evaluation of this project after a period of five years since its beginning. The survey was designed to learn how the home economists who had become involved in the project worked, what audiences they were reaching, and how family planning ideas were being integrated into their programs.

By the time the evaluation was attempted it was estimated that almost 3,000 participants in over 40 countries had had some kind of contact with the family planning project.

The problems involved in trying to collect and analyze comparable data from so many people with their diverse languages, experiences, and levels of education were challenging. The process seemed feasible, however, through the utilization of the family planning "network," a system of 15 home economists who had been working with the project for several years as liaison personnel for the American Home Economics Association's International Division in communications, training, and providing suggestions for family planning needs of the people in their areas of the world. These women all spoke English, and many had been trained in home economics in universities in the United States. They were familiar with research techniques, and it was felt that they would be able to give aid in collecting valid information from their sections of the world in a scientific and objective way.

## Data Collection

A precoded questionnaire was planned for data collection, with space for 74 single-spaced numerically coded answers or variables, plus a six-digit country and individual identification number. This information could be put onto one computer card. Data from one questionnaire could be copied onto one line of a coding form, which would simplify the data handling process.

Another consideration made in the study was to plan for the countries involved to keep for their own use the original questionnaires collected. Only the coding sheets with information taken from the questionnaires were returned to the United States for computer analysis. This not only reduced mailing costs, but the questionnaires retained could be used as baseline data, as bases for research reports, or as information for other publications within each country.

This method of operation also reduced the language barrier in collection and analysis of the data. Questionnaires were translated in the country into the local language when necessary, but the precoded answers were copied off onto coding sheets and were reported numerically for analysis.

A few questions called for explanations from the respondents for clarification and elaboration of the answers. Recording sheets were provided for translations of these narrative answers which were reported in English.

For many countries there was no need to translate the questionnaire from English to another language, but the key home economists were asked to read it carefully to determine if the English terms and phrases used were suitable for their countries. An effort was made to write in simple and clear language and to eliminate idioms from the wording of the original questionnaire so it could be more easily understood by all English-speaking people.

Since the space available in the questionnaire was limited, determination of the content of the items contained in it was important. Only the most necessary information could be sought.

Many kinds of questions could have been asked in the questionnaire. In order to reduce the number, a pool of approximately 100 items was designed for possible inclusion. These items were sent out to 23 people who had been involved in the International Family Planning Project in some way or another over the past five years, and who knew the kind of information that the American Home Economics Association and A.I.D. might find useful in evaluating the project. These people were asked to use a "Q-sort" technique, dividing the individual items into three piles labeled, "Very Important To Know," "Important To Know," and "Not Very Important." Their responses to this exercise were analyzed carefully and the items chosen for inclusion in the questionnaire were those considered most important based on the responses of these people.

A preliminary version of the questionnaire, with instructions for coding, was administered to a group of 16 international home economists who had come to the Pennsylvania State University for a workshop in family planning in the summer of 1975. From this administration by the researcher, and from

the suggestions made by the home economists as they filled out the questionnaire and recorded their answers on coding sheets, revisions were made in the instruments and a final version was produced.

Simple, specific instructions in the use of the questionnaire and the reporting of the data were written and sent to the network of home economists who were asked to write back to AHEA if they did not understand the process. When all questions were cleared up, the questionnaires were returned to them for distribution to the people on participant lists which were also included with the materials. These lists included people who had been involved in the project in some way, and in some cases might have included persons who were not home economists.

Questionnaires in bulk were mailed preprinted if the participants could respond in English. If this were not possible, one copy of the questionnaire was sent, and the network home economists was asked to have it translated, back-translated, and printed in the country in the necessary language.

An indication of the success of the method used to collect data and of the capabilities of the personnel involved is the fact that from more than 1,500 observations reported, every one was usable, and there were only three or four small errors, all of which could easily be corrected.

Among the participants in the Project was a group of village leaders in Thailand for whom the questions on the questionnaire would not be suitable because of their limited training and because of their clientele. To accommodate this group, a Thai home economist designed a similar questionnaire using many of the same questions as they were applicable for this "paraprofessional" group. This instrument was used as a basis for interviews with 366 women who had been chosen to work locally in their home villages to help their neighbors understand family planning concepts. The results from this precoded questionnaire, or interview schedule, were also returned on coding forms and a summary is included in this report of the information obtained from the 366 village leaders from Thailand.

The majority of the 1,209 respondents in the study were people from 28 countries working in programs of home economics (Table 1). In this report the group will be called the "professionals" to distinguish them from the Thai village leaders who work at the "paraprofessional" level.

Fewer than half of the 28 countries represented has less than 10 people in the study; four countries--Korea, Malaysia, Thailand, and Turkey--had 100 or more representatives. Geographical distribution was widespread throughout the "third world" (Table 2), with participants representing many areas in Africa, Asia, and Latin America.

When the number of questionnaires sent out to 15 of the 28 countries was compared with the number of questionnaires returned from them, the total return rate was calculated as 63 percent, a satisfactory figure indeed, considering that researchers in the United States are pleased when their return rate for such surveys reaches 50 percent.

One problem in this study was the time factor. According to the schedule which had been planned, data should have been returned to the American Home Economics Association office for analysis in February 1976. A few returns were still arriving by the middle of August--some too late to be included in the study. If these had been used in the calculation of the return rate, it would have been even higher than 63 percent.

#### Report of Results from Questionnaire Returns

Frequencies and percentages were determined for the total group of 1,209 professional participants for all the variables in the study, and correlations were determined among them.

The total group of professionals was divided according to the responses they gave to the second question on the questionnaire which asked them to indicate their main job responsibility. If they marked the second answer, "teaching children in school," they were called "Teacher" (N=435). They were labeled "Professors" (N=290) if they chose the third answer, "training or teaching in higher education." Those who chose the fourth response, "working with families or out-of-school youth," were called "Extension" (N=180). Ones who indicated either answer five, "regional or district supervisor or coordinator" or answer six, "national head of department, supervisor, or planner," were called, "Administrators" (N=160). Respondents who marked any other answer including "retired," "student," "communications," or "other," were put together under the category, "Other" (N=130). Fourteen did not answer question two, so were included under a category of "No answer."

The total group was also divided into the following geographical areas: Africa (N=121), Asia Minor (N=103), Central Asia (N=47), Southeast Asia (N=483), Far East Asia (N=195), Latin America (N=70), and the Caribbean (N=191--Table 2). Such divisions were made to give a more detailed picture of the survey results and to allow comparisons of responses among various professions and geographic areas.

When information was tabulated to show the job responsibilities in various areas of the world (Table 3), the distribution of people in the study by the roles they performed could be seen. Distribution was fairly even although there was a greater proportion of school teachers from the Caribbean and Latin America, college teachers and administrators from Far East Asia, and workers with families or out-of-school youth from Asia Minor. No Extension workers were among the Latin Americans in the survey, and few school teachers were represented in Far East Asia and Asia Minor.

#### Employment of Participants

The first question on the questionnaire asked participants to choose the answer that best described the main focus of their job. The largest number (36%) marked, "primary or secondary school education." About equal numbers checked, "college, university or teacher education" (19%), and "vocational education or skills training" (18%). A group of similar size indicated that "community development, agricultural extension, or social services" (19%), best described the focus of their job. These four categories covered the job focus of 92 percent of the respondents (Table 4).

"Business or commerce," which employs a large number of home economists in the United States and other industrialized countries, was marked by only two participants in this international group.

When job focus was categorized by professions they tended to be concentrated in the expected categories, with two exceptions. "Vocational education or skills training" was associated to some extent with all the professions, and "Administrators" were concerned with every kind of job focus, with the highest concentration (36%) in "community development, agricultural extension, and social services" (Table 4).

The participants were asked to check a description of their employers (Table 6). As might be expected from responses to the previous two questions, the majority (56%) were hired by their Ministry or Department of Education; Ministries or Departments of Agriculture employed 17 percent; and universities, colleges, or other educational institutes employed 15 percent. The 7 percent hired by "Other" government organizations named among their employers Ministries of Health; Finance; National Security; Culture, Youth, and Sports; Family Planning; Social Welfare; Youth; Community Development; Bureau of Standards; Agricultural Reform; Scientific Research Council; Social Development Commission; Council of Agriculture Research; Agricultural Development Authority; Bank of Agriculture; and Coconut Authority. A few of the respondents were involved through their national governments in joint programs with international agencies.

By areas of the world these "Other" government agencies accounted for the employment of 21 percent of the Africans in the study, a higher percentage than in any other area (Table 7).

Responses to the first three questions on the questionnaire concerning employment of the participants showed that three-fourths of them were educators of some kind, whether they were working in formal programs in schools or in informal programs in the communities around them. Administrators and supervisors made up about 13 percent of the group, and their concern was largely for educational programs. For the purpose of the Project--informing people about family planning and motivating them to consider its advantages in their lives--the participants in this study were in the favorable position of being in educational professions which would bring them into contact with others.

#### Clientele of Participants

Six questions were asked of participants to learn about the clientele with whom they worked. The number of people they reached, both directly and indirectly, and the ages, sex distribution, residence, and educational levels were considered to be important information.

Direct contact with 200 to 499 people was the response most often checked (27%) by the participants (Table 8), with about even numbers checking both fewer and more contacts. This pattern held true for both Teachers and Professors, but Extension workers and Administrators tended to show more responses to both larger and smaller numbers of direct contacts (Table 8).

Slightly more indirect contacts were indicated by participants (Table 9), although the largest number of responses (18%) were still in the 200 to 499 category. Administrators noticeably differed from the other three professional groups by their greater responses to the higher categories. Fifty-four percent indicated that they indirectly reached 2,000 or more people. The high percentage of "Others" in the larger categories of contacts was accounted for by those who were in communications, research, or publications. Fifty percent of the 18 people who checked this response in question two, estimated that they indirectly reached 2,000 or more people.

When areas of the world were considered, the participants from Asia Minor and Latin America indicate fewer direct and indirect contacts. These were two areas mentioned earlier as having a larger proportion of Extension workers (Asia Minor) and Teachers (Latin America). Perhaps the number of their clientele is more limited because of the kind of job they are performing. Central Asia, where 40 percent of the respondents were in vocational or skills education, also showed fewer contacts with large numbers of people. The Africans indicated more direct contacts and the Asians from the Far East more indirect contacts than other areas. These two countries also had the highest proportion of Administrators in the survey (Table 3).

Adolescents from ages 13 to 19, and young adults, aged 20 to 39, were the target groups of 76 percent of the participants in the study (Table 12). Adolescents were of most importance to Teachers, and young adults were of top priority for the other three professional groups, although Extension workers and Administrators also indicated that they worked equally with all ages.

In Latin America (Table 13) children under 12 were the largest target group, probably due to the fact that home economics is taught in primary schools in Panama. Most emphasis was given to Adolescents in the Caribbean area and in Central and Southeast Asia. Young adults were the focus in Asia Minor, where extension was highly represented, and in Far East Asia, where 42 percent of the respondents were in higher education (Table 3).

Females continue to be the primary clientele of home economics (Table 14), but 22 percent of the participants work with males and females equally, or with most male (some female) audiences. About half (48%) said they worked with most female (some male), and more than a fourth (28%) work only with females.

Teachers and Professors work more with all-female audiences than the other professionals, but they also work more with equal-sex groups. Latin America stands out among the areas (Table 15) in the higher percentage of people working with equal-sex groups, probably because of the elementary school home economics program mentioned above. All-female audiences are most common in Asia Minor where extension work is highly represented, and may reflect segregation of the sexes in both cultural and work situations.

Residence of the clientele of the participants was varied (Table 16). One-third said that their people came from all areas of the country, and the remainder were about equally divided among rural areas (19%), large cities (18%), and towns and small cities (18%). Extension workers said that more than 80 percent of their clientele were from rural areas and villages,

and Professors had the greatest percentage of the large city dwellers. Latin American and African participants had more rural clientele than the other areas, and 45 percent of those from Asia Minor said their clientele were from villages. Central Asian and Far East Asian clientele were most often from large cities (Table 17).

When the educational levels of the clientele were reported, only 6 percent were said to have no formal education and the same figure held for lower primary school (Table 18). If literacy is defined as four or more years of schooling, at least three-fourths of the audiences being reached by the participants would be considered literate. In fact, over one-fourth (27%) of the clientele of the participants were said to have 13 or more years of school. Even when clientele of only the Extension workers are considered, almost 60 percent should be able to handle reading material which is written in simple form.

African participants have the greatest problem with clientele who have no formal education (Table 19). The large figure for lower primary level education in Latin America may be due in part to the primary school level clientele of the Teachers in Panama. In Asia Minor where Extension workers are concerned with village women, the majority of their clientele have upper primary level education. Central Asia seems to have the least problem with education of clientele, but earlier figures showed that a large proportion of the respondents from this area work in higher education.

In summary, the clientele of the participants in this study could be described as young, primarily female, literate, and residing in all areas of the countries. Participants varied in the number of people they reached according to the type of job they were performing and the area in which they worked, but the median estimate for both direct and indirect contacts was between 200 and 499 persons. For a project concerned with dispersing family planning information, the clientele being reached by these professionals would seem to be a substantial and desirable key target group.

### Participation in the Project

Seven questions were included in the questionnaire for professionals to learn how they had participated in the AHEA International Family Planning Project. Attendance at a workshop in their own country (64%) was the most common way that people had been involved (Table 20). Only a few people had attended workshops in other countries. About a fourth of the participants (26%) indicated that they had helped to plan or organize a Project workshop or served as a speaker or resource person at one of them. About one in five (19%) had been a team member in a Project survey of their country's family planning resources.

Extension personnel indicated a greater percentage of workshop attendance in their own countries and, like Teachers, had not gone abroad for such experiences as much as other professional group members. Administrators had had the greatest amount of foreign workshop attendance, had organized workshops and served as resource persons, had been survey team members, and had participated in some other way more than any professional group. Professors had also participated in out-of-country workshops and had organized in-country workshops more than either Teachers or Extension workers.

When participation in the Project was examined by area (Table 21), some differences were seen. Asia Minor and Far East Asia had the highest percentage of people who attended national workshops. Foreign workshop attendance was highest for Central Asians, Africans, and Latin Americans. Participants from Far East Asia had been most active in planning and organizing workshops and in serving as resource persons in their own countries.

Their earliest date of participation in the Project (Table 22) was asked of participants in the survey. The most active year for initiating new persons into Project activities was found to be 1973, with 1974 and 1975 second and third. Five percent of the people had been with the Project since 1971 or earlier, when it was first begun.

More Administrators than any other professional group had been in the Project since the earliest years. In more recent years participation had tended more toward Extension workers and Teachers, although Administrators have continued to become involved. In the last couple of years relatively few Professors had entered the Project.

By geographical region (Table 23), earliest participation was from Latin America, but recent initiation of activity had occurred most often in the Caribbean, Far East Asia, and Central Asia. Each area seems to have a "peak" year when new participation in the Project was highest. In 1973 it was Asia Minor, Southeast Asia, and Latin America, and in 1974, Africa and Central Asia. In 1975, Far East Asia and the Caribbean initiated peak involvement.

On the basis of the information gathered concerning participation in Project activities, some slight changes seem to be occurring. Administrators and Professors, who first became involved in the Project and who have been instrumental in initiating national workshops, more recently have been joined by Teachers and Extension personnel. Perhaps this is an indication of the multiplier effect in force, and that more direct access to family planning information is being provided by these professionals for people at the community level.

Growth of the Project, an increasing involvement of new people, does not show up as a trend in this survey. Since the peak year of 1973, new involvement has been occurring at a steadily decreasing rate. In the geographical areas, peak initial participation has occurred, then has tended to drop off. Lack of interest or bad experiences might have occurred to hamper increasing participation, but there may also be other causes. Perhaps new participants, not directly known to personnel in the AHEA project, have become active as a result of continued and spreading activity in the countries. Perhaps a "saturation" point is reached in a country when the majority of the key home economists have been contacted and no "new" participants are available, but the "old" ones continue to do their jobs, routinely including family planning education activities in their programs of work.

In the following section, results of the questionnaire will be presented showing in more detail how participants use family planning in their professional activities.

TABLE 1: COUNTRIES AND NUMBER OF PARTICIPANTS IN THE STUDY

COUNTRY	NUMBER QUESTION- NAIRES SENT	NUMBER QUESTION- NAIRES RETURNED	PERCENT RETURNED
1. Afghanistan	10	2	-
2. Bangladesh	2	2	100
3. Barbados	37	27	73
4. Chile	1	1	100
5. Colombia	3	3	100
6. Gambia	8	1	13
7. Ghana	89	49	55
8. Guyana	2	2	100
9. India	48	16	33
10. Indonesia	4	3	75
11. Jamaica	87	87	100
12. Kenya	3	1	33
13. Korea	194	136	70
14. Liberia	33	9	27
15. Malaysia	114	104	92
16. Nepal	58	26	45
17. Nigeria	16	3	19
18. Pakistan	2	1	50
19. Panama	189	60	32
20. Philippines	88	57	65
21. Sierra Leone	126	57	45
22. Sri Lanka	4	3	75
23. Taiwan, Rep. of China	5	2	40
24. Thailand	592	375	63
25. Trinidad and Tobago	166	77	46
26. Turkey	146	100	68
27. Venezuela	23	4	17
28. Zambia	1	1	100
Total		1,209	63
Thailand Village Level Leaders		366	
Grand Total of Participants'			
Questionnaires Returned		1,575	

TABLE 2: COUNTRIES INCLUDED IN GEOGRAPHICAL AREAS

<u>AFRICA:</u>	121	<u>FAR EAST ASIA:</u>	195
Gambia	(1)	Korea	(136)
Ghana	(49)	Philippines	(57)
Kenya	(1)	Taiwan, Rep. of China	(2)
Liberia	(9)		
Nigeria	(3)	<u>LATIN AMERICA:</u>	70
Sierra Leone	(57)	Chile	(1)
Zambia	(1)	Colombia	(3)
		Guyana	(2)
<u>ASIA MINOR:</u>	103	Panama	(60)
Afghanistan	(2)	Venezuela	(4)
Pakistan	(1)		
Turkey	(100)	<u>SOUTHEAST ASIA:</u>	482
		Indonesia	(3)
<u>CENTRAL ASIA:</u>	47	Malaysia	(104)
Bangladesh	(2)	Thailand	(375)
India	(16)		
Nepal	(26)	TOTAL	<u>1,209</u>
Sri Lanka	(3)		
<u>CARIBBEAN:</u>	191		
Barbados	(27)		
Jamaica	(87)		
Trinidad and Tobago	(77)		

TABLE 3: DESCRIPTION OF JOB RESPONSIBILITY OF PARTICIPANTS: BY AREA OF THE WORLD

JOB DESCRIPTION	TOTAL		A R E A O F T H E W O R L D													
	N	%	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Retired, not now working	13	1	6	5	2	2	1	2	2	-	0	-	1	1	1	1
Student, intern, apprentice . . . . .	44	4	9	7	4	4	3	6	16	3	4	2	2	3	6	3
Teaching children in school . . . . .	435	36	25	21	9	9	15	32	223	46	5	3	33	47	125	65
Training or teaching in higher education . . . .	290	24	26	21	15	15	16	34	111	23	82	42	21	30	19	10
Working with families or out-of-school youth . .	180	15	28	23	64	62	2	4	27	6	51	26	0	-	8	9
Regional or district supervisor or coordinator . . . . .	84	7	7	6	6	6	3	6	33	7	24	12	4	6	7	4
National head of department, supervisor, or planner . . . . .	76	6	10	8	2	2	3	6	25	5	20	10	3	4	13	7
Communications, research publications, or sales	18	1	2	2	1	1	1	2	6	1	3	2	1	1	4	2
Other . . . . .	55	5	8	7	-	-	2	4	32	7	3	2	3	4	7	9
No answer . . . . .	14	1	-	-	-	-	1	2	7	1	3	2	2	3	1	1
<b>TOTAL</b>	<b>1209</b>	<b>100</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>98</b>	<b>482</b>	<b>98</b>	<b>195</b>	<b>101</b>	<b>70</b>	<b>99</b>	<b>191</b>	<b>100</b>

TABLE 4: JOB FOCUS OF PARTICIPANTS: BY PROFESSION

JOB FOCUS	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Work with preschool children and/or their parents	26	22	6	1	0	-	16	9	2	1	2	2	0	-
2. Primary or secondary school education . . . . .	434	36	305	70	59	20	1	1	45	28	21	16	0	-
3. Vocational education or skills training . . . . .	216	18	107	25	40	14	16	9	21	13	29	22	3	21
4. College, university, or teacher education . . . . .	232	19	11	3	183	63	0	-	14	9	23	18	3	21
5. Adult or literacy education . . . . .	16	1	1	-	3	1	2	1	7	4	2	2	1	7
6. Community development, agricultural extension, social services . . . . .	231	19	0	-	1	-	141	78	58	36	30	23	1	7
7. Business or commerce . . . . .	2	-	0	-	0	-	0	-	1	1	1	-	1	7
8. Other . . . . .	36	3	2	-	1	-	3	2	7	4	21	16	2	15
9. No answer . . . . .	16	1	3	1	3	1	1	1	5	3	1	-	3	21
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>99</b>	<b>180</b>	<b>100</b>	<b>160</b>	<b>99</b>	<b>130</b>	<b>99</b>	<b>14</b>	<b>99</b>

TABLE 5: JOB FOCUS OF PARTICIPANTS: BY AREA OF THE WORLD

JOB FOCUS	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Work with preschool children and/or their parents	10	8	2	2	0	-	3	1	5	3	3	4	3	2
2. Primary or secondary school education . . . . .	42	35	1	1	5	11	170	35	50	26	43	61	123	64
3. Vocational education or skills training . . . . .	8	7	23	22	19	40	126	26	2	1	4	6	34	18
4. College, university or teacher training . . . . .	25	21	12	12	16	34	103	21	57	29	4	6	15	8
5. Adult or literacy education . . . . .	1	1	5	5	0	-	4	1	1	1	1	1	4	2
6. Community development, agricultural extension, social services . . . . .	28	23	59	57	6	13	62	13	71	36	3	4	2	1
7. Business or commerce . . . . .	0	-	0	-	0	-	1	-	1	1	0	-	0	-
8. Other . . . . .	7	6	0	-	1	2	7	1	3	2	8	11	10	5
9. No answer . . . . .	0	-	1	1	0	-	6	1	5	2	4	6	0	-
<b>TOTAL</b>	<b>121</b>	<b>101</b>	<b>103</b>	<b>100</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>99</b>	<b>195</b>	<b>101</b>	<b>70</b>	<b>99</b>	<b>191</b>	<b>100</b>

TABLE 6: DESCRIPTION OF EMPLOYER OF PARTICIPANTS: BY PROFESSION

EMPLOYER	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Not employed, volunteer worker. . . . .	25	2	1	-	3	1	12	7	4	2	4	3	1	7
2. Self-employed . . . . .	6	-	3	1	0	-	0	-	1	1	2	2	0	-
3. Ministry or department of education. . . . .	673	56	375	86	149	51	10	6	77	48	52	42	10	71
4. Ministry or department of agriculture. . . . .	207	17	12	3	7	2	121	67	45	28	22	17	0	-
5. Other government minis- try or department . . . . .	79	7	4	1	7	2	32	18	19	12	17	13	0	-
6. University, college, or other educational insti- tute. . . . .	183	15	34	8	123	42	1	-	9	5	14	11	2	14
7. Business or commercial organization. . . . .	1	-	0	-	0	-	0	-	1	1	0	-	0	-
8. Private, religious, or other non-profit organi- zation. . . . .	17	1	5	1	0	-	3	2	1	1	8	6	0	-
9. Other . . . . .	10	1	0	-	0	-	0	-	2	1	8	6	0	-
10. No answer . . . . .	8	1	1	-	1	-	1	-	1	1	3	2	1	7
<b>TOTAL</b>	<b>1209</b>	<b>100</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>98</b>	<b>180</b>	<b>100</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>99</b>

TABLE 7: DESCRIPTION OF EMPLOYER OF PARTICIPANTS: BY AREA OF THE WORLD

EMPLOYER	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Not employed, volunteer worker. . . . .	4	3	1	1	0	-	5	1	13	7	1	1	1	1
2. Self-employed . . . . .	1	1	0	-	1	2	1	-	1	-	1	1	1	1
3. Ministry or department of education. . . . .	60	50	27	26	27	57	272	56	74	38	56	80	157	82
4. Ministry or department of agriculture. . . . .	14	12	70	68	3	6	56	12	58	30	3	4	3	2
5. Other government ministry or department . . . . .	26	21	0	0	5	11	20	4	6	3	3	4	19	10
6. University, college, or other educational insti- tute. . . . .	9	7	5	5	10	21	110	23	40	21	3	4	6	3
7. Business or commercial organization. . . . .	0	-	0	-	0	-	0	-	1	-	0	-	0	-
8. Private, religious, or other non-profit organi- zation. . . . .	5	9	0	-	0	-	7	1	1	-	1	1	3	2
9. Other . . . . .	2	2	0	-	0	-	7	1	0	-	1	1	0	-
10. No answer . . . . .	0	-	0	-	1	2	4	1	1	-	1	1	1	1
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>47</b>	<b>99</b>	<b>482</b>	<b>99</b>	<b>195</b>	<b>99</b>	<b>70</b>	<b>87</b>	<b>191</b>	<b>102</b>

TABLE 8: NUMBER OF PEOPLE REACHED DIRECTLY BY PARTICIPANTS IN THEIR JOBS DURING ONE YEAR: BY PROFESSION

NUMBER OF PEOPLE REACHED	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
From 1 to 49. . . . .	121	10	26	6	17	6	32	18	18	11	27	21	1	7
50 to 99. . . . .	112	9	23	5	41	14	18	10	15	9	15	12	0	-
100 to 199. . . . .	203	17	71	16	58	20	24	13	27	17	22	17	1	7
200 to 499. . . . .	326	27	161	37	72	25	37	21	30	19	22	17	4	29
500 to 999. . . . .	171	14	73	17	49	17	21	12	19	12	8	6	1	7
1,000 to 1,999. . . . .	125	10	54	12	26	9	14	8	17	11	11	8	3	21
2,000 to 4,999. . . . .	55	5	12	3	14	5	10	6	15	9	4	3	0	-
5,000 or more . . . . .	55	5	4	1	5	2	19	11	15	9	10	8	2	14
No answer . . . . .	41	3	11	3	8	3	5	3	4	3	11	8	2	14
<b>TOTAL</b>	<b>1209</b>	<b>100</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>101</b>	<b>180</b>	<b>99</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>99</b>

TABLE 9: NUMBER OF PEOPLE REACHED INDIRECTLY BY PARTICIPANTS IN THEIR JOBS DURING ONE YEAR: BY PROFESSION

NUMBER OF PEOPLE REACHED	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
From 1 to 49. . . . .	129	11	58	13	25	9	26	14	4	3	16	12	0	-
50 to 99. . . . .	138	11	37	9	48	17	27	15	8	5	17	13	1	7
100 to 199. . . . .	134	11	65	15	38	13	9	5	9	6	13	10	0	-
200 to 499. . . . .	220	18	110	25	50	17	35	19	8	5	15	12	2	14
500 to 999. . . . .	161	13	68	16	47	16	20	11	15	9	11	8	0	-
1,000 to 1,999. . . . .	153	13	50	11	31	11	28	16	27	17	14	11	3	21
2,000 to 4,999. . . . .	111	9	27	6	20	7	16	9	31	19	15	12	2	14
5,000 or more . . . . .	109	9	4	1	16	6	13	7	56	35	18	14	2	14
No answer . . . . .	54	4	16	4	15	5	6	3	2	1	11	8	4	29
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>101</b>	<b>180</b>	<b>99</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>99</b>

TABLE 10: NUMBER OF PEOPLE REACHED DIRECTLY BY PARTICIPANTS IN THEIR JOBS DURING ONE YEAR: BY AREA

NUMBER OF PEOPLE REACHED	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
From 1 to 49. . . . .	9	7	24	23	6	13	27	6	28	14	10	14	17	9
50 to 99. . . . .	8	7	13	13	7	15	34	7	20	10	9	13	21	11
100 to 199. . . . .	15	12	26	25	4	9	88	18	34	17	12	17	24	13
200 to 499. . . . .	37	31	24	23	16	34	139	29	20	10	30	43	60	31
500 to 999. . . . .	12	10	10	10	7	15	77	16	36	18	4	6	25	13
1,000 to 1,999. . . . .	5	4	3	3	4	9	62	13	23	12	3	4	25	13
2,000 to 4,999. . . . .	10	8	0	-	1	2	23	5	16	8	0	-	5	3
5,000 or more . . . . .	17	14	1	1	2	4	10	2	15	8	0	-	10	5
No answer . . . . .	8	7	2	2	0	-	22	5	3	2	2	3	4	2
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>47</b>	<b>101</b>	<b>482</b>	<b>101</b>	<b>195</b>	<b>99</b>	<b>70</b>	<b>100</b>	<b>191</b>	<b>100</b>

TABLE 11: NUMBER OF PEOPLE REACHED INDIRECTLY BY PARTICIPANTS IN THEIR JOBS DURING ONE YEAR: BY AREA

NUMBER OF PEOPLE REACHED	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
From 1 to 49. . . . .	13	11	15	15	5	11	53	11	16	8	18	26	9	5
50 to 99. . . . .	7	6	25	24	5	11	58	12	18	9	12	17	13	7
100 to 199. . . . .	15	12	8	8	9	19	64	13	16	8	2	3	20	10
200 to 499. . . . .	18	15	27	26	10	21	77	16	22	11	19	27	47	25
500 to 999. . . . .	17	14	11	11	6	13	64	13	32	16	4	6	27	14
1,000 to 1,999. . . . .	24	20	7	7	8	17	65	13	21	11	0	-	28	15
2,000 to 4,999. . . . .	9	7	4	4	1	2	47	10	26	13	6	9	18	9
5,000 or more . . . . .	13	11	5	5	3	6	27	6	42	22	2	3	17	9
No answer . . . . .	5	4	1	1	0	-	27	6	2	1	7	10	12	6
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>100</b>	<b>195</b>	<b>99</b>	<b>70</b>	<b>101</b>	<b>191</b>	<b>100</b>

TABLE 12: AGE GROUPS OF PEOPLE WITH WHOM PARTICIPANTS WORK: BY PROFESSION

AGE GROUPS	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Children (age 12 and under) . .	58	' 5	50	' 11	3	' 1	3	' 2	1	' 1	1	' 1	0	' -
Adolescents (age 13 to 19) . .	532	' 44	345	' 79	108	' 37	16	' 9	28	' 18	30	' 23	5	' 36
Young adults . . . . .	381	' 32	21	' 5	161	' 56	82	' 46	63	' 39	53	' 41	1	' 7
Older adults (age 40 and over)	32	' 3	1	' -	2	' 1	11	' 6	13	' 8	5	' 4	0	' -
Work equally with all ages . .	188	' 16	15	' 3	15	' 5	64	' 36	54	' 34	35	' 27	5	' 36
No answer. . . . .	18	' 1	3	' 1	1	' -	4	' 2	1	' 1	6	' 5	3	' 21
<b>TOTAL</b>	<b>1209</b>	<b>' 101</b>	<b>435</b>	<b>' 99</b>	<b>290</b>	<b>' 100</b>	<b>180</b>	<b>' 101</b>	<b>160</b>	<b>' 101</b>	<b>130</b>	<b>' 101</b>	<b>14</b>	<b>' 18</b>

TABLE 13: AGE GROUPS OF PEOPLE WITH WHOM PARTICIPANTS WORK: BY AREA

AGE GROUPS	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Children (age 12 and under) . .	4	' 3	0	' -	0	' -	3	' 1	5	' 3	32	' 46	14	' 7
Adolescents (age 13 to 19) . .	46	' 38	23	' 22	27	' 57	264	' 55	28	' 14	17	' 24	127	' 66
Young adults (age 20 to 39) . .	27	' 22	58	' 56	16	' 34	136	' 28	98	' 50	12	' 17	34	' 18
Older adults (age 40 and over)	10	' 8	0	' -	0	' -	8	' 2	11	' 6	2	' 3	1	' 1
Work equally with all ages . .	34	' 28	20	' 19	4	' 9	61	' 13	50	' 26	5	' 7	14	' 7
No answer. . . . .	0	' -	2	' 2	0	' -	10	' 2	3	' 1	2	' 3	1	' 1
<b>TOTAL</b>	<b>121</b>	<b>' 99</b>	<b>103</b>	<b>' 99</b>	<b>47</b>	<b>' 100</b>	<b>482</b>	<b>' 101</b>	<b>195</b>	<b>' 100</b>	<b>70</b>	<b>' 100</b>	<b>191</b>	<b>' 100</b>

TABLE 14: SEX OF THE PEOPLE WITH WHOM THE PARTICIPANTS WORK: BY PROFESSION

SEX	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All male. . . . .	4	-	3	1	0	-	0	-	1	-	0	-	0	-
Most male (some female) . . .	62	5	15	3	20	7	9	5	8	5	9	7	1	7
Male and female equally . . .	209	17	78	18	57	20	27	15	26	16	20	15	1	7
Most female (some male) . . .	578	48	192	44	117	40	103	57	100	63	57	44	9	14
All female. . . . .	341	28	145	33	93	32	39	22	24	15	39	30	1	7
No answer . . . . .	15	1	2	-	3	1	2	1	1	-	5	4	2	14
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>99</b>	<b>290</b>	<b>100</b>	<b>180</b>	<b>100</b>	<b>160</b>	<b>99</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>99</b>

TABLE 15: SEX OF THE PEOPLE WITH WHOM THE PARTICIPANTS WORK: BY AREA

SEX	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All male. . . . .	0	-	0	-	0	-	1	-	0	-	1	1	2	1
Most male (some female) . . .	13	11	1	1	5	11	27	6	7	4	4	6	5	3
Male and female equally . . .	21	17	8	8	3	6	98	20	21	11	28	40	30	16
Most female (some male) . . .	46	38	45	44	21	45	240	50	116	59	20	29	90	47
All female. . . . .	41	34	49	48	18	38	106	22	51	26	13	19	63	33
No answer . . . . .	0	-	0	-	0	-	10	2	0	-	4	5	1	-
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>100</b>	<b>195</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>191</b>	<b>100</b>

TABLE 16: PLACE OF RESIDENCE OF PEOPLE WITH WHOM THE PARTICIPANTS WORK: BY PROFESSION

RESIDENCE	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS-TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rural areas. . . . .	232	19	57	13	21	7	81	45	46	29	27	21	0	-
Village (under 500 people) .	98	8	18	4	2	1	64	36	4	2	10	8	0	-
Town (500 to 9,999). . . . .	128	11	63	14	33	11	10	6	14	9	8	6	0	-
Small city (10,000 to 99,999) . . . . .	114	9	63	14	25	9	6	3	11	7	7	5	2	14
Large city (100,000 or more)	220	18	76	18	88	30	5	3	21	13	26	20	4	29
Come from all areas. . . . .	404	33	154	35	121	42	12	7	64	40	49	38	4	29
No answer. . . . .	13	1	4	1	0	-	2	1	0	-	3	2	4	29
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>99</b>	<b>290</b>	<b>100</b>	<b>180</b>	<b>101</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>101</b>

TABLE 17: PLACE OF RESIDENCE OF PEOPLE WITH WHOM THE PARTICIPANTS WORK: BY AREA

RESIDENCE	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rural areas. . . . .	33	27	11	11	5	11	80	17	43	22	20	29	40	21
Village (under 500 people) .	5	4	46	45	1	2	15	3	14	7	4	6	13	7
Town (500 to 9,999). . . . .	19	16	14	14	5	11	24	5	19	10	12	17	35	18
Small city (10,000 to 99,999) . . . . .	9	7	7	7	7	15	63	13	19	10	5	7	4	2
Large city (100,000 or more)	10	8	4	4	15	32	105	22	66	34	6	9	14	7
Come from all areas. . . . .	45	37	19	18	13	28	188	39	34	17	21	30	84	44
No answer. . . . .	0	-	2	2	1	2	7	1	0	-	2	3	1	1
<b>TOTAL</b>	<b>121</b>	<b>99</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>101</b>	<b>482</b>	<b>100</b>	<b>195</b>	<b>100</b>	<b>70</b>	<b>101</b>	<b>191</b>	<b>100</b>

TABLE 18: EDUCATION OF PEOPLE WITH WHOM PARTICIPANTS WORK: BY PROFESSION

EDUCATIONAL LEVEL	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS-TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No formal education. . . . .	69	6	5	1	1	-	48	27	8	5	10	8	1	7
Lower primary (1 to 3 years of school). . . . .	73	6	25	6	6	2	25	14	6	4	10	8	0	-
Upper primary (4 to 6 years of school). . . . .	136	11	37	9	4	1	71	39	15	9	17	13	0	-
Lower secondary (7 to 9 years of school). . . . .	181	15	80	18	27	9	21	12	25	16	21	16	1	7
Upper secondary (10 to 12 years of school). . . . .	282	23	167	38	58	20	10	6	24	15	33	25	7	50
Higher education (13 years or more). . . . .	332	27	90	21	138	48	2	1	60	38	21	16	1	7
No answer. . . . .	136	11	31	7	56	19	3	2	22	14	18	14	4	29
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>99</b>	<b>180</b>	<b>101</b>	<b>160</b>	<b>101</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>100</b>

TABLE 19: EDUCATION OF PEOPLE WITH WHOM PARTICIPANTS WORK: BY AREA

EDUCATIONAL LEVEL	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No formal education. . . . .	33	27	15	15	2	4	10	2	7	4	2	3	0	-
Lower primary (1 to 3 years of school). . . . .	3	2	11	11	2	4	16	3	13	7	19	27	9	5
Upper primary (4 to 6 years of school). . . . .	5	4	42	41	0	-	25	5	23	12	16	23	25	13
Lower secondary (7 to 9 years of school). . . . .	22	18	3	3	5	11	46	10	25	13	15	21	65	34
Upper secondary (10 to 12 years of school). . . . .	31	26	18	17	15	32	115	24	27	14	6	9	70	37
Higher education (13 years or more). . . . .	27	22	12	12	23	49	147	30	95	49	9	13	19	10
No answer or answer not clear	0	-	2	2	0	-	123	25	5	2	3	4	3	2
<b>TOTAL</b>	<b>121</b>	<b>99</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>99</b>	<b>195</b>	<b>101</b>	<b>70</b>	<b>100</b>	<b>191</b>	<b>101</b>

TABLE 20: PARTICIPATION IN FAMILY PLANNING PROJECT: BY PROFESSION

TYPE OF PARTICIPATION	TOTAL		TEACHERS		PROFESSORS		EXTENSIONS		ADMINIS-TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attended workshop in own country. . . . .	779	64	261	60	186	64	142	79	105	66	76	58	9	64
Attended workshop in Taiwan and/or U.S.A. . . . .	89	7	13	3	32	11	4	2	30	19	9	7	1	7
Attended workshop in some other country . . . . .	100	8	12	3	29	10	7	4	34	21	16	12	2	14
Organized workshop or was resource person. . . . .	317	26	53	12	108	37	40	22	75	47	34	26	7	50
Was a team member in country survey . . . . .	228	19	75	17	57	20	26	14	45	28	21	16	4	29
Participated in some other way. . . . .	238	20	66	15	65	22	23	13	52	33	26	20	6	43
<b>TOTAL</b>	N = 1209		N = 435		N = 290		N = 180		N = 160		N = 130		N = 14	

TABLE 21: PARTICIPATION IN FAMILY PLANNING PROJECT: BY AREA

TYPE OF PARTICIPATION	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Attended workshop in own country. . . . .	75	62	89	86	20	51	291	60	151	77	44	63	109	57
Attended workshop in Taiwan and/or U.S.A. . . . .	14	12	10	10	1	2	27	6	15	8	10	14	12	6
Attended workshop in some other country . . . . .	16	13	3	3	14	30	25	5	20	10	7	10	15	8
Organized workshop or was resource person. . . . .	38	31	25	24	16	34	96	20	91	47	14	20	37	19
Was team member in country survey . . . . .	26	21	5	5	10	21	110	23	42	22	9	13	26	14
Participated in some other way . . . . .	32	26	3	3	17	36	72	15	64	33	20	29	30	16
<b>TOTAL</b>	N = 121		N = 103		N = 47		N = 482		N = 195		N = 70		N = 191	

TABLE 22: EARLIEST DATE OF PARTICIPATION IN THE PROJECT: BY PROFESSION

DATE	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATION		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1976	15	1	9	24	1	-	0	-	1	1	4	3	0	-
1975	171	14	72	17	23	8	36	20	26	16	13	10	1	7
1974	247	20	73	17	61	21	40	22	33	21	39	30	1	7
1973	345	29	108	25	97	33	65	36	43	27	28	22	4	29
1972	82	7	34	8	23	8	10	6	8	5	7	5	0	-
1971 or earlier	65	5	16	4	15	5	5	3	18	11	7	5	4	29
No answer	284	23	123	28	70	24	24	13	31	19	32	25	4	29
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>101</b>	<b>290</b>	<b>99</b>	<b>180</b>	<b>100</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>100</b>	<b>14</b>	<b>101</b>

TABLE 23: EARLIEST DATE OF PARTICIPATION IN THE PROJECT: BY AREA

DATE	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1976	4	3	0	-	4	9	1	-	1	1	2	3	3	2
1975	12	10	1	1	8	17	28	6	51	26	4	6	67	35
1974	52	43	5	5	15	32	91	19	43	22	8	11	33	17
1973	20	17	84	82	2	4	155	32	42	22	23	33	19	10
1972	4	3	10	10	2	4	40	8	8	4	13	19	5	3
1971 or earlier	5	4	1	1	2	4	20	4	17	9	6	9	14	7
No answer	24	20	2	2	14	30	147	30	33	17	14	20	50	26
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>99</b>	<b>195</b>	<b>101</b>	<b>70</b>	<b>101</b>	<b>191</b>	<b>100</b>

## Family Planning in Home Economics Programs

Integrating family planning ideas and information into home economics programs was the major goal of the AHEA International Family Planning Project. The greatest part of the survey questionnaire was designed to learn how this was being done by the participants in the study. Approach, work time devoted to family planning, related activities, concepts being taught, teaching strategies, and future plans for involvement were the kinds of information sought.

Approach: In question seventeen, participants were asked to choose among seven statements the one which best described the way they used family planning and/or population education in their work. Statements ranged on a kind of continuum from, "I do not include...(it) at all," to "I plan programs, train workers, or prepare materials..." Responses to the question formed a bell curve with the highest point (40%) at the center statement, "I use the same program of work I usually use, but include family planning and/or population education ideas when they are related" (Table 24). Just before this statement, the second largest group (22%) indicated that they bring up such ideas when they "talk with people informally." Thirteen percent used a curriculum guide or program of work revised to include family planning ideas. Together these three central descriptions were checked by 75 percent of the respondents.

Only four percent of the total group said they did not include family planning or population information in their work at all. Teachers gave this response more often (7%) than other professional groups (Table 24), and people from Africa (8%), Latin America (7%), and the Caribbean (6%) checked it most often among the geographical areas (Table 25).

Among the professional groups, Administrators stood out in their relatively greater choice (22%) of the last response, which indicated their higher involvement in program planning, training, and preparation of materials. Extension workers were most likely to introduce family planning ideas informally than in any other way, and used this method more than did any other professional group. They were also more likely to teach a special course or give talks on family planning to groups. They were the least likely to be using programs of work revised to include family planning ideas.

When geographical areas were considered, total percentage of responses to the last three descriptions, indicating more deliberate integration of family planning into programs of work, were highest in Central Asia (41%) and lowest in Africa (10%). The other areas ranged between them in this order; Far East Asia (31%), Caribbean (24%), Asia Minor (20%), Southeast Asia (20%), and Latin America (18%).

Interpretation of these figures must consider the type of work being done in each area and the clientele being reached, but they may indicate that in particular jobs and in some regions family planning ideas are more difficult to introduce than in others.

Time Use: Participants were requested to estimate the portion of work time they spent on family planning activities before and after their involvement in the Project. More than a third (37%) had spent no time before

the Project, but this was reduced by more than half (15%) after involvement (Table 26). About the same proportion (36%) had spent less than one-fourth of their time before, and this proportion remained stable (34%) after involvement. An increase was made (from 11% to 27%) in the number who spent between 1/4 and 1/2 of their time in family planning activities. Increases were also made in those who spent between 1/2 and 3/4 of their time (2% to 7%), and those who used more than 3/4 of their time (1% to 3%) in such activities.

By discounting those who marked "none" and those who did not answer, half of the participants (50%) were spending some work time in family planning before the Project, and more than two-thirds (71%) were doing so afterwards. In addition to involvement of more people, the fraction of time used increased for each of the three higher categories.

By professional groups, Extension workers recorded the greatest increase in work time spent in family planning after involvement in the Project. They had the highest percentage of no time spent before (41%), and the lowest after (9%). Administrators and Extension workers spent greater proportions of their time on family planning than did Teachers and Professors.

Geographically, the greatest increases in time expenditure after Project involvement occurred in Asia Minor and in Far East Asia (Table 27). These two regions were shown earlier to have greater numbers of Extension personnel in the study than the other areas. Before being in the Project, Central Asians were the most involved in family planning activities, and people from Africa and Asia Minor were least involved. After exposure to the Project the Africans still registered the greatest percentage of no work time used, (31%), but the Latin Americans were next (26%). Interpretation of these figures may be misleading, however, because of the relatively high rates of "No answer" for some regions, which could be interpreted as a face-saving way of indicating "none."

In general the data related to time use indicated that more people were spending more work time on family planning and population education activities after involvement in the Project than they did before, and Extension personnel registered the most dramatic changes.

Promotion Activities: Family planning can be promoted through activities carried out on the job and in the community. A list of 12 such activities was given to the people in this survey and they were asked to check the ones which they had done. The most common activities checked were; "Helped my co-workers include family planning and/or population education in their programs of work" (62%), and "Convinced a group to include family planning and/or population education in their program" (54%). Least checked activities were; "Worked in a family planning clinic or agency helping people with their family planning problems" (7%), and "Distributed contraceptives to people wanting to use birth control methods" (8%--Table 28).

Teachers followed this general pattern, although smaller percentages had done each of the activities. Professors also had done similar things, but a larger proportion had done the more common activities and fewer had worked in a clinic or distributed contraceptives.

Extension workers were even more active than Professors in these four areas, and doubled the percentage who had given out contraceptives. The least common activity for Extension workers was, "Did research and/or wrote an article for publication related to family planning and/or population education" (6%). Teachers also had done little of this (6%).

Administrators had a different pattern of promotion activities. In addition to helping their co-workers (79%), their most common activities were; "Worked on curriculum revision or with a program planning group to include family planning and/or population education ideas in home economics" (75%), and "Helped form a course, seminar, workshop, or conference related to family planning and/or population education" (73%). In every case the Administrators had been more active than any other professional group, except for distributing contraceptives, which was only one percentage point lower than that for Extension workers. Teachers were the least active group in every activity, except for working on curriculum revisions, in which they were higher than Extension personnel.

Activities carried out by geographical areas (Table 29) varied by region. The Far East and Central Asia reported taking part in more activities on the list, and Latin America and the Caribbean fewer than in the other areas. When the activities are examined one by one it can be seen that people in Central Asia reported the highest degree of participation in curriculum revision, formation of courses or seminars, working in a clinic, distributing contraceptives, planning with people in other agencies, and doing research or publishing. Far East Asia was the most active in inviting guest speakers, helping co-workers include new ideas in their programs, convincing groups to include family planning in their programs, giving talks or lectures, and serving as advisor for groups. The only remaining activity on the list of 12, visiting the local family planning clinic, was marked most often by people from Africa.

Areas varied in the activities they most commonly checked. For example, in Africa, the Caribbean, and Latin America, visiting the local family planning clinic was the activity in which most people were involved, while in other areas other activities were much more common. Perhaps these differences reflect the approach needed according to the culture, government policy, institutionalization, or acceptance of family planning on the part of the general public in particular countries.

In general, activities being carried out by the participants were found in this study to be those related to convincing, informing, and motivating people in regard to family planning and population education ideas. Participants were least active in provision of services and supplies needed to deliver birth control measures to people, although in some cases they were quite active in this respect as well.

Concepts of Family Planning: A broad interpretation of the term, family planning, could include many related ideas. To learn which concepts were being integrated into programs of home economics, an item was designed for the questionnaire to get this information. A list of 18 "Ideas and Concepts" was presented and for each concept subjects were asked to check whether they, "do not include it," "do include it," or "give it major emphasis," in their programs of work. The concepts included were related to

human physiology and development, population education, contraception, demography, and home economics content areas related to family planning.

All concepts were reported to be included in the programs (Table 30), with very little percentage spread among them. The real differences, however, were found in which ones were given emphasis. Three concepts were given most emphasis by participants as a total group; "Responsible parenthood" (40%), "Family planning and health" (40%), and "Family planning and nutrition" (39%). These were followed by, "Family planning and home management" (36%), "Decision-making and planning the family" (33%), and "Physical and emotional needs of children" (31%). Of least importance to the participants' programs were, "Fertility, mortality, and migration" (11%), "Types and uses of contraceptives" (13%), "Community services in family planning" (13%), and "Male and female reproductive systems" (14%). As might be expected with this group, concepts which related family planning most directly to home economics content areas were given the most emphasis.

By profession (Table 31), there were differences in program emphasis. Teachers gave highest priority to responsible parenthood, nutrition, health, home management, and physical and emotional needs of children. They gave very little to contraceptives, and community services. Professors emphasized the same concepts as Teachers, and added decision-making. They gave least emphasis to fertility, mortality and migration, and to community services.

Extension workers placed most emphasis on health, nutrition, and home management. Next most important was spacing the births of children. Also important in their programs were effects of population growth on society, responsible parenthood, decision-making, and clothing. They gave least emphasis to the reproductive systems, fertility, mortality, migration, and human development and sexuality.

Most importance was given by Administrators to health, responsible parenthood, decision-making, nutrition, and home management. They gave least priority to reproductive systems and contraceptives.

A look at the concepts considered most important by geographical area (Table 32) shows how they varied from region to region. In Africa, responsible parenthood and nutrition were most important. In Asia Minor it was health, nutrition, and home management. Central Asians considered health, nutrition, and home management important, but also added effects of population growth on society, housing, and child spacing. Southeast Asia reported priorities on responsible parenthood, health, and nutrition, while Far East Asia also included effects of population growth on society. Latin America and the Caribbean placed low emphasis rates on all the concepts as compared to the other areas, but they had some differences in priorities. Latin Americans thought that menstruation, physical and emotional needs of children, and responsible parenthood were most important, while people in the Caribbean area were most concerned with health, nutrition, home management, the needs of children, and responsible parenthood.

Differences in clientele, job, and needs in the country may have dictated differences in program focus, but progress toward the goal of the Project, to integrate family planning into home economics programs, was in evidence from the responses to the questionnaire item on ideas and concepts. The

concepts relating family planning to home economics content areas were most highly emphasized in the work of the participants, although by no means was the group limited only to these. Least importance was given to sexual and contraceptive information, but all concepts were integrated into the programs to some extent.

Contacts and Referrals: Approximately half of the total group of participants indicated that they had talked with someone about birth control, contraception, or family planning services during the past year (Table 33). Of those who had made such contacts, 15 percent indicated that they had talked with from 100 to 199 people. Fourteen percent said that they had contacted 50 to 99 people, and 21 percent had contacted 200 or more people in the past year. Only 13 percent of the group said they had talked with no one about these topics in the past year.

By profession, Extension workers and Administrators reported more contacts than either Teachers or Professors (Table 33). Considering the clientele of the professional groups, this may not be too surprising. Administrators made more responses (31%) to the two highest categories in the question, contacts with 200 or more people.

Consideration by geographical region showed that the most contacts made to 200 people or more were reported by the Southeast Asians (28%) and the Far East Asians (25%).

The next question asked was, "How many people have you referred to family planning clinics in the past year?" Many respondents (43%) indicated that they had referred none, but 3 percent had referred 200 or more people. By profession, Extension workers, followed by Administrators, had made more referrals than either Teachers or Professors (Table 35). Examination of responses by area (Table 36) showed that Central and Far East Asians, and Africans had been most active in referring people to family planning clinics. Over half of the Southeast Asians (55%) and almost as many people from Asia Minor (44%) indicated that they had made no such referrals.

The two questions concerning contacts and referrals are based on the assumption that family planning clinics are available to clientele in their communities. This assumption may not be true in all cases, and this may account for some of the differences shown above; but again, clientele and job would also be important factors to take into account.

Methods and Materials: In order to learn what means participants had been using to try to reach people with family planning and population education information, a list of 11 types of methods and materials commonly used in teaching and communications was given in the questionnaire. For each one participants were to check if they had, "not used it," "used it," or "used it and found it to be very effective." They were also asked if they had designed or created any new teaching materials, such as posters, handouts, booklets, slide sets, etc., and if they had, to describe the material or to draw a picture of it.

Half or more of the participants had not used demonstrations, models, kits, samples (67%); dramas, stories, case histories, games, songs, art work, or puppets (64%); films, filmstrips, slides, recordings (57%); or lectures or guest speakers (50%--Table 37).

By far the greatest number of participants considered private conversation and individual counselling to be their most effective communications technique (24%). Others rated very effective by large numbers of people were films, filmstrips, slides, recordings (13%); posters, pictures, bulletin boards, exhibits (13%); group discussions, panel discussions, or open meetings (12%); and pamphlets or handouts given to people to keep and read (12%).

Many people had used textbooks, reference books, library materials; and magazine or journal articles, newspapers, and newsletters, but these were not considered to be too effective (9% and 7%). Pamphlets and handouts had been used almost as much as the other two kinds of printed materials, but received a higher rating of effectiveness (12%). Few people had used films, filmstrips, slides, or recordings, but their effectiveness was judged to be relatively high by 14 percent of the respondents.

Private conversations and individual counselling held as the most widely utilized and most effective method by all of the professional groups, except that Administrators had used pamphlets or handouts slightly more often (Table 38), but did not judge them to be nearly as effective.

Teachers, who would be expected to have some training in using various teaching methods and materials, did not find any method, other than private counselling, to be very effective in reaching people with family planning and population education information. In fact, as a group they reported less use than any other of five of the 11 methods on the list. These five were; group discussions, lectures, demonstrations, pamphlets, and films. Perhaps teachers are utilizing methods other than those included on this list, or they may not consider any of these as effective ways to reach their audience.

Professors reported frequent use of textbooks and magazine or journal articles, and relied little on the use of drama or demonstrations. After private counselling, they considered group discussions, films, textbooks, lectures, and posters to be most effective with their audiences.

Extension personnel thought pamphlets to be almost as effective as private counselling in their work, even though they had not been used as extensively. They also considered posters, group discussions, films, demonstrations, and drama to be very effective, even though drama and films had not been used very often.

Administrators had found films, posters, and group discussions to be most effective after private conversations, and had used most of the methods and materials on the list more extensively than had any other group.

Geographically, participants had varying experiences with the different methods and materials, (Table 39). Private counselling was reported as being a very effective method by the most people, except in Central Asia and in Latin America. In Central Asia it was surpassed by several others, including posters, talk about ideas heard on radio or television programs, films, and group discussions. Three other methods--lectures, dramas, and handouts--were considered equally as effective as private conversations. In Latin America,

private counselling was rated below magazine articles\* and films in effectiveness.

In Africa, posters, group discussions, dramas, demonstrations, films, and handouts were judged to be very effective by more people. In Asia Minor, only handouts were considered effective by any large number of people, along with private conversations. In Southeast Asia nothing was considered as effective as individual conversations, while in Far East Asia, most of the methods and materials were judged very effective by large numbers of people. The highest of these were group discussions, pamphlets, films, posters, books, articles, and lectures. In the Caribbean, after private counselling, films and group discussions were rated highest.

On a horizontal level (Table 39), various methods can be seen to have more importance in some regions than in others. Group discussion, panel discussions, and open meetings, for example, are considered highly effective in Africa, but of limited effectiveness in Asia Minor and Southeast Asia. Talk about family planning ideas heard on radio or television is rated highly in Central Asia, but not as highly in other areas.

To sum up, private conversations and individual counselling have been utilized extensively by the participants and have been found to be very effective by large numbers of them. Other methods have not been utilized as extensively, but some have been found to be useful. For fun, the percentages of "used effectively" were divided by the percentages of "have used" and a "coefficient of effectiveness" was calculated. Using this method, based on both effectiveness and extent of use, the methods and materials ranked in the following order: films (.60), private conversations (.47), group discussions (.37), demonstrations (.37), posters (.34), drama (.32), lectures (.27), handouts (.27), books (.17), radio and television (.15), and articles (.14). If more films were readily available for use by the professionals, their effectiveness might surpass that of personal counselling as a means of reaching people with family planning and population information. Coupling them with skilled leadership in group discussions could enhance their chances for success. Some methods with low rankings, such as discussing radio and television programs, might improve if discussion guides were available.

Participants were asked if they had designed or created any new family planning or population education teaching materials, such as posters, handouts, booklets, slide sets, etc. Fourteen percent of the total group replied that they had done this. Administrators had been most active in this respect (25%), with Professors (17%), Teachers (10%), and Extension workers (7%) less creative. By geographical region, the Latin Americans (29%) replied most affirmatively with Central Asians (23%) next. Fewest evidences of creation of new materials came from the Caribbean (6%) and Asia Minor (6%). A description or picture drawn of the materials was requested of those who answered yes to this question. Many people did this

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\* U.S.A.I.D. has distributed family planning information in comic book format in Latin America. These books are very popular with adolescents. Perhaps these could help account for this favorable evaluation.

and these might be explored in detail at another time for new ideas which could be shared with others.

Future Plans for Activities: There is evidence to suggest that when people commit themselves to future activities there is a good chance that they will carry them out<sup>1</sup>. Based on this assumption, a knowledge of their future plans could help point to directions that the participants could take in relation to the Family Planning Project. With this in mind, participants were given a list of 10 activities related to family planning and asked to check the ones that they would not do, would do if possible, or definitely would do.

The activity receiving the largest number of marks for "will not do this" (40%) was, "Write an article and/or do research on a problem concerned with family planning or population education" (Table 40). About a fourth (24%) said that they were not planning to "Develop some lesson plans or programs about family planning and/or population education."

Approximately half (49% to 62%) checked, "Will do it if possible" for all of the 10 activities, which may express little more than their readiness to consider involvement in these opportunities only if they arise.

The most interesting statements are those for which participants checked they "Definitely will do it." Highest on this list were, "Ask students or other people what they want to know about family planning" (29%), "Help co-workers teach family planning and/or population education in their programs" (27%), "Make suggestions to supervisor about family planning education in the program" (25%), and "Invite someone from a family planning agency to contribute to the program" (25%). Only one in 20 persons (5%) was willing to make a commitment to "Write an article and/or do research on a problem concerned with family planning or population education." About one in nine (11%) would "Contribute to another agency's efforts in family planning and/or population education."

Among the professional groups (Table 41), Teachers were least apt to plan to ask their students what they wanted to know, help their co-workers teach family planning in their programs, make suggestions to their supervisors, invite someone in from another agency or contribute to another agency's efforts, write an article or do research, attend a conference or course or help plan one. They were more willing than Professors or Extension workers to develop teaching materials, and would commit themselves to develop lesson plans or programs at the same rate as Extension workers, but less than either Professors or Administrators.

Administrators were most likely of any group to commit themselves for all the activities on the list. Their top place was rivaled only for one, by Professors who were equally as willing to write an article or do research.

In the interval between the low-committed Teachers and the highly committed Administrators, Professors and Extension personnel split the activi-

<sup>1</sup>Holt, Barbara A. "Proxys and Commitment in Family Planning Education: Evaluation of an In-Service Program with Home Economists in Panama." Unpublished Ph.D. Dissertation. Cornell University, 1975.

ties between them for second place. They both planned equally to ask their clientele what they wanted to know about family planning. Professors had greater commitment for developing lesson plans and teaching materials, and planning a course or conference. Extension workers leaned more toward plans for helping their co-workers, making suggestions to supervisors, inviting someone in from another agency, contributing to others, and attending a conference or course to learn more.

Among the geographic regions (Table 42), Central Asians were most willing of any groups to commit themselves for seven of the 10 activities--developing materials, making suggestions, inviting someone in, contributing to another agency, writing or doing research, attending and planning a course or conference. Far East Asians were most committed to developing lessons plans and helping their co-workers, and people from Asia Minor had the highest commitment to asking their clientele what they wanted to know about family planning.

Another way of looking at future plans by area is to see what activity each region was most committed to doing. In Africa (34%) and Latin America (36%), the top priority commitment was to making suggestions to supervisors. In Asia Minor (47%) and Southeast Asia (25%) it was polling their clientele. Far East Asians planned to help their co-workers, and Central Asians to plan a course, workshop or seminar. In the Caribbean there was greatest commitment to seeking out contributors to the programs from other agencies.

Indications of what people are willing to do, or have committed themselves to doing should be useful to those who are in positions to support such plans, or to take advantage of interest in moving in particular directions. In the interest of democratic education it was heartening to note that the group as a whole was most highly committed to plans for asking their clientele what they want to know about family planning.

Influence on the Lives of Others: The final question on the questionnaire asked if the participants thought they had influenced someone's life by telling them about family planning, and if so, to explain briefly. Forty percent responded that they did think they had been of influence (Table 40). Administrators (46%) and Professors (45%) were most positive about their influence, but Teachers (37%) and Extension personnel (35%) were almost as sure (Table 41).

Among the regions, there was most confidence in Far East Asia (61%), Latin America (49%), the Caribbean (42%), and Africa (40%), and less in Central Asia (38%), Southeast Asia (34%), and least of all in Asia Minor (17%-Table 42).

Narrative answers to the last question in the questionnaire were most interesting to read. Statistical information may be a more comprehensive way of reporting results, but answers given in people's own words help give insight into real, concrete situations which have been experienced by the participants in their daily lives.

Of the 481 respondents (40%) who said they thought they had influenced someone's life through telling them about family planning, many went on to describe how. Only a few of these descriptions are included here as examples.

They are representative of many more which space does not permit to share at this time.

Some home economists had the experience of telling people for the first time about family planning.

"I had a trip to north part of Afghanistan. There they don't have clinics. They (women) thought it is not possible to stop having a baby. I told them it is possible. (They are not educated.) They are housewives. I told them they can have medicine. They were really surprised. Next day I asked what they did. They said they talked with their husbands. They agreed not to have children because they have 12, some of them eight, nine---The husbands came to me and said, 'the pills are good.' I said yes, many women are using them. They were very happy because they are living in the villages and they never heard about family planning."

In many countries it is desirable to have sons rather than daughters. One home economist met such a problem in Nepal.

"A woman happened to be known to me for long time. She seems very worried about her family. She has already four daughters who are apart just a little over one year, still she hesitates to plan the family because she wants to have a son. On the other hand, she can hardly support the number of children she has. There is no question of having an additional child economically. I tried my best to convince her that there is no difference between son and daughter. After many times talking to her finally she accepted my idea and started using family planning devices."

A home economist from Turkey was instrumental in an emergency situation and not only caused a woman to begin using birth control methods, but may have saved her life as well.

"One day while I was working in one of our villages I heard that a lady became seriously ill bleeding heavily. She was trying an abortion by herself because she already had three children. I took to nearby health center doctors and a midwife rescued her and registered her for family planning program. She is doing fine now."

Often the participants related cases from their own families. A home economist from Ghana wrote about a typical situation.

"My cousin, who has six children with the eldest only six years old, complains of ill health and insufficient money to run the home but will not accept family planning. I gave her a good talk and showed her examples of the living conditions of people with fewer children. She has now agreed to stop at six children and help to build a better home."

Home economists have had an impact on family relations through their work in family planning. For example, a Philippine home economist related her experience.

"A mother with five children developed fear in having another baby. This caused the husband to go astray and created family disunity for several years. So I advised this lady to consult a family planning expert to bring back the warmth, concern, and understanding between the couple. Just happy to note that our plans materialized."

Participants described many cases in which they influenced men, not just women. This example from Thailand illustrated the point.

"There was a family with many children. The father was a tricycle driver, the wife took care of the house. I suggested to the man to go and get a vasectomy at the hospital. At first he refused and started talking about all the dreadful things he heard of vasectomy. I took him to a hospital and discussed with the doctor. He finally gave in. He exclaimed that had he known about the advantages of vasectomy, he would have had it long before he had seven children."

Information is not always given just to families or to women with children for immediate use, but students also gain knowledge for future use from their contacts with home economists. A teacher from Trinidad and Tobago wrote the following account.

"A student of mine related to me in one of our Family Life Education lessons that she observed a housewife who was on the Pill had twins. She got the idea that this made the person more fertile. I explained to her the correct use of the Pill and told her of my experience using the Pill for the past 10 years. She is now a mother and has thanked me for the information I gave her as a student. She is now on the Pill."

In some countries home economists distributed contraceptives to the people with whom they work, as did this Turkish woman.

"In one of my villages there was a lady. One day she came to me to talk about some of her problems such as high cost of living and some of her family problems. During our talk I noticed her poor health, too. I asked her about it. She told me she had some gynecologic problems. Few days after I took her to State Hospital for treatment. She was also registered for family planning services, too. Since then each month I am carrying her monthly birth control pills to the village. Her health has improved considerably and she looks happier."

Sometimes the situations encountered by home economists have complicating factors, such as this one told by a Panamanian.

"A poor woman with seven children, a neighbor of mine, with four abnormal children, with interval of one healthy and one abnormal, did not want to be operated on. I approached her and explained to her, and provided her with books that I have and use in the school programs. After reading and listening to me, she

returned and asked me to take her to the health center to take part in the Family Planning program. Her smallest child is three years old."

Many home economists, because they work outside of the home, have domestic help. Several incidents were described telling how they influenced the lives of these women. This story comes from Jamaica.

"These three young unmarried girls are helpers in the neighborhood. One is my own helper. All three have male visitors but are not living outright with them. I persuaded my helper, who is already the mother of two children to stop and try to rear these two properly. I gave time off for her to visit the Family Planning Clinic for pills. The message must have been relayed to the other girls by my helper because they wanted to know if it was safe on the pills. I described other methods and encouraged them to go to a Family Planning Clinic like my helper.

One of these girls had a baby in April 1974 and another baby in April 1975. At that rate, one would expect her to have another in April 1976. She assured me two days ago, that she is not pregnant and I have seen no sign of pregnancy."

Very often other medical problems will be discovered during a visit to a family planning clinic to learn about birth control methods. This was the case described by a home economist from Malaysia.

"My adopted sister and her husband are both very hard-working farmers. They have a small farm with a few hundred trees of pepper vines, rear some poultry and more or less have enough food to tide them by. Nevertheless, they have eight children; four boys and four girls. Out of this lot only one managed to pass her lower secondary exams. At present she is in form 4 at a private school.

She complained to me of woes and troubles, etc., and I asked her if she had done anything about Family Planning.

At first she was very reluctant and didn't like the idea of a doctor examining her, but gradually after much persuasion she underwent a thorough check-up. The doctor found that she was anemic and advised her not to have any more babies. She underwent a B.T.I. and now she still has her problems but feels that the main obstacle has been overcome."

Many home economists answered the question in general, rather than in specific terms, and many described experiences they had in working with groups, not necessarily giving concrete results of their efforts, but telling how they had tried to influence others. Three Korean home economists described such experiences in working with students, co-workers, and with others in the community.

"I have made the high school students become interested in the family planning program and think of their own future family sizes by explaining the effect of family planning on the second generation, on their country's future, and on their individual lives."

After I had participated in the Korean Family Planning Workshop, I taught the teachers of our school the population problems by using the slides purchased and the leaflets. Teachers have shown more interest in the population problems than before and have emphasized the importance of family planning in the present."

"I'm a leader of Saemaeul Movement (New Village Movement) in our village. Whenever I am asked to give a lecture about the success of Saemaeul Movement of our village I used to talk about the family planning in the first part of the lecture: family planning has great influence on the success of Saemaeul Movement because it provides you better living which is the only goal of Saemaeul Movement."

Home economists have been instrumental in giving people new insight into family planning concepts and in changing ideas and rationales. A Thai home economist told of her experience.

"The Thai people in rural areas thought that it is sinful to take pills or practice any birth control technique, because in so doing, one has taken away the life of a child. I explained that most of birth control techniques hindered conception, which is different from destroying life. Contradictorily, those who bear children and are not able to give them a good life, should be regarded as sinners."

The cases above are only a few of the hundreds that were written to elaborate upon the responses to the last question in the questionnaire. In general the experiences described supported the conclusion that private conversations and counselling were the most frequently used techniques of reaching people, and were being applied with family members, fellow workers, employees, students, and people in the general community. All age groups and both sexes were mentioned. Although more women than men were contacted, very often the home economist served to convince husbands, for wives, of the value of family planning.

A thread of conviction ran through the tales, too, that the home economists who had influenced the lives of others were satisfied that their efforts had made an important difference in improving the health and happiness of family members.

TABLE 24: WAYS PARTICIPANTS USE FAMILY PLANNING AND/OR POPULATION EDUCATION IN THEIR WORK: BY PROFESSION

DESCRIPTIONS	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS-TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Do not include it at all. . . . .	48	4	31	7	4	1	5	3	2	1	5	4	0	-
Talk about it when people ask questions	87	7	31	7	24	8	14	8	5	3	10	8	1	7
Bring up ideas when talking informally .	266	22	78	19	67	23	70	39	18	11	23	18	7	50
Use same program, but include related ideas. . . . .	488	40	204	47	119	41	56	31	59	37	54	42		14
Use revised program of work. . . . .	160	13	62	14	43	15	15	8	25	16	16	12	0	-
Teach special course or give talks. . . .	40	3	2	-	16	6	14	8	6	4	3	2	0	-
Plan programs, train workers or prepare materials. . . . .	63	5	2	-	9	3	3	2	36	22	7	6	2	21
No answer . . . . .	57	5	25	6	8	3	3	2	9	6	12	9	1	7
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>99</b>	<b>290</b>	<b>100</b>	<b>180</b>	<b>101</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>101</b>	<b>14</b>	<b>99</b>

TABLE 25: WAYS PARTICIPANTS USE FAMILY PLANNING AND/OR POPULATION EDUCATION IN THEIR WORK: BY AREA

DESCRIPTION	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Do not include at all. .	10	8	2	2	1	2	19	4	0	-	5	7	11	6
Talk about it when people ask questions. .	11	9	5	5	4	9	20	4	24	12	9	13	14	7
Bring up ideas when talking informally. . .	24	20	46	45	14	30	99	21	56	29	5	7	22	12
Use same program, but include related ideas .	64	53	27	26	8	17	221	46	51	26	34	49	83	43
Used revised program to include ideas. . . .	7	6	12	12	8	17	66	14	25	13	8	11	34	18
Teach special course or give talks . . . . .	3	2	8	8	4	9	12	2	8	4	2	3	3	2
Plan programs, train workers or prepare materials . . . . .	2	2	0	-	7	15	17	4	27	14	3	4	7	4
No answer. . . . .	0	-	3	3	1	2	28	6	4	2	4	6	17	9
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>101</b>	<b>482</b>	<b>101</b>	<b>195</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>191</b>	<b>101</b>

TABLE 26: WORK TIME SPENT IN FAMILY PLANNING AND/OR POPULATION EDUCATION ACTIVITIES BEFORE AND AFTER INVOLVEMENT IN THE PROJECT: BY PROFESSION

FRACTION OF TIME	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Before</u>														
None. . . . .	445	37	161	37	104	36	73	41	44	28	60	46	3	21
Less than 1/4 . . . . .	435	36	133	31	111	38	69	38	73	46	46	35	3	21
Between 1/4 and 1/2 . . . . .	136	11	58	13	25	9	20	11	21	13	10	8	2	14
Between 1/2 and 3/4 . . . . .	30	2	10	2	6	2	5	3	5	3	3	2	1	7
More than 3/4 . . . . .	17	1	3	1	2	1	2	1	7	4	3	2	0	-
No answer . . . . .	146	12	70	16	42	14	11	6	10	6	8	6	5	36
TOTAL	1209	99	435	100	290	100	180	100	160	100	130	99	14	99
<u>After</u>														
None. . . . .	182	15	80	18	44	15	16	9	14	9	27	21	1	7
Less than 1/4 . . . . .	414	34	141	32	113	39	59	33	48	30	49	28	4	29
Between 1/4 and 1/2 . . . . .	324	27	99	23	71	24	67	37	54	34	31	24	2	14
Between 1/2 and 3/4 . . . . .	88	7	30	7	13	4	16	9	22	14	6	5	1	7
More than 3/4 . . . . .	38	3	6	1	5	2	10	6	8	5	8	6	1	7
No answer . . . . .	163	13	79	18	44	15	12	7	14	9	9	7	5	36
TOTAL	1209	99	435	99	290	99	180	101	160	101	130	101	14	100

TABLE 27: WORK TIME SPENT IN FAMILY PLANNING AND/OR POPULATION EDUCATION ACTIVITIES BEFORE AND AFTER INVOLVEMENT IN THE PROJECT: BY AREA

FRACTION OF TIME	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Before</u>														
None. . . . .	59	49	50	49	13	28	169	35	63	32	28	40	63	33
Less than 1/4 . . . . .	45	37	36	35	19	40	139	29	86	44	17	24	93	49
Between 1/4 and 1/2 . . . . .	12	10	12	12	5	11	66	14	13	7	14	20	14	7
Between 1/2 and 3/4 . . . . .	2	2	3	3	4	9	11	2	6	3	4	6	0	-
More than 3/4 . . . . .	3	2	0	-	3	6	4	1	5	3	1	1	1	1
No answer . . . . .	0	-	2	2	3	6	93	19	22	11	6	9	20	10
TOTAL	121	100	103	101	47	100	482	100	195	100	70	100	191	100
<u>After</u>														
None. . . . .	37	31	3	3	5	11	69	14	20	10	18	26	30	16
Less than 1/4 . . . . .	36	30	40	39	11	23	155	32	75	38	14	20	83	43
Between 1/4 and 1/2 . . . . .	36	30	41	40	17	36	122	25	52	27	17	24	39	20
Between 1/2 and 3/4 . . . . .	8	7	15	15	5	11	25	5	19	10	8	11	8	4
More than 3/4 . . . . .	4	3	4	4	2	4	11	2	12	6	4	6	1	1
No answer . . . . .	0	-	0	-	7	15	100	21	17	9	9	13	30	16
TOTAL	121	101	103	101	47	100	482	99	195	100	70	100	191	100

TABLE 28: ACTIVITIES PROMOTING FAMILY PLANNING AND/OR POPULATION EDUCATION IDEAS IN HOME ECONOMICS  
CARRIED OUT BY PARTICIPANTS: BY PROFESSION

ACTIVITIES	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Worked on curriculum revision . . . . .	566	47	178	41	154	53	43	24	120	75	64	49	7	50
Invited people to talk .	451	37	111	26	111	38	63	35	107	67	53	41	6	43
Helped co-workers include ideas . . . . .	754	62	226	52	195	67	130	72	126	79	66	51	9	64
Convinced a group to include . . . . .	650	54	198	46	168	58	117	65	105	66	52	40	10	71
Gave a talk or lecture .	537	44	136	31	140	48	101	56	96	60	55	42	9	64
Helped form a course seminar . . . . .	454	38	74	17	144	50	55	31	116	73	59	45	6	43
Visited local family planning clinic . . . .	498	41	151	35	109	38	83	46	81	51	67	52	7	50
Worked in a family planning clinic . . . .	80	7	14	3	18	6	13	7	19	12	14	11	2	14
Distributed contracep- tives . . . . .	100	8	20	5	21	7	26	14	20	13	12	9	1	7
Planned with people in agencies . . . . .	308	25	68	16	75	26	54	30	74	46	34	26	3	21
Served as advisor for group . . . . .	246	20	57	13	65	22	26	14	68	43	24	18	6	43
Did research and/or wrote article . . . . .	157	13	28	6	58	20	10	6	43	27	14	11	4	29
<b>TOTAL</b>	N = 1209		N = 439		N = 290		N = 180		N = 160		N = 130		N = 14	

TABLE 29: ACTIVITIES PROMOTING FAMILY PLANNING AND/OR POPULATION EDUCATION IDEAS IN HOME ECONOMICS  
CARRIED OUT BY PARTICIPANTS: BY AREA

ACTIVITIES	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Worked on curriculum revision . . . . .	53	44	27	26	34	72	252	52	109	56	19	27	72	38
Invited people to talk .	39	32	33	32	21	45	156	32	96	49	22	31	84	44
Helped co-workers include ideas . . . . .	69	57	68	66	33	70	288	60	173	89	34	49	87	46
Convinced a group to include . . . . .	47	39	62	60	29	62	269	56	159	82	17	24	67	35
Gave a talk or lecture .	30	25	66	64	27	57	182	38	133	68	29	41	70	37
Helped form a course seminar . . . . .	48	40	40	39	35	74	130	27	129	66	20	29	52	27
Visited local family planning clinic . . . . .	79	65	38	37	22	47	168	35	73	37	31	44	87	46
Worked in a family planning clinic . . . . .	17	14	0	-	8	17	23	5	21	11	4	6	7	4
Distributed contracep- tives . . . . .	4	3	8	8	10	21	38	8	25	13	5	7	10	5
Planned with people in agencies . . . . .	37	31	26	25	24	51	95	20	80	41	9	13	37	19
Served as advisor for group . . . . .	13	11	10	10	16	34	105	22	71	36	13	19	18	9
Did research and/or wrote article . . . . .	11	9	7	7	16	34	45	9	48	25	7	10	23	12
<b>TOTAL</b>	N = 121		N = 103		N = 47		N = 482		N = 195		N = 70		N = 191	

TABLE 30: CONCEPTS OR IDEAS IN FAMILY PLANNING RELATED TO HOME ECONOMICS WHICH ARE NOT IN THE PROGRAM, INCLUDED IN THE PROGRAM, OR GIVEN EMPHASIS BY PARTICIPANTS (N=1209)

IDEAS AND CONCEPTS	NOT IN PROGRAM		INCLUDED IN PROGRAM		GIVEN EMPHASIS	
	N	%	N	%	N	%
1. Menstruation. . . . .	270	22	585	48	273	23
2. Male and female reproductive systems. . . . .	376	31	564	47	168	14
3. Conception and development before birth . . . . .	302	25	543	45	269	22
4. Physical and emotional needs of children. . . . .	179	15	568	47	375	31
5. Human development and sexuality . . . . .	368	30	548	45	192	16
6. Right to control one's own fertility . . . . .	393	33	507	42	200	17
7. Responsible parenthood. . . . .	165	14	485	40	485	40
8. Decision-making and planning the family. . . . .	203	17	514	43	401	33
9. Spacing the births of children . . . . .	275	23	487	40	352	29
10. Types and uses of contraceptives. . . . .	495	41	460	38	157	13
11. Community services in family planning. . . . .	457	38	493	41	156	13
12. Effects of population growth on society . . . . .	239	20	537	44	350	29
13. Fertility, mortality, and migration . . . . .	441	36	519	43	133	11
14. Family planning and nutrition . . . . .	113	9	556	46	477	39
15. Family planning and clothing. . . . .	221	18	595	49	321	27
16. Family planning and home management . . . . .	148	12	560	46	430	36
17. Family planning and housing . . . . .	190	16	590	49	355	29
18. Family planning and health . . . . .	114	9	545	45	483	40

TABLE 31: PERCENTAGE OF RESPONDENTS INDICATING HOW IDEAS AND CONCEPTS WERE INCLUDED IN PROGRAMS: BY PROFESSION  
(N=1209) (0 = Not in Program, 1 = Included in Program, 2 = Given emphasis)

CONCEPT NUMBER*	TEACHERS (N=435)			PROFESSORS (N=290)			EXTENSION (N=180)			ADMINISTRATORS (N=160)			OTHERS (N=130)			NO ANSWER (N=14)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	16%	51%	27%	20%	46%	29%	38%	44%	14%	22%	56%	14%	30%	44%	15%	14%	43%	29%
2.	26	50	15	28	49	18	54	32	8	25	55	11	34	45	10	14	29	36
3.	24	43	24	19	44	31	37	43	15	24	53	15	25	49	14	14	21	36
4.	15	46	31	12	46	37	19	43	34	15	52	26	13	55	19	7	21	43
5.	27	49	15	25	48	19	48	35	12	29	46	16	33	40	16	-	50	29
6.	37	39	14	29	46	18	32	49	15	29	41	19	33	35	19	-	36	36
7.	17	40	36	12	35	48	12	47	38	10	40	44	14	43	33	-	29	57
8.	25	41	26	11	44	38	14	46	37	11	39	42	15	44	29	-	43	36
9.	35	36	20	17	45	32	13	39	45	18	42	32	16	45	29	7	36	29
10.	52	33	6	34	43	16	33	38	25	44	38	11	28	52	15	21	36	21
11.	53	33	5	36	45	12	23	44	28	24	52	16	31	39	18	29	21	21
12.	27	43	22	14	46	35	13	47	38	17	47	29	22	42	25	7	36	36
13.	41	38	10	35	51	9	38	44	11	26	51	13	42	28	16	-	50	21
14.	10	51	34	11	44	40	3	43	52	9	43	42	13	43	35	14	14	50
15.	16	52	24	24	48	23	11	52	36	14	48	33	28	42	19	21	29	36
16.	13	51	31	16	43	36	6	44	47	8	46	41	18	52	28	7	29	43
17.	17	51	25	15	47	32	16	49	33	9	50	36	22	45	25	7	29	43
18.	11	50	32	9	46	40	5	39	53	7	41	48	13	42	38	7	21	50

\*Concepts as listed in Table 30.

- |   |   |
|---|---|
| 1. Menstruation                             | 10. Types and uses of contraceptives        |
| 2. Male and female reproductive systems     | 11. Community services in family planning   |
| 3. Conception and development before birth  | 12. Effects of population growth on society |
| 4. Physical and emotional needs of children | 13. Fertility, mortality, and migration     |
| 5. Human development and sexuality          | 14. Family planning and nutrition           |
| 6. Right to control one's own fertility     | 15. Family planning and clothing            |
| 7. Responsible parenthood                   | 16. Family planning and home management     |
| 8. Decision-making and planning the family  | 17. Family planning and housing             |
| 9. Spacing the births of children           | 18. Family planning and health              |

TABLE 32: PERCENTAGE OF RESPONDENTS INDICATING HOW IDEAS AND CONCEPTS WERE INCLUDED IN PROGRAM: BY AREA  
(N=1209) (0 = Not in Program, 1 = Included in Program, 2 = Given emphasis)

CONCEPT NUMBER*	AFRICA (N=121)			ASIA MINOR (N=103)			CENTRAL ASIA (N=47)			SOUTHEAST ASIA (N=482)			FAR EAST ASIA (N=195)			LATIN AMERICA (N=70)			CARIBBEAN (N=191)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	37%	46%	17%	34%	44%	15%	23%	60%	11%	23%	43%	27%	14%	54%	26%	17%	50%	20%	14%	58%	20%
2.	42	52	6	59	26	2	23	60	9	27	45	19	25	53	16	34	37	13	26	53	12
3.	40	47	13	40	41	12	19	49	21	20	39	32	13	57	24	33	40	11	30	49	10
4.	19	50	31	24	41	27	17	40	28	14	42	36	12	50	33	19	46	20	10	59	24
5.	48	37	15	50	31	23	23	47	11	22	48	21	27	54	12	39	34	11	31	47	12
6.	40	41	19	37	36	19	15	34	32	25	48	18	27	49	17	53	20	10	47	35	9
7.	17	38	45	19	50	23	9	43	40	11	36	47	4	38	52	26	39	20	21	48	23
8.	25	40	36	14	50	31	6	45	36	13	41	38	6	45	43	36	33	17	28	45	16
9.	24	39	37	16	45	34	4	40	43	20	41	31	9	49	36	46	23	13	44	35	11
10.	58	31	12	27	40	26	34	34	19	36	43	13	30	48	15	53	24	4	59	26	6
11.	45	41	14	27	42	22	13	62	13	40	40	11	22	49	23	53	27	1	49	33	7
12.	38	40	22	13	50	31	4	40	45	18	46	28	3	43	51	40	37	7	29	46	15
13.	55	32	13	33	39	17	17	43	17	29	48	14	28	61	6	40	33	4	59	25	5
14.	14	42	44	6	53	36	-	34	57	10	44	41	6	38	52	16	59	13	10	57	26
15.	21	52	26	14	51	30	17	34	40	16	50	28	17	45	34	23	56	10	24	51	17
16.	19	46	35	7	51	36	11	36	47	12	45	37	8	39	49	14	61	13	16	51	24
17.	19	51	30	21	46	28	6	43	43	13	49	32	11	45	40	17	60	10	24	51	16
18.	18	43	38	5	52	38	-	32	62	10	43	42	2	39	55	14	59	16	14	52	26

\* Concepts as Listed in Table 30.

1. Menstruation
2. Male and female reproductive systems
3. Conception and development before birth
4. Physical and emotional needs of children
5. Human development and sexuality
6. Right to control one's own fertility
7. Responsible parenthood
8. Decision-making and planning the family
9. Spacing the births of children

10. Types and uses of contraceptives
11. Community services in family planning
12. Effects of population growth on society
13. Fertility, mortality, and migration
14. Family planning and nutrition
15. Family planning and clothing
16. Family planning and home management
17. Family planning and housing
18. Family planning and health

TABLE 33: NUMBER OF PEOPLE CONTACTED BY PARTICIPANTS ABOUT BIRTH CONTROL, CONTRACEPTION OR FAMILY PLANNING SERVICES: BY PROFESSION

NUMBER OF CONTACTS	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS-TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None. . . . .	158	13	53	12	46	16	11	6	27	17	22	17	0	-
From 1 to 4 .	53	4	25	6	15	5	3	2	3	2	7	5	0	-
5 to 9. . . . .	76	6	39	9	15	5	6	3	5	3	8	6	3	21
10 to 24. . . .	149	12	58	13	30	10	20	11	19	12	21	16	1	7
25 to 49. . . .	126	11	37	9	28	10	32	18	15	9	14	11	0	-
50 to 99. . . .	168	14	56	13	37	13	43	24	14	9	17	13	1	7
100 to 199. . .	181	15	62	14	51	18	32	18	22	14	12	9	2	14
200 to 299. . .	100	8	48	11	22	8	10	6	12	8	8	6	0	-
300 or more . .	159	13	40	9	41	14	22	12	36	23	14	11	6	43
No answer . . .	39	3	17	4	6	2	1	1	7	4	7	5	1	7
<b>TOTAL</b>	<b>1209</b>	<b>100</b>	<b>435</b>	<b>100</b>	<b>290</b>	<b>101</b>	<b>180</b>	<b>101</b>	<b>160</b>	<b>101</b>	<b>130</b>	<b>99</b>	<b>14</b>	<b>99</b>

TABLE 34: NUMBER OF PEOPLE CONTACTED BY PARTICIPANTS ABOUT BIRTH CONTROL, CONTRACEPTION OR FAMILY PLANNING SERVICES: BY AREA

NUMBER OF CONTACTS	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB-BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None. . . . .	14	12	8	8	6	13	69	14	31	16	13	19	16	8
From 1 to 4 .	10	8	1	1	2	4	14	3	9	5	2	3	15	8
10 to 24. . . .	17	14	15	15	5	11	47	10	22	11	12	17	31	16
25 to 49. . . .	19	16	21	20	5	11	42	9	17	9	4	6	18	9
50 to 99. . . .	25	21	25	24	3	6	54	11	21	11	9	13	31	16
100 to 199. . .	12	10	15	15	11	23	83	17	28	14	11	16	21	11
200 to 299. . .	9	7	8	8	4	9	59	12	7	4	3	4	10	5
300 or more . .	10	8	4	4	6	13	78	16	41	21	2	3	18	9
No answer . . .	0	-	2	2	3	6	13	3	8	4	4	6	9	5
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>100</b>	<b>482</b>	<b>100</b>	<b>195</b>	<b>100</b>	<b>70</b>	<b>101</b>	<b>191</b>	<b>99</b>

TABLE 35: NUMBER OF PEOPLE REFERRED TO FAMILY PLANNING CLINICS BY PARTICIPANTS IN THE PAST YEAR:  
BY PROFESSION

NUMBER OF REFERRALS	TOTAL		TEACHERS		PROFESSORS		EXTENSION		ADMINIS- TRATORS		OTHERS		NO ANSWER	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None. . . . .	518	43	201	46	145	50	52	29	59	37	59	45	2	14
From 1 to 4 . . . . .	159	13	65	15	46	16	10	6	14	9	20	15	4	29
5 to 9. . . . .	101	8	49	11	23	8	13	7	8	5	8	6	0	-
10 to 24. . . . .	144	12	48	11	31	11	34	19	19	12	11	9	1	7
25 to 49. . . . .	74	6	22	5	9	3	22	12	13	8	7	5	1	7
50 to 99. . . . .	64	5	13	3	13	4	19	11	11	7	6	5	2	14
100 to 199. . . . .	48	4	11	3	9	3	11	6	11	7	5	4	1	7
200 to 299. . . . .	16	1	1	-	1	-	8	4	6	4	0	-	0	-
300 or more . . . . .	27	2	2	-	3	1	7	4	7	4	7	5	1	7
No answer . . . . .	58	5	23	5	10	3	4	2	12	7	7	5	2	14
<b>TOTAL</b>	<b>1209</b>	<b>99</b>	<b>435</b>	<b>99</b>	<b>290</b>	<b>99</b>	<b>180</b>	<b>100</b>	<b>160</b>	<b>100</b>	<b>130</b>	<b>99</b>	<b>14</b>	<b>99</b>

TABLE 36: NUMBER OF PEOPLE REFERRED TO FAMILY PLANNING CLINICS BY PARTICIPANTS IN THE PAST YEAR:  
BY AREA

NUMBER OF REFERRALS	AFRICA		ASIA MINOR		CENTRAL ASIA		SOUTHEAST ASIA		FAR EAST ASIA		LATIN AMERICA		CARIB- BEAN	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None. . . . .	30	25	45	44	12	26	266	55	77	39	27	39	61	32
From 1 to 4 . . . . .	16	13	10	10	5	11	65	13	22	11	11	16	30	16
5 to 9. . . . .	13	11	10	10	4	9	30	6	12	6	10	14	22	12
10 to 24. . . . .	23	19	14	13	4	9	40	8	25	13	5	7	33	17
25 to 49. . . . .	13	11	9	9	4	9	26	5	11	6	2	3	9	5
50 to 99. . . . .	14	12	3	3	4	9	11	2	16	8	5	7	11	6
100 to 199. . . . .	5	4	4	4	7	14	13	3	12	6	0	-	7	4
200 to 299. . . . .	4	3	2	2	1	2	3	-	5	3	0	-	2	1
300 or more . . . . .	3	2	0	-	3	6	7	2	9	5	1	1	4	2
No answer . . . . .	0	-	6	6	3	6	22	5	6	3	9	13	12	6
<b>TOTAL</b>	<b>121</b>	<b>100</b>	<b>103</b>	<b>101</b>	<b>47</b>	<b>101</b>	<b>482</b>	<b>99</b>	<b>195</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>191</b>	<b>100</b>

TABLE 37: METHODS AND MATERIALS USED BY PARTICIPANTS TO REACH PEOPLE WITH FAMILY PLANNING AND POPULATION EDUCATION INFORMATION (N=1209)

TEACHING METHODS AND MATERIALS	(0) HAVE NOT USED		(1) HAVE USED		(2) USED VERY EFFECTIVELY	
	N	%	N	%	N	%
1. Private conversations and individual counselling. . . . .	222	18	620	51	293	24
2. Group discussions, panel discussions or open meetings. . . . .	555	46	398	33	148	12
3. Lectures or guest speakers. . . . .	601	50	400	33	109	9
4. Talk about family planning ideas heard on radio or television. . . . .	521	43	511	42	77	6
5. Dramas, stories, case histories, games, songs, art work, or puppets . . . . .	776	64	241	20	77	6
6. Demonstrations, models, kits, samples . . . . .	805	67	211	17	77	6
7. Pamphlets or handouts given to people to keep and read . . . . .	412	34	549	45	150	12
8. Textbooks, reference books, library materials . . . . .	406	34	602	50	104	9
9. Magazines or journal articles, newspapers, newsletters . . . . .	416	34	603	50	87	7
10. Films, filmstrips, slides, recordings. . . . .	691	57	260	22	155	13
11. Posters, pictures, bulletin boards, exhibits. . . . .	471	39	474	39	161	13
Created new materials			167	14		

TABLE 38: METHODS AND MATERIALS USED BY PARTICIPANTS TO REACH PEOPLE WITH FAMILY PLANNING AND POPULATION EDUCATION  
 INFORMATION: BY PROFESSION (N=1209)  
 (0 = Have not used, 1 = Have used, 2 = Used very effectively)

METHODS AND MATERIALS*	TEACHERS (N=435)			PROFESSORS (N=290)			EXTENSION (N=180)			ADMINISTRATORS (N=160)			OTHERS (N=130)			NO ANSWER (N=14)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	20%	53%	21%	18%	55%	21%	8%	59%	29%	23%	36%	33%	22%	47%	22%	0%	43%	43%
2.	59	26	4	43	33	15	40	38	18	26	44	20	42	34	15	29	29	14
3.	65	22	4	46	36	12	51	36	9	26	53	14	38	38	13	29	14	21
4.	40	49	4	45	41	6	44	43	8	40	43	7	53	24	12	14	36	29
5.	66	23	3	69	17	4	63	18	14	57	19	12	62	20	5	7	36	14
6.	77	12	1	69	17	5	57	22	16	54	23	9	60	21	9	29	21	14
7.	44	44	4	35	44	11	27	42	28	19	57	14	30	45	15	7	36	29
8.	34	54	4	23	58	13	58	31	6	24	54	11	38	40	12	29	36	36
9.	40	50	1	29	54	11	42	47	8	27	48	11	31	48	10	7	36	29
10.	70	16	6	49	27	14	60	19	17	39	29	23	52	22	15	29	14	29
11.	43	43	8	37	44	12	49	25	20	23	44	21	39	33	15	14	29	29
Created new materials		45 (10%)			49 (17%)			13 (7%)			40 (25%)			16 (12%)			4 (29%)	

\*Methods and Materials as listed in Table 37.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Private conversations and individual counselling</li> <li>2. Group discussions, panel discussions or open meetings</li> <li>3. Lectures or guest speakers</li> <li>4. Talk about family planning ideas heard on radio or television</li> <li>5. Dramas, stories, case histories, games, songs, art work, or puppets</li> <li>6. Demonstrations, models, kits, samples</li> </ol> | <ol style="list-style-type: none"> <li>7. Pamphlets or handouts given to people to keep and read</li> <li>8. Textbooks, reference books, library materials</li> <li>9. Magazines or journal articles, newspapers, newsletters</li> <li>10. Films, filmstrips, slides, recordings</li> <li>11. Posters, pictures, bulletin boards, exhibits</li> </ol> |
|--|---|

TABLE 39: METHODS AND MATERIALS USED BY PARTICIPANTS TO REACH PEOPLE WITH FAMILY PLANNING AND POPULATION EDUCATION INFORMATION: BY AREA  
(N=1209) (0 = Have not used, 1 = Have used, 2 = Used very effectively)

METHODS AND MATERIALS*	AFRICA (N=121)			ASIA MINOR (N=103)			CENTRAL ASIA (N=47)			SOUTHEAST ASIA (N=482)			FAR EAST ASIA (N=195)			LATIN AMERICA (N=70)			CARIBBEAN (N=191)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	17%	50%	31%	9%	69%	20%	30%	51%	15%	17%	55%	23%	19%	45%	28%	37%	31%	14%	18%	48%	27%
2.	32	41	26	60	30	5	26	45	17	61	25	5	25	41	24	36	30	11	38	39	13
3.	48	43	8	61	26	8	34	45	15	58	28	6	34	41	17	47	27	3	45	35	10
4.	50	45	6	61	31	4	28	34	28	41	47	5	41	39	10	44	36	3	41	43	5
5.	58	19	23	86	7	2	43	30	15	69	19	2	55	25	9	60	17	4	60	23	4
6.	62	16	22	79	14	2	53	30	6	76	17	3	53	25	11	49	26	1	63	19	5
7.	39	42	19	34	43	20	26	47	15	36	48	8	21	50	22	51	26	3	36	45	8
8.	55	36	9	68	19	7	32	51	9	26	58	8	21	52	18	30	49	3	36	52	4
9.	41	52	6	50	37	8	28	53	9	34	52	6	21	53	17	30	50	20	39	46	4
10.	55	25	21	75	13	8	36	26	36	67	18	7	43	27	21	34	29	17	53	25	13
11.	36	36	29	68	17	7	21	34	30	40	44	9	33	37	19	27	46	10	38	43	10
Created new materials:		21 (17%)			6 (6%)			11 (23%)			69 (14%)			29 (15%)			20 (29%)			11 (6%)	

\*Methods and Materials as listed in Table 37.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Private conversations and individual counselling</li> <li>2. Group discussions, panel discussions or open meetings</li> <li>3. Lectures or guest speakers</li> <li>4. Talk about family planning ideas heard on radio or television</li> <li>5. Dramas, stories, case histories, games, songs, art work, or puppets</li> <li>6. Demonstrations, models, kits, samples</li> </ol> | <ol style="list-style-type: none"> <li>7. Pamphlets or handouts given to people to keep and read</li> <li>8. Textbooks, references books, library materials</li> <li>9. Magazines or journal articles, newspapers, newsletters</li> <li>10. Films, filmstrips, slides, recordings</li> <li>11. Posters, pictures, bulletin boards, exhibits</li> </ol> |
|--|--|

TABLE 40: PLANS FOR FUTURE INVOLVEMENT IN FAMILY PLANNING AND POPULATION EDUCATION ACTIVITIES IN THE COMING YEAR: BY PARTICIPANTS (N=1,209)

FUTURE PLANS FOR ACTIVITIES	(0)		(1)		(2)	
	WILL NOT DO THIS		WILL DO IF POSSIBLE		DEFINITELY WILL DO	
	N	%	N	%	N	%
1. Ask students or other people what they want to know about family planning. . . . .	171	14	600	50	348	29
2. Develop some lesson plans or programs about family planning and/or population education. . . . .	225	19	601	50	284	23
3. Develop teaching materials, such as posters or bulletin boards, to help teach family planning . . . . .	290	24	592	49	223	18
4. Help co-workers teach family planning and/or population education in their programs. . . . .	146	12	646	53	324	27
5. Make suggestions to supervisors about family planning education in the program . . . . .	204	17	600	50	305	25
6. Invite someone from a family planning agency to contribute to the program .	216	18	606	50	297	25
7. Contribute to another agency's effort in family planning and/or population education . . . . .	244	20	728	50	127	11
8. Write an article and/or do research on a problem concerned with family planning or population education. . .	483	40	553	46	66	5
9. Attend a conference or course to learn more about family planning and/or population education . . . . .	146	12	744	62	234	19
10. Help plan a course, workshop, or seminar in family planning and population education. . . . .	215	18	708	59	177	15
=====						
Influenced someone's life by telling them about family planning			481	40		

TABLE 41: PLANS FOR FUTURE INVOLVEMENT IN FAMILY PLANNING AND POPULATION EDUCATION ACTIVITIES IN THE COMING YEAR: BY PROFESSION  
(0 = Will not do this, 1 = Will do if possible, 2 = Definitely will do)

FUTURE PLANS*	TEACHERS (N=435)			PROFESSORS (N=290)			EXTENSION (N=180)			ADMINISTRATORS (N=160)			OTHERS (N=130)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	13%	54%	25%	9%	52%	33%	17%	45%	34%	21%	31%	34%	16%	58%	19%
2.	17	56	18	16	47	30	24	53	18	13	41	35	26	45	21
3.	22	50	18	21	54	17	36	54	8	19	38	30	27	45	21
4.	15	59	17	11	61	21	9	49	39	9	33	49	12	51	28
5.	19	53	20	17	53	22	11	58	29	14	36	38	22	37	31
6.	21	54	17	18	52	23	14	59	25	14	31	44	18	47	28
7.	24	63	3	18	63	11	18	66	13	13	48	26	25	53	12
8.	44	43	3	36	48	9	47	45	5	34	45	9	35	52	-
9.	14	66	13	8	68	18	17	53	28	6	53	31	17	56	18
10.	25	58	7	12	67	14	22	61	12	8	41	39	13	61	16
Influenced Life	161 (37%)			130 (45%)			63 (35%)			73 (46%)			47 (36%)		

\*Future Plans as listed in Table 40.

TABLE 42: PLANS FOR FUTURE INVOLVEMENT IN FAMILY PLANNING AND POPULATION EDUCATION ACTIVITIES IN THE COMING YEAR: BY AREA  
(C = Will not do this, 1 = Will do if possible, 2 = Definitely will do)

FUTURE PLANS*	AFRICA (N=121)			ASIA MINOR (N=103)			CENTRAL ASIA (N=47)			SOUTHEAST ASIA (N=482)			FAR EAST ASIA (N=195)			LATIN AMERICA (N=70)			CARIBBEAN (N=191)		
	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
1.	36%	39%	25%	12%	40%	47%	9%	55%	26%	14%	54%	25%	8%	50%	34%	13%	49%	21%	10%	49%	30%
2.	34	39	27	26	53	17	15	45	28	22	51	19	7	47	38	10	59	10	14	51	25
3.	23	56	21	51	41	5	15	43	32	23	48	20	20	56	15	11	57	20	23	43	19
4.	19	54	27	13	47	39	6	55	26	13	59	21	5	45	43	7	49	30	16	53	18
5.	17	50	34	17	51	30	9	36	45	18	55	19	17	50	26	13	33	36	18	45	24
6.	18	51	31	24	54	20	4	43	38	23	53	16	14	46	33	11	53	21	10	45	35
7.	21	65	14	37	52	7	15	43	26	22	62	6	12	60	21	10	63	7	19	61	7
8.	48	50	2	54	37	4	11	51	26	45	41	4	33	51	10	23	57	3	34	49	4
9.	29	56	14	12	65	19	6	49	36	14	65	12	5	57	34	6	63	20	8	62	21
10.	26	63	12	28	59	7	2	40	49	22	58	10	6	56	31	13	60	10	16	62	10
Influenced Life	49 (40%)			18 (17%)			18 (38%)			164 (34%)			118 (61%)			34 (49%)			80 (42%)		

\*Future Plans as listed in Table 40.

## Significant Factors Related to Project Participation

From data collected by the questionnaire sent to the professionals it was possible to learn something about the significance of the relationship of participation in the International Family Planning Project with other factors.

Correlation coefficients were obtained by computer among all the variables in this study. Reported here are the significant factors related to the seven questions in the questionnaire (item numbers 10 through 16) that asked the professionals how they participated in the Project (Table 43). A few questions (1-3 and 6-8) did not lend themselves to forming accurate correlations, so were not involved in this analysis. Frequencies of responses to the seven questions were reported earlier in this report under the section entitled, "Participation in the Project" (page 7).

The data from Table 43 can be interpreted in two directions--horizontally, if one wishes to learn what factors correlated significantly with a type of participation, and vertically, if one cares to know which type of participation correlated most significantly with a particular factor. For example, reading horizontally, attending a workshop in Taiwan or the U.S. (item 11) correlated very highly (.0001) with attending a workshop in another country (item 12), planning or speaking at a workshop (13), and being a team member in a country survey (item 14). Reading vertically, the number of people reached directly through the job in one year (4), was slightly correlated (.05) with planning a workshop (13), and being a team member in a country survey (14). The number of people reached indirectly, however (5), was a highly significant correlation of items 11, 12, and 13. From these correlations it could be assumed that those who had attended such workshops were people who reported that they had many indirect contacts with others.

Without taking each item individually, some additional generalizations can be made on the basis of the significant correlations shown in Table 43.

Overall involvement in the Project (items 10 through 16) was most highly related to planning or organizing a workshop (13), and to being a member of the team doing a country survey (14). All types of participation were related to the degree that family planning is used in the work situation (item 17), but the most significant ones were attendance at a workshop in Taiwan or the U.S. (11), and planning a workshop (13).

When comparing work time used in family planning (18 and 19), four types of participation were correlated before involvement in the project (10, 13, 14, and 15). After involvement in the Project, attendance at a workshop in Taiwan or the U.S. (11) and early participation date (16) also were significantly correlated. That is to say, those who had been abroad and those who entered into the Project earlier had increased the proportion of their work time devoted to family planning activities to a significant degree.

Items 20 through 31, family planning promotion activities, were in every case highly correlated with planning a workshop (13), and also with being a survey team member (14) and other types of participation (15). Attending workshops in Taiwan or the U.S. (11), was highly correlated with inviting people from other agencies into the program (21), giving a talk or

lecture to a group (24), helping form a course or seminar (25), serving as an advisor (30), and doing research or writing an article for publication (31). Attendance at a workshop in another country followed this same pattern, with the exception that it had no correlation with giving a talk or lecture to a group (24).

Items 32 through 49 were the ideas and concepts on which participants reported giving emphasis in their programs. Being a team member of a country survey (14) correlated most strongly with all concepts, while attendance at a workshop in another country (12) did not correlate significantly with any concepts. Attendance at a workshop in Taiwan or the U.S. (11) correlated negatively with the concept, "menstruation" (32), and positively with "effects of population growth on society" (43).

Contacts and referrals related to birth control methods and services (items 50 and 51) were highly related to involvement in the Project within the country (items 13, 14, and 15), but had no correlation with activities outside of the country (11 and 12).

The effective use of all teaching materials and methods had some correlation with workshop leadership (13), and most of them also were highly related to other ways of participation (15) and doing a country survey (14). Participation in a workshop in Taiwan, the U.S., or some other country (11 and 12) was correlated with the use of group discussions (53), and lectures or guest speakers (54). Those people who attended such affairs in another country, not Taiwan or the U.S., were more likely to use films (61) and posters (62), and talk about family planning ideas heard on radio or television (55). Perhaps in attending a regional workshop people become aware of resources that are applicable to their own situation which they might return and use. Attendance at a workshop in another country (12) was also highly significant in designing or creating new materials (63), as was planning a workshop (13) and other types of participation (15).

Future plans for activities (items 64-73) again showed strong correlations with workshop organization (13) along with other types of participation (15), and being a team member in a country survey (14). Attendance at a workshop in Taiwan or the U.S. (11) was not as strong as either attendance at one in the country (10) or another country (12) in determining future plans. Of all the activities planned, contribution to another agency's efforts (70), developing teaching plans or programs (65), and helping plan a course, workshop, or seminar (73), were significantly related to all types of participation in the Project, except early involvement (16).

Early involvement in the Project (16) had the least number of significant correlations to the factors reported, which can be interpreted as a favorable comment on the success of the project. This means that not just the first people introduced to the idea of including family planning in home economics programs, but also those who more recently have begun participation have been active. Early participation (16) was highly correlated only with attendance at workshops in Taiwan and the U.S. (11), helping co-workers (22), serving as advisor for a group (30), and emphasis on teaching fertility, mortality, and migration concepts (44). Other activities have little relation to length of time in the Project.

The final item, influencing someone's life by telling them about family planning (74), was highly correlated with planning a workshop (13), being on the survey team (14), and other types of participation (15), and was significantly related to attendance at a workshop in one's own country (10). Neither early participation nor attendance at workshops out of the country alone had high correlations with influencing others' lives.

An interesting three-fold pattern emerged from the correlations reported in Table 43. One layer consisted of a group of people (11) who worked with highly educated clientele and reached many people indirectly in their work. They were early participants in the Project and attended workshops in Taiwan or the U.S. These people also attended workshops in both their own and other countries, and were team members of a country survey. They presently are highly involved in including family planning in their own programs of work. They are most active in working with other agencies, giving lectures, forming courses or programs, advising, and doing research or writing. They were not highly visible in teaching family planning concepts or using materials or methods in their work, or in their plans for future activities. This group might be labeled the "Initiators."

A second group can be identified as those who attended workshops outside of their countries, but not necessarily in Taiwan or the U.S. (12). They reached many people indirectly, but not the highly educated ones. They helped organize workshops in their own countries but were not necessarily involved in the country survey and were not the earliest participants in the Project. They have been active in inviting people in from other agencies, forming courses or workshops, and planning contributions home economists can make to the work of other agencies. They did not register any correlations with emphasis on concepts taught, but used group discussions, lectures, films, and posters to a high degree. They were highly apt to create new materials, and planned to write an article or do research and to help plan a conference or workshop. This group could be called the "Interpreters."

A third group could be named the "Implementers." They were the ones who attended the workshop in their own country (10), and were likely to be involved in planning or organizing it (13). They were highly involved in helping their co-workers (22) and were likely to have taught many of the concepts--especially decision-making (39), spacing births (40), effects of population growth (43), fertility, mortality, and migration (44), and family planning related to home management (47), housing (48), and health (49). They were the most likely to have used private conversations most effectively (52). They plan to develop teaching materials (66), and to help their co-workers (67).

Of the three groups just described, it is the third that reported with significantly greater confidence that they had influenced someone's life by telling them about family planning (74). It is at this level that the total Project must be judged a success or failure. Attendance at workshops outside of a country alone, whether it be in Taiwan, the United States, or another country, did not show any significant correlations with influencing someone's life. But these experiences were highly significant in initiating activities in the country which created opportunities for other home economists to become involved with family planning. These persons, then, went on to be influential with their clientele. In this way the Project can

be considered successful when it set up the structure and involved influential key persons who were able to introduce the innovation successfully in a manner that obtained the desired results. The Project has been successful to the extent that it gave impetus to the multiplier effect.

### Summary of Professional Questionnaires

Over 1,200 participants from 28 countries in the American Home Economics Association International Family Planning Project completed precoded questionnaires in a survey to learn how they were integrating family planning into their programs of home economics. These Teachers, Extension workers, Professors, Administrators, and Others were working primarily with literate adolescents and young adults, both male and female, from all areas of their countries.

The respondents in the study had participated in the Family Planning Project by attending workshops in their own countries and abroad, by serving as planners, speakers or resource people for workshops, by being team members for country surveys of family planning resources, and in other ways. Some had been with the Project since its beginning five years earlier. Earliest involvement tended to include many Administrators and Professors, but recently, more Teachers and Extension workers had entered the Project.

Family planning had been integrated into existing programs of work, had been introduced informally outside the programs, or had been included in revised programs by the majority of the respondents. Only one in 25 reported not including it at all. Eight percent, including a large number of Administrators, were highly involved through teaching special courses, giving talks, planning programs, preparing materials and training personnel in family planning.

Time at work spent on family planning activities increased after involvement in the Project, especially for Extension workers.

Participants reported they promoted family planning through helping their co-workers include it in their programs, convincing groups to include it in their programs, and in other ways. They were not very active in working in family planning clinics or distributing contraceptives. Administrators were most active of all professional groups in promoting family planning, and did this also through curriculum or program revision and forming courses, seminars, workshops, or conferences related to family planning and population education.

Concepts related to family planning which were given the most emphasis in programs were responsible parenthood, family planning and health, family planning and nutrition, and others closely related to home economics content areas. Given least emphasis were those concerning demography, contraception services, and reproduction, but nevertheless, each of these was given emphasis by at least one in 10 persons. Importance given to various concepts varied by role performed by the participants and geographical regions.

Approximately eight out of nine respondents had talked with someone in the past year about birth control, and about one-third had talked with more

than 100 people. About half had referred someone to a family planning clinic in the past year, and about seven percent had made at least 100 such referrals.

Private conversations and individual counselling were by far the methods most commonly used to reach people with family planning ideas, and were considered very effective. Films, filmstrips, slides and recordings also had been found to be very effective, but were not used very often. Other methods such as group discussions, demonstrations, posters, and drama, also had been found to be relatively effective when they had been used. Some participants, especially Administrators, had designed new teaching materials.

Most definite future plans people had for continued involvement with family planning activities were: to ask their clientele what they wanted to know about family planning; help their co-workers teach it in their programs; make suggestions to their supervisors about it in the program; and invite someone from a family planning agency to contribute to their programs. They were least willing to write an article or do research in family planning, and were also reluctant to say they would contribute to another agency's efforts.

Four in 10 participants were positive that they had influenced the lives of others through telling them about family planning, and many related specific incidents to support their contention.

Correlations among the items relating Project participation to integrating behaviors showed positive and significant relationships. A pattern of influence, or "multiplier effect," emerged in which people at higher levels in institutional structures participated early in the Project, often traveling abroad to do so, and returned to set up means by which other professionals with more direct access to clientele were able to learn about family planning within the country and integrate it effectively in their programs.

TABLE 43: FACTORS THAT CORRELATED SIGNIFICANTLY WITH PARTICIPATION IN THE INTERNATIONAL FAMILY PLANNING PROJECT  
 (\*\*\*\* = .0001, \*\*\* = .001, \*\* = .01, \* = .05 levels of significance)

PARTICIPATION IN THE PROJECT*	4	5	9	10	11	12	13	14	15	16	17
*10. Attended workshop in country							****	***			***
11. Attended workshop in Taiwan or U.S.		****	***			****	****	****		****	****
12. Attended workshop in other country		****			****		****	*	**		*
13. Planned or spoke at a workshop	*	****	**	****	****	****		****	****	**	****
14. Was team member in country survey	*	*	****	***	****	*	****		****	**	***
15. Other type of participation		**				**	***	****			***
16. Early participation in the project			**		****		**	**			*

\*4=people reached directly through the job in one year.

5=people reached indirectly through the job in one year.

9=educational level of clientele.

10=attended workshop in country.

11=attended workshop in Taiwan or U.S.

12=attended workshop in other country.

13=planned or organized workshop or was resource person or speaker.

14=was team member in country survey.

15=participated in some other way.

16=date of participation in the project.

17=way family planning is used in work.

\* Numbers coincide with item numbers on the questionnaire.

TABLE 43 (cont.): FACTORS THAT CORRELATED SIGNIFICANTLY WITH PARTICIPATION IN THE INTERNATIONAL FAMILY PLANNING PROJECT (\*\*\*\* = .0001, \*\*\* = .001, \*\* = .01, \* = .05 levels of significance)

PARTICIPATION	18	19	20	21	22	23	24	25	26	27	28	29	30	31
10.	****	****			****	**	**		*				***	
11.		**	***	****	*		****	****	**			***	****	****
12.			*	****				****	**			****	**	***
13.	****	****	****	****	****	****	****	****	****	****	****	****	****	****
14.	****	****	****	**	****	****	**	****	*	*	****	****	****	****
15.	****	****	****	****	****	**	****	****	**	**	****	****	****	****
16.		*	*	**	****	***	***	***				*	****	**

Questionnaire Items:

Work Time:

- 18. Work time spent on family planning before involvement in the project.
- 19. Work time spent on family planning after involvement in the project.

Activities:

- 20. Worked on curriculum revision or with program planning group.
- 21. Invited people from other agencies into program.
- 22. Helped co-workers include family planning in their programs.
- 23. Convinced a group to include family planning in their program.
- 24. Gave talk or lecture to a group.
- 25. Helped form a course, seminar, workshop, or conference.
- 26. Visited local family planning clinic to learn about services available.
- 27. Worked in clinic or agency helping people with their problems.
- 28. Distributed contraceptives to people wanting to use birth control methods.
- 29. Planned with other agencies how home economists can contribute to their programs.
- 30. Served as advisor for group planning activities in family planning.
- 31. Did research and/or wrote article for publication.

TABLE 43 (cont.): FACTORS THAT CORRELATED SIGNIFICANTLY WITH PARTICIPATION IN THE INTERNATIONAL FAMILY PLANNING PROJECT (\*\*\*\*\* = .0001, \*\*\*\* = .001, \*\* = .01, \* = .05 levels of significance)

PARTICIPATION	32	33	34	35	36	37	38	39	40	41	42	43	44	45
10.				*		**	***	****	****	*	***	****	****	***
11.	**											*		
12.														
13.		**	**	***	****	***	***	***	***	*	****	**	*	
14.	**	****	****	***	****	****	****	****	***	*	**		****	*
15.		*	*				****	***	****	*	***	***	**	***
16.						**	*	*	**	**			****	

Questionnaire Items:

Ideas and Concepts taught:

32. Menstruation.
33. Male and female reproductive systems.
34. Conception and development before birth.
35. Physical and emotional needs of children.
36. Human development and sexuality.
37. Right to control one's own fertility.
38. Responsible parenthood.
39. Decision-making and planning the family.
40. Spacing the births of children.
41. Types and uses of contraceptives.
42. Community services in family planning.
43. Effects of population growth on society.
44. Fertility, mortality, and migration.
45. Family planning and nutrition.

TABLE 43 (cont.): FACTORS THAT CORRELATED SIGNIFICANTLY WITH PARTICIPATION IN THE INTERNATIONAL FAMILY PLANNING PROJECT (\*\*\*\* = .0001, \*\*\* = .001, \*\* = .01, \* = .05 levels of significance)

PARTI- CIPA- TION	46	47	48	49	50	51	52	53	54	55	56	57	58	59
10.	***	****	****	****	**	*	****						**	
11.								**	***					*
12.								****	****	*				
13.	*	*	***	***	***	****	**	****	****	****	****	****	****	****
14.	*	***	****	****	****	****	***	****	***	***	****		**	****
15.			*	**	****	****		****	****	**	****	****	****	****
16.					**									*

Questionnaire Items:

- 46. Family planning and clothing.
- 47. Family planning and home management.
- 48. Family planning and housing.
- 49. Family planning and health.

Contacts and Referrals:

- 50. People talked with about birth control, contraception, or services during the past year.
- 51. People referred to family planning clinics during the past year.

Teaching methods and materials used:

- 52. Private conversations and individual counselling.
- 53. Group discussions, panel discussions or open meetings.
- 54. Lectures or guest speakers.
- 55. Talk about family planning ideas heard on radio or television.
- 56. Dramas, stories, case histories, games, songs, art work, or puppets.
- 57. Demonstrations, models, kits, samples.
- 58. Pamphlets or handouts given to people to keep and read.
- 59. Textbooks, reference books, library materials.

TABLE 43 (cont.): FACTORS THAT CORRELATED SIGNIFICANTLY WITH PARTICIPATION IN THE INTERNATIONAL FAMILY PLANNING PROJECT (\*\*\*\*\* = .0001, \*\*\* = .001, \*\* = .01, \* = .05 levels of significance)

PARTI- CIPA- TION	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
10.			*		**	**	*****	*****	**	**	**		**	*	**
11.	**			**		*				*	*	**		**	
12.	*	***	***	****		**	**	*	**	*	***	****		****	
13.	****	****	****	****	**	****	****	****	****	****	****	****	***	****	****
14.	***	**	***	***		***	***	**			****	****	**	**	****
15.	****	****	****	****	**	****	****	**	****	****	****	****	**	****	****
16.	*							*							

Questionnaire Items:

- 60. Magazine or journal articles, newspapers, newsletters.
- 61. Films, filmstrips, slides, recordings.
- 62. Posters, pictures, bulletin boards, exhibits.
- 63. Designed or created new family planning education materials.

Future Plans for activities:

- 64. Ask my students or people I work with what they want to know about family planning.
- 65. Develop some lesson plans or programs about family planning and/or population education.
- 66. Develop teaching materials, such as posters or bulletin boards, to help teach family planning.
- 67. Help my co-workers teach family planning and/or population education in their programs.
- 68. Make suggestions to my supervisors about family planning education in our program.
- 69. Invite someone from a family planning agency to contribute to my program.
- 70. Contribute to another agency's efforts in family planning and/or population education.
- 71. Write an article and/or do research on a problem concerned with family planning or population education.
- 72. Attend a conference or course to learn more about family planning and/or population education.
- 73. Help plan a course, workshop, or seminar in family planning and population education.
- 74. Influenced someone's life by telling them about family planning.

## Thai Village Leaders

Through community development and the AHEA Project, young married village leaders in Thailand participated in special workshops in family planning so that they might return to their home communities and work with groups of homemakers to help them to learn more about contraception and planning their families. Because of the special circumstances of this group of leaders, a modified questionnaire was designed.

A Thai home economist working at the American Home Economics Association headquarters in Washington, D.C. began with the basic questionnaire and changed some items to fit the village leaders' situation. She collaborated with a home economist in Thailand to design an interview schedule which could be used to gather information about the work being done in the villages as a follow-up of the workshops.

The interview schedule was precoded and the answers, given in Thai, were numerically recorded on coding sheets and the data were tabulated by computer. Results of the village level survey are presented in Tables 44 through 57. From approximately 500 participants in the training project, 366 interview schedules were completed and included in this report.

The village leaders were spread quite evenly over nine geographical areas (Table 44), with a slightly larger group coming from Yala. They gave their occupations primarily as "housewives who help with farm work all year round and who also have a second income from weaving, raising silkworms, sewing, or selling things" (31%); or they said they were "housewives who help with farm work during the busy times of the year and also hold a second job" (30%). Only six percent were, "housewives only, with no farm or other work" (Table 45).

Their husbands were primarily either "farmers with no other job" (32%); or farmers who were also heads of villages and held second jobs, such as merchant, carpenter, laborer, etc. (25%--Table 46).

After attending the workshops in family planning the village leaders were expected to return and form groups of housewives in their villages. At the time of the survey 29 percent had not yet formed such a group; 70 percent had done so, half of these accomplishing the task within one month after attending the training sessions (Table 47).

Three-fourths of these groups of homemakers were composed of fewer than 30 members (Table 48), with 10 to 19 women being the modal size. They met most often "once a month" (23%), although 31 percent said they had not met again since their first meeting (Table 49).

The village leaders were asked to estimate how many women, other than group members, they work with directly during the year. Nineteen percent said "none," but 80 percent reported they worked with others--most commonly with one to nine people (27%--Table 50). They reported that they also reached other people indirectly through their group members. Seventy-three percent said they indirectly reached from one to 49 people during the year (Table 51).

Leaders were asked to describe their clientele. A composite of the most common responses to four questions concerning age, sex, residence, and education yielded a homogeneous description of group members who were young (94% were between 20 and 39 years of age); most or all female (92%); residing in rural areas (97%); and with lower primary education (96%--Table 52).

A list of 10 concepts related to family planning and home economics was presented to the village leaders and they were asked to tell which of them they did not understand now, which ones they understood before the workshop on family planning, and which ones they understood after the workshop (Table 53). The least understood concept at the time of the survey was "physical and mental needs of children" (9%), and the best understood concept was, "types and uses of contraceptives," which was marked "do not understand" by only two percent of the respondents.

Fewer than half of the village leaders understood any of the concepts before the workshop. The best known was, "community services offered in family planning" (46%), and the least understood was, "the effects of population growth on society" (21%).

After the workshop over 70 percent of the leaders reported they understood the concepts, "types and uses of contraceptives," "the effects of population growth on society," "family planning and nutrition of family members," and "spacing the births of children." By the end of the workshop all other concepts on the list ranked higher in understanding than the best understood concept before the workshop--"community services offered in family planning."

The village leaders were given two lists of activities. They were asked to name those in which they had participated before their training meetings and those after their training. The most common activities before the training meetings were, "heard a talk from radio" about family planning (87%), "talked about family planning with a neighbor" (82%), and "heard bad rumors about birth control methods" (81%). The activity in which the leaders reported the least involvement before the workshop was, "participated in training" in family planning (11%--Table 54).

From the list of activities engaged in after attendance at the workshops (Table 55), the most common one reported was, "encouraged someone to use birth control method" (98%). This activity was even more common than, "used birth control method" (71%). (However this figure was an increase over the pretraining use of birth control methods reported by 59 percent). Other common activities reported after the workshop were, "encouraged women to spread ideas to others" (94%), "informed housewives in the women's group about knowledge gained from the workshop" (90%), "talked to other members of the women's group or to other groups of women" (89%), and "corrected false beliefs concerning family planning among people" (89%).

From the responses given to the two lists of activities in which the leaders participated before and after their training, a pattern emerges in which the village leader changes from a passive absorber of true and false information about family planning heard from neighbors and the media, to a

constructive and active provider of information about family planning to her neighbors and others in her community.

A list of 13 teaching methods and materials was presented to the leaders and they were asked to indicate which they had not used, which they had used, and which they had used very effectively (Table 56).

The least used teaching strategy, as might be expected for the clientele with lower primary education described above, was "magazine or journal articles, newspapers, or newsletters" (96%). Other methods not used were "films, filmstrips, slides, or tape recordings" (93%), "exhibitions" (93%), and dramas or story-telling" (90%). Most of these methods would require technology or resources which might not be readily available to village leaders.

The most commonly used materials and methods were, "pamphlets or handouts for people to keep and read" (58%), "private conversation and individual counselling" (55%), and, "talk about ideas heard on radio or television" (53%). These three methods were the only ones used by more than half of the group.

By far the most effective method reported was, "private conversation and individual counselling" (42%). "Pamphlets or handouts," was the next most effective method reported (13%), but was not considered nearly as effective as personal contacts.

Only seven of the 366 women (2%) reported that they had designed or created any kind of teaching material themselves.

The women were given a list of seven activities which they might possibly attempt to do in the future. They were asked to indicate if they "would not," "would if possible," or "definitely would," do these things (Table 57).

The activities which most leaders indicated they would not do were, "develop teaching materials, such as posters or bulletin boards, to help teach family planning" (36%), "develop some programs about family planning" (30%), and "conduct a tour for a group to learn more about family planning in health clinics, hospitals, etc." (27%).

The activities which they most often indicated they would do if possible were, "contribute to another agency's efforts in family planning in the community" (78%), and "ask members of women's groups what they want to know about family planning" (72%).

The activity for which they had the most definite plans to do was, "help community development workers teach family planning to other groups" (31%).

The village leaders were asked to say whether or not they thought they had influenced someone's life by helping them live better, or change or develop themselves by extending their knowledge of family planning. Two hundred forty-seven (67%) answered that they thought they had. This is a high figure when compared with the 40 percent of the professionals who answered this question positively.

When results of the data from the village leaders were analyzed, a slightly different picture emerged from that of the professionals which was described earlier in this report.

The village leaders are involved only peripherally in family planning activities, since they are already fully occupied earning their daily living. They are definitely part of their communities, and only go to a training session for a short period of time. They may be the opinion leaders in their communities, since about 30 percent of them have husbands who perform the role of village leader or chief.

Those leaders who have formally organized women's groups may not meet with them very often, although two-thirds reported regularly scheduled meeting times. The size of their group is substantial, and most of the leaders reported working directly or indirectly with other women in their communities. Contacts made by village leaders are not as extensive as those made by the professional home economists, but may compare favorably when the nature of their work is considered, and when the cost of their training is calculated. Their diverse roles as farmers, housewives, and holders of extra jobs may give them a variety of opportunities to interact with others in the community on an informal and sustained basis which would not be possible for the professional.

Village leaders may be most useful in rural areas for their performance of tasks of clarifying information that people have about family planning and for providing a rationale or motivation for them to use the services known to be available to them. From responses to the survey it seems that people hear about family planning on the radio and from their neighbors, and are aware of services in the community. The educational roles being performed by the village leaders trained in family planning are those of motivation, clarification, and spreading correct information through personal contacts with their neighbors and acquaintances. Demographic effects of population growth, relationships of family planning to aspects of family well-being, child spacing, and the types and uses of contraceptives available are concepts that leaders learn during their training which they can pass on to their neighbors at home.

Another role being performed by 81 percent of the village leaders is that of providing contraceptive devices (Table 55). In this way they act as extensions of the health clinics in making such services more accessible to a large number of people.

The village leaders indicated that they did not use teaching methods and materials usually associated with group work by educators, but rather use personal counselling, supplemented by reference materials, since their clientele could utilize only printed materials prepared at a low reading level.

Perhaps these leaders would benefit from learning more about techniques which could be used with individuals or small groups in helping them with the decision-making process as it relates to family planning, and in ways to counteract spread of false or misleading information and rumors about family planning. Perhaps pointers could be provided on how to better utilize some of the group methods they do use, such as lectures, demonstrations, and case

studies, to increase their effectiveness, or new methods could be demonstrated to them.

Since the radio may be an important factor in spreading information as it is in the case of Thailand, perhaps village leaders could learn to utilize these programs more effectively also. Discussion guides or related supplemental materials planned around current programs being aired could be designed and provided for them to use in their communities.

In their plans for the future the village leaders said they did not expect to develop programs or teaching materials. This means they will rely on others to provide these for them. The professional home economist should be aware of the ways in which they work and help them with these aspects of their job.

An encouraging note in the survey was the indication that the leaders planned to cooperate with other agencies in their family planning efforts, with the Community Development workers in particular (Table 57). Setting up a structure to foster such interaction could be a productive task for the professional who works with village leaders. Local leaders could be useful to the professional also, as the communication link with village women, relating their needs to program plans.

A more detailed consideration of the tables showing the results of this survey could reveal other ways in which the Thai village leaders are working in their communities, and might suggest other means by which they could be helped to do their jobs better. The use of paraprofessionals is not a new idea for home economists, but perhaps it is one that merits more consideration, especially in helping village families understand how their lives could benefit from planning the size of their families.

The village leaders reach a clientele which may not be fully contacted by the professional home economists--the rural, less educated, female, homemakers. Usually only the Extension agents concentrate on this segment of a population in a country, and it is often rural families who are the hardest to reach, especially with family planning information and methods. Use of village leaders might be an effective and efficient means of extending efforts of the Extension home economists, as is demonstrated in this example from Thailand.

TABLE 44: NUMBER OF VILLAGE LEADERS ATTENDING TRAINING MEETINGS.

MEETING	N	%
Saraburi	35	10
Cholburi	38	10
Ubol	40	11
Udorn	29	8
Lampang	41	11
Pitsanulok	42	11
Nakornpathom	36	10
Nakornsripathom	31	8
Yala	74	20
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 45: OCCUPATIONS OF VILLAGE LEADERS (N=366)

OCCUPATIONS	N	%
Housewife alone with no other role	21	6
Housewife who helps with farm work all year round, and has second job	115	31
Housewife with farm work during rush time, and second job	107	30
Housewife with farm work all year round, no second job	34	9
Housewife with farm work during rush time, no second job	18	5
Housewife with second job, no farm work	47	13
Other	24	7
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 46: OCCUPATIONS OF HUSBANDS OF VILLAGE LEADERS (N=366)

HUSBANDS' OCCUPATIONS	N	%
No regular job	6	2
Farmer	91	25
Farmer and chief of village, no second job	12	3
Farmer with second job	8	2
Farmer only with no other role	118	32
Chief of village with second job, not farming	9	2
Chief of village with no other role	1	-
Not farming, but has other job	64	17
Other	55	15
No answer	2	1
<b>TOTAL</b>	<b>366</b>	<b>99</b>

TABLE 47: TIME OF FORMATION OF WOMEN'S GROUP BY VILLAGE LEADERS AFTER TRAINING SESSIONS (N=366)

WHEN GROUP FORMED	N	%
No group yet formed	106	29
Within 1 month after training	130	36
Within 2 months after training	60	16
Within 3 months after training	33	9
Within 6 months after training	6	2
More than 6 months after training	27	7
No answer	4	1
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 48: NUMBER OF WOMEN IN GROUP OF VILLAGE LEADERS (N=366)

SIZE OF GROUP	N	%
One to 9 women	79	22
10 to 19 women	110	30
20 to 29 women	85	23
30 to 39 women	34	9
40 to 49 women	13	4
50 to 59 women	10	3
60 or more women	26	7
No answer	9	2
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 49: FREQUENCY OF GROUP MEETINGS OF VILLAGE LEADERS (N=366)

FREQUENCY	N	%
Have not met since first meeting	113	31
Once each week	7	2
Once every 2 weeks	13	4
Once a month	85	23
Once every 2 months	33	9
Once every 3 months	47	13
Once every 4 months	16	4
Once every 6 months	36	10
No answer	16	4
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 50: WOMEN OTHER THAN GROUP MEMBERS WORKED WITH DIRECTLY BY VILLAGE LEADERS DURING A YEAR (N=366)

NUMBER OF WOMEN	N	%
None	70	19
One to 9 women	100	27
10 to 19 women	81	22
20 to 39 women	69	19
40 to 59 women	24	7
60 to 79 women	6	2
80 or more women	11	3
No answer	5	1
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 51: NUMBER OF PEOPLE REACHED INDIRECTLY BY VILLAGE LEADERS THROUGH GROUP MEMBERS (N=366)

NUMBER OF PEOPLE	N	%
One to 49 people	267	73
50 to 99 people	62	17
100 to 199 people	17	5
200 to 499 people	4	1
500 to 999 people	1	-
1000 people or more	4	1
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 52: DESCRIPTION OF PEOPLE WITH WHOM VILLAGE LEADERS WORK (N=366)

DESCRIPTIONS	N	%
<b>Age:</b>		
19 and below	1	-
20 to 39	343	94
40 or older	11	3
Work equally with all ages	8	2
No answer	3	1
<b>TOTAL</b>	<b>366</b>	<b>100</b>
<b>Sex:</b>		
All male	4	1
Most male	3	1
Male and female equally	21	6
Most female	238	65
All female	100	27
<b>TOTAL</b>	<b>366</b>	<b>100</b>
<b>Residence:</b>		
Rural area	355	97
District seat	5	1
Province seat	0	-
Come from all areas	6	2
<b>TOTAL</b>	<b>366</b>	<b>100</b>
<b>Education:</b>		
None	15	4
Lower primary (pratom, 1-6)	350	96
Higher primary	1	-
<b>TOTAL</b>	<b>366</b>	<b>100</b>

TABLE 53: IDEAS AND CONCEPTS IN FAMILY PLANNING THAT VILLAGE LEADERS DO NOT UNDERSTAND, UNDERSTAND BEFORE TRAINING, AND UNDERSTOOD AFTER TRAINING (N=366)

IDEAS AND CONCEPTS	DO NOT UNDERSTAND		UNDERSTOOD BEFORE		UNDERSTOOD AFTER		NO ANSWER	
	N	%	N	%	N	%	N	%
1. Physical and mental needs of children	33	9	106	29	224	61	3	1
2. Spacing the births of children	20	5	87	24	257	70	2	1
3. Types and uses of contraceptives	9	2	86	23	270	74	1	-
4. Community services in family planning	12	3	169	46	184	50	1	-
5. Effects of population growth on society	21	6	78	21	266	73	1	-
6. Family planning and nutrition of family members	17	5	82	22	266	73	1	-
7. Family planning and clothing of the family	15	4	124	34	227	62	0	-
8. Family planning and home management	13	4	118	32	235	64	0	-
9. Family planning and living conditions	11	3	106	29	247	67	2	1
10. Family planning and health of family members	11	3	103	28	251	69	1	-

TABLE 54: ACTIVITIES RELATED TO FAMILY PLANNING DONE BY VILLAGE LEADERS BEFORE THE TRAINING MEETINGS (N=366)

ACTIVITIES BEFORE TRAINING	N	%
1. Heard a talk from radio. . . . .	317	87
2. Heard a talk from television . . . . .	93	25
3. Heard a lecture from a community develop- ment worker. . . . .	269	73
4. Heard a lecture from someone else. . . . .	248	68
5. Talked about family planning with husband. . . . .	279	76
6. Talked about family planning with mothers. . . . .	192	52
7. Talked about family planning with sister	246	67
8. Talked about family planning with neighbor . . . . .	299	82
9. Talked about family planning with another person . . . . .	194	53
10. Participated in family planning activities in own area . . . . .	186	51
11. Participated in family planning activities in other areas. . . . .	91	25
12. Participated in training . . . . .	39	11
13. Discussed birth control methods with midwife. . . . .	206	56
14. Discussed birth control methods with doctor or nurse. . . . .	142	39
15. Discussed birth control methods with community development worker . . . . .	169	46
16. Discussed birth control methods with any other person . . . . .	140	38
17. Used any kind of birth control method .	215	59
18. Heard bad rumors about birth control methods. . . . .	295	81
19. Believed bad rumors about birth control methods. . . . .	207	57

TABLE 55: ACTIVITIES RELATED TO FAMILY PLANNING DONE BY VILLAGE LEADERS AFTER THE TRAINING MEETINGS (N=366)

ACTIVITIES AFTER TRAINING	N	%
1. Informed housewives in the women's group about knowledge gained from the training. . . . .	329	90
2. Talked to other members of the women's group or to other groups of women . . . . .	327	89
3. Invited community development workers or others to talk to women's group. . . . .	244	67
4. Encouraged women to spread ideas to others. . . . .	345	94
5. Used birth control method . . . . .	259	71
6. Encouraged someone to use birth control method. . . . .	360	98
7. Handed out contraceptives to someone in the community. . . . .	297	81
8. Visited midwife to learn more about family planning . . . . .	222	61
9. Visited nurse or doctor to learn more about family planning . . . . .	108	30
10. Visited community development worker or anyone else to learn more about family planning . . . . .	271	74
11. Corrected false belief concerning family planning among people. . . . .	327	89

TABLE 56: TEACHING METHODS AND MATERIALS THAT VILLAGE LEADERS HAVE NOT USED, HAVE USED, AND HAVE USED VERY EFFECTIVELY (N=366)

METHODS AND MATERIALS	HAVE NOT USED		HAVE USED		USED EFFEC-TIVELY		NO ANSWER	
	N	%	N	%	N	%	N	%
1. Private conversation and individual counselling. . . . .	12	3	200	55	152	42	2	1
2. Group discussions or panel discussions. . . . .	285	78	69	19	10	3	2	1
3. Lecturers or guest speakers. . . . .	174	48	159	43	31	8	2	1
4. Talk about ideas heard on radio or television. . . . .	148	40	194	53	21	6	3	1
5. Dramas, story-telling. . . . .	330	90	25	7	8	2	3	1
6. Case study analysis. . . . .	245	67	99	27	18	5	4	1
7. Games or songs integrating family planning . . . . .	303	83	49	13	12	3	2	1
8. Demonstrations, models, kits and samples. . . . .	246	67	108	30	10	3	2	1
9. Pamphlets or handouts for people to keep and read. . . . .	106	29	211	58	48	13	1	-
10. Magazines or journal articles, newspapers, newsletters. . . . .	351	96	12	3	1	-	2	1
11. Films, filmstrips, slides, tape recordings . . . . .	340	93	20	5	4	1	2	1
12. Posters, photographs, bulletin boards . . . . .	276	75	77	21	11	3	2	1
13. Exhibitions. . . . .	341	93	22	6	1	-	2	1

TABLE 57: FUTURE PLANS OF VILLAGE LEADERS FOR BECOMING INVOLVED IN FAMILY PLANNING AND POPULATION EDUCATION ACTIVITIES FOR THE NEXT YEAR (N=366)

FUTURE PLANS	WILL NOT DO THIS		WILL DO IF POSSIBLE		DEFINITELY WILL DO		NO ANSWER	
	N	%	N	%	N	%	N	%
1. Ask members of women's groups what they want to know about family planning. . . . .	31	8	264	72	70	19	1	-
2. Develop some programs about family planning. . . . .	110	30	223	61	29	8	4	1
3. Develop teaching materials such as posters or bulletin boards, to help teach family planning. . . . .	131	36	200	55	34	9	1	-
4. Help community development workers teach family planning to other groups. . . . .	16	4	235	64	115	31	0	-
5. Conduct a tour for a group to learn more about family planning (to health clinics, hospitals, etc.) . . . . .	100	27	236	64	29	8	1	-
6. Invite someone who knows about family planning to contribute to program (invite OPAT personnel to talk and give contraceptives) . . . . .	63	17	250	68	51	14	2	1
7. Contribute to another agency's efforts in family planning in the community. . . . .	27	7	285	78	54	15	0	-

## Conclusions and Recommendations

Data collected from the 1,575 participants in the AHEA International Family Planning Project survey were helpful in getting some idea about how successful home economists have been in integrating family planning into their programs. Since there was no baseline data against which to measure rates of change, evidence of such developments over the past five years were sought in the data itself.

It must not be assumed that before involvement in the Project the participants were not including family planning in their programs at all. Approximately 50 percent reported spending some work time in family planning activities before being in the Project. After they became involved however, the percentage rose to over 70 and the amount of time spent on these activities increased substantially. Perhaps the Project came along at a time when people were already trying to cope with problems they saw around them by seeking answers in family planning.

Method of Collecting Data: Before getting into the content of the survey results, a word or two about the method used to collect data is in order. It worked. With the coordination from AHEA headquarters, key home economists in different regions of the world were able to collect information, process it, and get it back in usable form. The return rate of 63 percent was very satisfactory. The system of interviewing village workers using precoded interview schedules was successful, too, with 366 people reached of more than 500 who had attended the training sessions.

The greatest problem with using mailed questionnaires was the postal or distribution systems within countries. They were often slow and sometimes unreliable. More time should have been allowed for collection of data within countries since many home economists work in remote areas that are difficult to reach.

The present study should be considered a benchmark or baseline report. Periodic checks could be done at two-year intervals and/or in specific areas of interest. Some of the same questions should be used again to make data comparable, but new items could be added as needed.

Items should be kept down to the number that will fit onto a single line of a coding form (80 bytes) and the range of replies to one question should be held to nine or fewer to allow for single column coding, to make data handling as simple as possible.

The Project should continue to take advantage of the expertise of the key home economists and their success with precoded instruments. Now being familiar with the system and aware of the problems involved, they could be even more efficient with another data collection attempt.

Utilization of the present data for more sophisticated analysis is possible. Frequencies and some correlations only are presented here as an overall report of the information available. Further analysis would be possible if specific questions of interest should be formulated.

Leaving questionnaires in the country of origin was planned so that people there could publish their own study results if they wished. Success of this tactic remains to be seen. Project personnel might encourage such publication when possible.

Recommendation Number 1: That the method of collecting data for this survey be used periodically for follow-up studies to measure changes in Project effectiveness.

Participation in the Project: A multiplier effect was apparent when correlations were determined among the indicators of participation and the other variables in the study. The Project has been successful with influential leaders in introducing the idea of integrating family planning into home economics programs. These persons, with the aid of Project resources, have been able to enlist the help of other important leaders in target groups in the population. These program "implementers," largely Teachers and Extension workers, increasingly have become involved in the Project to a greater extent.

Administrators were found to be the most highly involved professional group in the Project by nearly all indicators, which is a favorable factor in assuring its continued success, since they are in positions to exert considerable influence in programs. Extension home economists also have been very active, especially in helping provide birth control information and devices, and in reaching rural families in informal ways.

Teachers were the least involved in the Project according to several measures. Since they were the largest group in the study it would seem worthwhile to study their situations more closely to try to determine ways in which the Project can better help to meet their needs. They may feel less urgency than the other professionals who deal with more mature clientele currently in the process of forming their families, but Teachers have the potential to influence the formation of attitudes of large numbers of young people before child bearing becomes a crisis situation.

Recommendation Number 2: That the needs of program implementers, home economists such as Teachers and Extension agents working directly with target groups, be given high priority at this stage of the Project.

In many countries home economists from several professional groups have worked together closely because of the Project. In fact, it would be interesting to study what effects on the profession the Project has fostered because of home economists higher visibility in their communities through country surveys, publications, national meetings, contacts with people from other agencies, and their work in an area of interest and concern to many people.

Regional differences in the involvement of home economists professional groups were noted in this survey, but these differences may be due to the selection of people who have become associated with the Project rather than an indication of the limitations of the types of programs being carried on in the countries. Some geographical regions have had only limited success in involving representatives of all the home economics programs in their countries. More coordination among professional groups within countries could help strengthen the Project, not just for the sake of reinforcement, but also because the problems are complex and need to be tackled from several fronts. Continuing efforts should be made to include home economists from all kinds of programs within a country to give them opportunities to plan ways to work together on mutual concerns related to family planning problems.

If the goal of this Project is international in scope, and it hopes to reach the most crucial areas of population pressures, then extra efforts should be focused on opening up some regions where little or no activity was evident in this study. Central America is an example of an area with high population growth rates where home economists might become more involved in the Project.

Recommendation Number 3: That continued efforts be made to reach all groups of home economics professionals within countries, especially in ones where population pressures are most crucial, and to encourage cooperative efforts in integrating family planning into programs.

Another consideration which might be studied is the significance of "peak years." What happens after a country has its survey, holds a workshop, revises curricula or program plans, and has begun to integrate family planning into home economics programs? Perhaps a concentrated effort should be made to see that training programs for future home economists are revised to include family planning as an integral part of the course, and that in-service plans for training home economists be initiated which continue their preparation in family planning. These suggestions may be key factors in long-term success of the Project.

Recommendation Number 4: That concern be manifest for pre-service and in-service training in family planning for home economists in order to sustain the effects of the Project over time.

In interviews with village leaders in Thailand it was found that they changed from passive absorbers to active producers of family planning information after attending a training session on family planning. They also become successful distributors of contraceptives to their clientele. The success of this program might be studied to see if it could be implemented in other countries who are interested in trying the idea. Project personnel could be instrumental in setting up such cross-country contacts and lending their support to international consultants.

Recommendation Number 5: That the feasibility of using paraprofessionals in the family planning programs to reach rural families, as is done in Thailand, be investigated for use in other countries.

Clientele: Home economists may work with males and females of all ages, at all educational levels, and from all areas of a country. Specific target groups vary according to the job being performed.

Adolescents, ages 13 to 19, were the largest target group of the professionals in this study. Since they are in the pre-family planning stage, concrete results in child-bearing terms will have to wait for years to be determined, but programs in family planning with this age group could be the most important in the long run.

Young adults, ages 20 to 39, assumed to be in the family formation stage, and immediately in need of family planning information, were the second largest group of clientele.

Children age 12 and below were the largest target group of participants from the Latin American region. Their experiences in introducing family planning concepts to clients of this age might be of interest to home economists in other areas of the world.

Most work was being done with females, but 70 percent of the professional home economists did some work with male clientele, so programs cannot be oriented entirely to a female audience. Neither can all programs be rural oriented since only one-fourth of the clientele of the professionals were from rural areas or villages.

If the major clientele of Teachers is to be reached, upper secondary educated adolescents, mostly female, from all areas of the country are the target group. Programs for them may need to be more sophisticated than those planned for Extension target groups, who are primarily young adults, mostly female, from rural areas, with upper primary education; and for village leaders who work with young, rural women with lower primary education. University professors have yet another distinct target group who could be the future opinion leaders in their countries. The point is that it is essential that specific target groups be defined and studied so that home economists can be better prepared to meet their needs through their family planning programs.

An encouraging note in this study was the definite intention expressed by more than one-fourth of the professionals and by about one-fifth of the paraprofessionals to ask their clientele what they wanted to know about family planning in the coming year. Program success might be enhanced if greater stress could be put on techniques for learning more about people's needs and how to meet them through program planning.

Recommendation Number 6: That adolescents and young adults continue to be the primary focus of family planning project activities, but that home economists be encouraged to design

their programs to consider the characteristics and expressed needs of their specific clientele.

Program Development: Participants differed in the way they included family planning in their work. Large numbers indicated, however, that they used such techniques as personal conversations, individual counselling, convincing groups, correcting rumors, helping co-workers, and informing groups, as effective ways of reaching people with family planning. These reports show the importance which was placed on promotional, motivational, informational, and persuasive methods.

Little involvement with actual birth control techniques was reported by professionals. Eight percent had handed out contraceptives, as compared with 80 percent of the village leaders. Teachers and professors in this study may not have seen this as part of their role and it may have been inappropriate for many of their clientele.

In spite of the fact that only a few professionals distributed contraceptives, many reported influencing the lives of others. Instead of considering the Project to be weak because of the minor emphasis placed on birth control concepts or activities, it should be remembered that many participants were active as promoters and informers and over half of them had referred someone to family planning clinics in the past year--over one-third has each referred more than 100 people.

Both professional and paraprofessionals had used private counselling and had found it more effective than any other technique. If this is the role that home economists are performing, then perhaps there are some ways that the Project could support their activities. Training in group dynamics, especially for Administrators; improving counselling techniques, especially for Extension workers; and learning skills to help people in the decision-making process are examples of ways that home economists could be better equipped to perform these roles.

Extension workers were spending a large proportion of their time in family planning activities, yet were using informal and individual means of reaching people. Perhaps learning to use small group discussions skillfully and sensitively would increase their efficiency.

Recommendation Number 7: That skills in group dynamics and counselling techniques be included as important parts of preparing home economists for working with family planning in their programs.

In addition to private counselling, participants reported some use of other methods and materials in reaching people with family planning, but none considered nearly as effective. In fact, 14 percent of the professionals said they had created or designed new materials, a higher percentage than that given for effectiveness to any type of method or material on the list in the questionnaire, except for personal conversations. In addition to group discussions and private counselling, professionals considered films,

posters, and pamphlets to be the most effective methods they had used. Pamphlets or handouts were thought very useful by the village leaders also, but only two percent of these paraprofessionals had designed teaching materials themselves, and most did not plan to do much of this in the future.

Teachers in the study found all teaching methods and materials less effective than did any other group, and Professors were less satisfied with most materials than were the other two professional groups. Only about one in 10 Teachers created new materials, except for those in the Latin American group, who were working with elementary school children. Twenty-nine percent of them did this. In their future plans about one in five Teachers said they definitely would design new teaching materials.

Descriptions submitted by participants of the materials they had created could be analyzed to learn what kinds of things they are finding useful, and a search could produce new ideas to communicate or distribute to other home economists.

If the Project emphasizes work with home economists working directly with target groups, either production of teaching materials or helping people produce their own should be of top consideration. If handouts are being used as effective supplements to private counselling perhaps ways could be found to design and/or produce these for greater distribution, if such items are not available locally from another source.

The concepts related to family planning which are considered important by home economists could be the basis for creating films, filmstrips, recordings, posters, demonstrations, exhibits, dramas and other materials which have a good potential for success in their programs. These should be field tested and revised if necessary to assure maximum utility.

If materials already produced through the Project seem suitable for quantity distribution perhaps the Project leaders could help find the necessary resources to make them more widely available.

Recommendation Number 8: That teaching materials be created or located which will best suit the carefully analyzed needs of home economists in their specific work situations, and that they be made available for distribution.

Mention was made above of checking out local sources for family planning materials to use in home economics programs. There was some evidence in this study that the participants might benefit from closer association with agencies in their own communities with similar interest in family planning.

Only one in four professionals had planned with people in other agencies how home economists could contribute to their programs, and about one in 10 had definite plans to make such contributions. The village leaders had been more successful in making contacts with representatives from other agencies, and a greater proportion planned to help community development workers teach other groups and to contribute to another agency's efforts in the community.

About one in three professionals, and two in three village leaders, had invited people from other agencies to contribute to their programs. Four in 10 of the professionals, and nine in 10 of the village workers, had talked before groups, although it was not specified in the questions whether or not these groups were sponsored by other agencies.

About four in 10 professionals had visited their local family planning clinics to learn about their services, and six or seven of 10 village leaders had sought out midwives or community development workers to learn more about family planning.

Community services available in family planning were included in the programs of over half of the professionals, but were given emphasis in only 13 percent.

These findings show that even though many participants are utilizing their local resource agencies, there is room for improvement. People on the administrative level have been most active in contacts with other agencies, but fewer than half of them have planned with agencies how home economists can contribute to their programs, and only about one in four have definite plans to do so.

People who are active in the community, such as Extension workers, might learn from the example set by village leaders of utilizing agency representatives in the locality.

Almost half of the participants reported program or curriculum revisions to include family planning ideas. This is a commendable figure, but care should be taken that integration not turn into institutionalization. Constant contact with other agencies working in family planning could keep home economists up to date and improve their understanding in the field.

Recommendation Number 9: That contacts between home economists and agencies concerned with family planning be fostered, especially at the community level, in order to coordinate efforts, utilize resources, and share information.

In the discussion above some general analyses of the data in this study have been made to support the accompanying recommendations.

Home economists have been described as "preventers" of family problems. As health personnel could testify, preventive care may not receive the publicity that emergency treatment does, and its value may be all but impossible to estimate, but it is the best way to deal with most health problems.

Home economists could consider promotion of family planning as one of the strongest tools they can use in helping families prevent problems. It may be introduced with little fanfare, and the results of its use may be difficult to assess, but this study shows that it has been firmly integrated into the programs of many home economists throughout the world. This attests to the

fact that family planning is considered by them to be a vital factor in their work of helping people to improve the quality of their lives.

Through its activities, the AHEA International Family Planning Project has been a major impetus in involving home economists in an area which traditionally was not considered a part of the field.

Future plans of participants indicate the willingness of most to continue being active in family planning. The International Family Planning Project leaders have a large group of open and willing people to approach with innovations that will help them work better with their clientele. It is hopeful this study has provided insight into their programs which can aid in planning the best possible future development of the Project.

### Summary

Over 1500 participants in the American Home Economics Association's International Family Planning Project were contacted through questionnaires and interviews to learn how they had integrated family planning into their home economics programs.

Comparisons were made among four professional groups--teachers, professors, Extension personnel, and administrators. Another group in the study were paraprofessional village leaders. Six geographical regions of the world were defined and comparisons made among them as well. Both professional and geographical divisions made some differences in the results.

Greatest involvement in family planning activities correlated most highly with helping to plan or organize a workshop in one's own country. The amount of work time spent on family planning increased after involvement in the Project. Administrators reported greatest involvement of any professional group.

In general, clientele of the professionals were found to be female, young, literate, and from all areas of their countries.

Professionals were most active in informing, convincing, promoting, and other motivational behaviors, and least involved in providing services and supplies needed for birth control.

Responsible parenthood, and family planning related to health and nutrition, were the most common concepts being included in programs of home economics.

Administrators had made more contacts about birth control, and Extension personnel had made more referrals of people to family planning clinics than had the other professional groups.

Private conversations and personal counselling were used more than any other method for reaching people with family planning information.

Future plans of professionals included activities with clientele, co-workers, supervisors, and outside agencies, and Administrators had most plans to be active.

Village leaders worked with rural, less educated, female clientele generally not being reached by most professional groups. After attending a Project workshop, village leaders became active providers of family planning information and contraceptives to others in their communities.

Based on the survey results, nine recommendations were made to give direction to future plans for the Project.

APPENDIX

	<u>Page</u>
A. Cover Letter to In-Country Home Economists Responsible for Data Collection.....	84
B. Instructions.....	85
Country Codes.....	91
C. Letter to Participants.....	92
D. Sample List of Participants.....	94
E. Questionnaires	
Professional.....	95
Thai Village Leaders' Interview Schedule.....	103
F. Coding Form.....	110
G. Narrative Answer Forms.....	111

APPENDIX A  
AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.  
Washington, D.C. 20036  
202/833-3100

Dear

Home Economists in many countries have recently become aware of ways that family planning and population education relate to our goal of helping to improve the quality of life for families.

The International Family Planning Project of the American Home Economics Association has stimulated activities in our country and in many others. We now need to learn how participants have included family planning and population education in their work. This will help us determine the value of the Project and plans for the future.

The enclosed questionnaire is being sent to individuals in all countries involved in the AHEA International Family Planning Project. Please fill it out with information about your own work. Be honest in your answers.

The study will not evaluate individuals or identify them by name. Please answer every question. Some questions may not have an answer that exactly describes your own situation, so you must choose the one that is nearest to your own case.

Please complete the questionnaire as soon as possible, and return it, using the enclosed envelope, to:

Thank you for participating in the survey. The AHEA will send completed results of the study to your country representatives.

Sincerely,

MARJORY WYBOURN, Director  
International Family Planning Project

The American Home Economics Association  
International Family Planning Project

FOLLOW-UP QUESTIONNAIRE  
INSTRUCTIONS

COLLECTING DATA -- THE QUESTIONNAIRE

- A. Preparing the Questionnaire: Many persons in different countries will use the questionnaire. Instructions 1, 2 and 3 under item A are only for countries needing translation.
1. Translation: Before using it in your own country, you may need to have it translated from English into another language or have some of the words changed. If translation is needed, do it in two steps:
    - a. Translate from English into the other language, then
    - b. Translate from the other language back to English.

A different person should do each step and compare translations for accuracy of interpretation. A third person could check the translations again. In English-speaking countries, some words may be "American" or different from those terms used locally. Read the questionnaire carefully and make substitutions if necessary, but do not change the basic meanings.
  2. Typing: When you type the questionnaire, your typist should follow the form as closely as possible and copy the numbering system exactly. DO NOT CHANGE ANY NUMBERS. THIS INFORMATION WILL BE ANALYZED BY COMPUTER, and the computer can only use this coded information; if one country changes its numbering system, its data cannot be used.
  3. Duplication: Make enough copies so that each participant has one, and you have a few extras. Send two unused copies together with the code sheet to AHEA. The duplication method used depends on the number of questionnaires needed and the cost of materials. Ask local printers to help you decide which method is best. The final copies should be clear and easy to read.
- B. List of Participants: Individuals who have participated in the AHEA Family Planning Project in a country survey, seminar, workshop or other activity are listed on the enclosed pages. Please follow these steps:
1. Correct names and addresses as needed.
  2. Add names omitted from the list. Assign each person added a four-number code in the left-hand column of the Participant List. Continue in sequence of numbers. (No two names should have the same Code Number because this will be their only identification in the computer.)

3. When the survey is completed, return the List of Participants to the AHEA. Keep a duplicate copy for yourself.

C. Sending out the Questionnaires: Try to get as many returns as possible, but do not expect to receive questionnaires from all participants. Please follow these instructions:

1. On the cover letter, fill in the name of the person to whom you are sending the letter and questionnaire. In the space provided write the name and address of the person to whom you want the questionnaire returned.
2. Mail the questionnaires with the cover letters directly to participants through your local mail service or government post, or distribute some other way.
3. Allow about two weeks for the return of the questionnaires. Copies of the letter are included for each participant.
4. If you do not receive a reply within two or three weeks, send a reminder letter with another questionnaire, as the first one may have been lost.

D. Receiving the Questionnaires: When the questionnaires are returned to you, please follow these steps:

1. Mark X on the Participants' List, by the name of each person who returns the questionnaire.
2. Write the Code Number of each person at the top right-hand side of the returned questionnaire, above the lines numbered 75 to 78 which look like this:

$\overline{75}$        $\overline{76}$        $\overline{77}$        $\overline{78}$

For example, if the individual's Code Number is 0157, upon completion, it will look like this:

$\frac{0}{75}$        $\frac{1}{76}$        $\frac{5}{77}$        $\frac{7}{78}$

#### RECORDING THE DATA -- CODING FORMS

A. General Instructions:

1. Record numbers on the enclosed Coding Forms in pencil, then copy in ink after any mistakes have been corrected.
2. Keep a copy of the completed Coding Form for your own use.

B. Pre-Coded Data: The questionnaires are pre-coded so that numbered answers may be recorded directly on the Coding Form. There are spaces on the Form for 80 answers across the page and for 24 participants down the page. Each space on the Coding Form should have only one number.

Study the questionnaire and the following example of a Coding Form for further explanation.

Example:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20...80
5	4	7	4	6	4	3	1	0	1	1	0	0	0	0	3	2	0	1	
4	3	5	3	9	3	5	6	5	1	1	0	1	1	1	4	6	0	2	

The first space on the Coding Form is for the answer to the first question on the questionnaire, "Which of these is the main focus for your job?" If the answer is (5) "adult or literacy education," the number 5 is written in the first space on the Coding Form. The second space is for the answer to the second question, and so forth. This person described her main job responsibility in Question Two as (4) "working with families or out-of-school youth." For the third question about her employer, she selected (7) "private, religious, or other non-profit organization." On the second line of the preceding Coding Form, another person answered the first question, (4) "college, university, or teacher education," and the second question, (3) "training or teaching in higher education." For Question Three she answered (5) "university, college, or other educational institute."

C. Specific Instructions:

1. If the answer on the questionnaire is not clear, if there is no answer, if there are two answers for one questions, or in any case if an answer is uncertain, write the number 9 on the Coding Form.

For example: The second person did not write an answer to question 5 on her questionnaire. On the sample Coding Form this lack of information was recorded 9.

2. Some questions, such as 10 through 15, are answered yes or no. For NO, write 0 on the Coding Form and for YES record 1.
3. On pages 5, 6 and 7 of the questionnaire, answers are coded 0, 1, or 2, according to the column in which they are marked. If both 1 and 2 are marked for a question on these pages, record the answer 2.
4. The last six spaces on the Coding Form are for identification. In the four spaces from 75 to 78, write in the Code Number of the person. Spaces 79 and 80 on the Coding Form appear in the upper right corner of the questionnaire.

For example, the sample below shows that both persons are from Chile (Country Code 73) and that their individual Code Numbers are 0054 and 0167.

Participant's Code Number				Country Code					
71	72	73	74	75	76	77	78	79	80
	1	0	1	0	0	5	4	7	3
	1	2	0	0	1	6	7	7	3

5. After data from the questionnaire are recorded on the Coding Forms, a second person should go over each item to see that it has been written correctly. Every space on the Coding Form should contain one number that is clearly written and easy to read.
  6. If you have problems using the Coding Form, someone who has studied computer science should be able to help you.
- D. Narrative Answers: Seven questions on the questionnaire have space to write in answers if necessary. For example, in Question Three, page 2, a person might check answer (4), "other government ministry or department," and write in "Ministry of Community Development." Write this answer in English on the Narrative Answer Form for that question. Each narrative question has a different colored Answer Form with the question number indicated in the upper left-hand corner. Please follow these guidelines:
1. Put all narrative answers for each question together on the forms provided.
  2. Identify each answer by the Code Number of the person who wrote it. Use extra sheets if necessary, following the same procedure and attach these to the first page.
  3. If individuals send samples of things they have made or written, write the person's Code Number on the material and send to AHEA with the other materials.

#### RETURNING THE MATERIALS TO AHEA

When you have finished, RETURN these things to AHEA:

- A. Two copies of the questionnaire if a translation was used.
- B. One copy of the Coding Forms (keep one copy of each. If the copies are lost in the mails, duplicates can be made from the ones you keep.)
- C. Narrative Answer Sheets (keep a copy of each)
- D. List of Participants (keep a copy)

- E. Any examples of materials sent to you with the questionnaire (with Code Numbers).

Send these things by airmail to:

The International Family Planning Project  
American Home Economics Association  
2010 Massachusetts Avenue, NW  
Washington, D.C. 20036 U.S.A.

Try to mail the materials by the end of February, 1976.

The Coding Sheets you send will have the information needed by AHEA. You may keep the questionnaires and use the information from them in some of the following ways:

1. for an article in your professional Home Economics Journal or newsletter
2. as baseline data for comparison with future studies
3. as a source of data for a thesis or report by a university professor or student
4. for family planning and population education projects
5. to show how your Home Economics professional organization can meet the needs of its members
6. to tell other agencies how Home Economists in your country are involved in family planning and population education activities.

If you use the information from this study for any publication or report, please send a copy to AHEA, and also share it with Home Economists in other countries in your region of the world.

The AHEA plans to make a summary report based on information from the countries contacted in the International Family Planning Project. This should be completed by the end of 1976, and AHEA will send copies to use in your country.

#### GUIDELINES FOR EXPENSES

The AHEA will send you money to cover all expenses you have in completing this study. These expenses include:

- A. Translation
- B. Duplication costs
- C. Paper, envelopes, etc.

D. Postage

E. Part-time worker to assist you

F. Part-time worker to follow up

It is essential that you keep an accurate record and receipts for expenses. If you need advance of money to cover expenses, let us know right away.

## COUNTRY CODES

01 U.S.A.

10 West Africa

11 Liberia  
 12 Nigeria  
 13 Sierra Leone  
 14 Ghana  
 15 Gambia  
 16  
 17  
 18  
 19

20 East and Southern  
Africa

21 Ethiopia  
 22 Kenya  
 23 Malawi  
 24 Swaziland  
 25  
 26 Uganda  
 27 Zambia  
 28  
 29

30 Asia Minor

31 Turkey  
 32 Pakistan  
 33 Afghanistan  
 34 Iran  
 35  
 36  
 37  
 38  
 39

40 Central Asia

41 India  
 42 Nepal  
 43 Bangladesh  
 44 Sri Lanka  
 45  
 46  
 47  
 48  
 49

50 Southeast Asia

51 Thailand  
 52 Malaysia  
 53 Indonesia  
 54  
 55  
 56  
 57  
 58  
 59

60 Far East Asia

61 Philippines  
 62 Korea  
 63 Fiji  
 64 Taiwan, Rep of  
     China  
 65 Hong Kong  
 66  
 67  
 68  
 69

70 South America

71 Venezuela  
 72 Colombia  
 73 Chili  
 74 Brazil  
 75 Guyana  
 76  
 77  
 78  
 79

80 Central America

81 Panama  
 82 Costa Rica  
 83 El Salvador  
 84 Mexico  
 85  
 86  
 87  
 88  
 89

90 Caribbean

91 Jamaica  
 92 West Indies  
 93 Trinidad and Tobago  
 94 Virgin Islands  
 95  
 96  
 97  
 98  
 99

- Directions:
1. Find the number by the side of the name of your country above.
  2. Write this number on the questionnaires, the narrative answer forms, the list of participants, and on the coding forms in the spaces marked 79. and 80.
  3. For example, if your country is Chile (number 73 above), you will fill in the spaces like this:  $\frac{7}{79.}$   $\frac{3}{80.}$

## AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.  
Washington, D.C. 20036  
202/833-3100

November 11, 1975

(NAME AND ADDRESS OF PARTICIPANT)

Dear

In the next few months we want to learn how effective our International Family Planning Project has been in the countries involved. We need your help to collect this information. Individuals in your country who have been involved in the American Home Economics Association Family Planning Project should fill out copies of the enclosed questionnaire. See the enclosed LIST for the names of those persons who we know participated.

Send the questionnaires through your mail service or through government or ministry channels. When they are completed and returned to you, record the information on the Coding Forms provided. The questionnaire answers are numbered to make this easy, and for detailed information, read the enclosed INSTRUCTIONS.

You will keep the completed questionnaire and return only the Coding Forms and the Narrative Answer Forms to us. You may want to add a few questions of your own or extra pages at the end of the questionnaire to gather information for your own program.

Please keep confidential all information from participants, and do not reveal names or situations which may embarrass individuals.

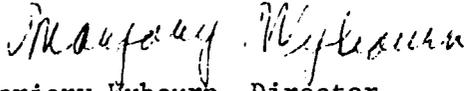
We need the coding sheets in our office by the end of February, 1976. You may use this time schedule as a guide.

- 1975 November-December -- Send out questionnaires with cover letters.
- December-January -- Follow up participants who have not returned questionnaires.
- 1976 January-February -- Record questionnaire information on coding form and return information to AHEA office.

Please keep an account of your expenses so that AHEA can reimburse you. Read INSTRUCTIONS for further information on financial arrangements.

If you have any questions after you read the enclosed materials, please communicate with us as soon as possible. Thank you for your continued cooperation.

Sincerely,



Marjory Wybourn, Director  
International Family Planning Project  
American Home Economics Association

MW/jdm

## LIST OF PARTICIPANTS

Code Number				X	Name	Address
75.	76.	77.	78.			
0	0	0	1		Pamela S. Vujiya	P.O. Box 73040 Nairobi, Kenya Africa
0	0	0	2		Muruli, Leunita	Egerton College P.O. Njoro, Kenya Africa
0	0	0	3		Stella Ombwara	Head, Home Economics Dept. Egerton College P.O. Njoro, Kenya East Africa
0	0	0	4			

Participant: 75. 76. 77. 78.

APPENDIX E  
(on yellow paper)

Country: 79. 80.

AMERICAN HOME ECONOMICS ASSOCIATION  
INTERNATIONAL FAMILY PLANNING PROJECT

Questionnaire

The American Home Economics Association is making a survey to learn what is being done by people who have been involved in the International Family Planning Project. You can contribute to this study by carefully answering the questions below.

For each question mark only one answer with X in the blank by the side of the answer you choose. For example, if you choose the first answer to a question, mark it like this:

- (1)  first answer.  
(2)  second answer.

Some of the questions will not have answers that describe your situation exactly, but choose the one that is best for you and mark only this one. After you finish, read over the questionnaire to be sure that you have marked one answer for every question.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Country: \_\_\_\_\_

Job Title: \_\_\_\_\_

Employer: \_\_\_\_\_

1. Which of these is the main focus of your job? Mark only one answer.

- (1)  work with preschool children and/or their parents.  
(2)  primary or secondary school education.  
(3)  vocational education or skills training.  
(4)  college, university, or teacher education.  
(5)  adult or literacy education.  
(6)  community development, agricultural extension, social services.  
(7)  business or commerce.  
(8)  other: \_\_\_\_\_

2. Which of these best describes your main job responsibility? Mark only one.

- (0)  retired, not now working.  
(1)  student, intern, apprentice.  
(2)  teaching children in school.  
(3)  training or teaching in higher education.  
(4)  working with families or out-of-school youth.  
(5)  regional or district supervisor or coordinator.  
(6)  national head of department, supervisor, or planner.  
(7)  communications, research, publications, or sales.  
(8)  other: \_\_\_\_\_

3. Which of these best describes your employer? Mark only one.

- (0)  not employed, volunteer worker.  
 (1)  self-employed.  
 (2)  ministry or department of education.  
 (3)  ministry or department of agriculture.  
 (4)  other government ministry or department (name): \_\_\_\_\_  
 (5)  university, college, or other educational institute.  
 (6)  business or commercial organization.  
 (7)  private, religious, or other non-profit organization.  
 (8)  other: \_\_\_\_\_

4. How many people do you reach directly in your job during one year? (students, club members, homemakers, teachers, or workers supervised by you). Mark one.

- (1)  from 1 to 49 people      (4)  200 to 499      (7)  2,000 to 4,999  
 (2)  50 to 99      (5)  500 to 999      (8)  5,000 or more.  
 (3)  100 to 199      (6)  1,000 to 1,999

5. About how many people do you reach indirectly during a year through the people you teach or supervise above? Mark only one answer.

- (1)  from 1 to 49 people      (4)  200 to 499      (7)  2,000 to 4,999  
 (2)  50 to 99      (5)  500 to 999      (8)  5,000 or more  
 (3)  100 to 199      (6)  1,000 to 1,999

6. With which age group do you usually work most? Mark only one answer.

- (1)  children (age 12 and under).      (4)  older adults (age 40 and over).  
 (2)  adolescents (age 13 to 19).      (5)  work equally with all ages.  
 (3)  young adults (age 20 to 39).

7. Of what sex are most of the people with whom you work? Mark only one.

- (1)  all male.      (4)  most female (some male).  
 (2)  most male (some female).      (5)  all female  
 (3)  male and female equally.

8. Where do most of the people live with whom you work? Mark only one.

- (1)  rural areas.      (4)  small city (10,000 to 99,999).  
 (2)  village (under 500 people).      (5)  large city (100,000 or more).  
 (3)  town (500 to 9,999 people).      (6)  come from all areas.

9. What is the most common educational level of most of the people you teach or with whom you work? Mark only one answer.

- (0)  no formal education.  
 (1)  lower primary (1st to 3rd year of school).  
 (2)  upper primary (4th to 6th year of school).  
 (3)  lower secondary (7th to 9th year of school).  
 (4)  upper secondary (10th to 12th year of school).  
 (5)  higher education (13 or more years of school).

How have you participated in the International Family Planning Project sponsored by home economists in your country and/or the American Home Economics Association?

Mark yes or no for each question below.

10. Did you attend one of the International Family Planning Project workshops in your country? (0) \_\_\_no (1) \_\_\_yes
11. Did you attend an International Family Planning Project workshop in Taiwan and/or the United States? (0) \_\_\_no (1) \_\_\_yes
12. Did you attend a Project workshop in some other country? (0) \_\_\_no (1) \_\_\_yes
13. Did you help plan or organize any of the Project workshops, or serve as a speaker or resource person at one of them? (0) \_\_\_no (1) \_\_\_yes
14. Were you a team member in a Project survey of your country's family planning resources? (0) \_\_\_no (1) \_\_\_yes
15. Did you participate in the International Family Planning Project in any other way? (0) \_\_\_no (1) \_\_\_yes  
How? \_\_\_\_\_
16. What was the earliest date that you participated in any of the International Family Planning Project activities? Mark only one.
- (1) \_\_\_ 1976 (3) \_\_\_ 1974 (5) \_\_\_ 1972  
(2) \_\_\_ 1975 (4) \_\_\_ 1973 (6) \_\_\_ 1971 or earlier
17. Which of these descriptions most closely fits the way you use family planning and/or population education in your work? Mark only one answer.
- (0) \_\_\_ I do not include family planning or population education information in my work at all.
- (1) \_\_\_ I talk about family planning with people only when they ask me questions about it.
- (2) \_\_\_ I try to bring up family planning and/or population education ideas when I talk with people informally.
- (3) \_\_\_ I use the same program of work I usually use, but include family planning and/or population education ideas when they are related.
- (4) \_\_\_ I use a curriculum guide or program of work revised to include family planning and/or population education ideas in it.
- (5) \_\_\_ I teach a special course and/or give talks to groups about family planning and population education.
- (6) \_\_\_ I plan programs, train workers, or prepare materials in family planning and population education.

18. Before you became involved in the International Family Planning Project about how much of your work time did you spend in family planning and/or population education activities? Mark only one answer.

- (0)  none. (3)  between 1/2 and 3/4 of my time.  
 (1)  less than 1/4 of my time. (4)  more than 3/4 of my time.  
 (2)  between 1/4 and 1/2 of my time.

19. Since you became involved in the Project about how much work time have you spent in family planning and/or population education activities? Mark one.

- (0)  none. (3)  between 1/2 and 3/4 of my time.  
 (1)  less than 1/4 of my time. (4)  more than 3/4 of my time.  
 (2)  between 1/4 and 1/2 of my time.

Have you done any of the following things to promote family planning and/or population education? Mark yes or no for each activity below.

20. Worked on curriculum revision or with a program planning group to include family planning and/or population education ideas in home economics. (0)  no (1)  yes
21. Invited people from other agencies into my program to talk with people about family planning and/or population education. (0)  no (1)  yes
22. Helped my co-workers include family planning and/or population education in their programs of work. (0)  no (1)  yes
23. Convinced a group to include family planning and/or population education in their program. (0)  no (1)  yes
24. Gave a talk or lecture about family planning and/or population education to a group. (0)  no (1)  yes
25. Helped form a course, seminar, workshop, or conference related to family planning and/or population education. (0)  no (1)  yes
26. Visited the local family planning clinic to learn about the services available to people in my community. (0)  no (1)  yes
27. Worked in a family planning clinic or agency helping people with their family planning problems. (0)  no (1)  yes
28. Distributed contraceptives to people wanting to use birth control methods. (0)  no (1)  yes
29. Planned with people in family planning agencies how home economists can contribute to their programs. (0)  no (1)  yes
30. Served as an advisor for a group planning activities in family planning and/or population education. (0)  no (1)  yes
31. Did research and/or wrote an article for publication related to family planning and/or population education. (0)  no (1)  yes

5.

79. 80.

These are concepts or ideas in family planning related to home economics. For each concept, mark under (0) in the space at the right if you do not include it in your program. Mark under (1) if you do include it, or under (2) if you give it major emphasis in your program. Mark only one time for each concept.

Ideas and Concepts	(0) Not in Program	(1) Included in Program	(2) Given Emphasis
32. Menstruation.			
33. Male and female reproductive systems.			
34. Conception and development before birth.			
35. Physical & emotional needs of children.			
36. Human development and sexuality.			
37. Right to control one's own fertility.			
38. Responsible parenthood.			
39. Decision-making and planning the family.			
40. Spacing the births of children.			
41. Types and uses of contraceptives.			
42. Community services in family planning.			
43. Effects of population growth on society.			
44. Fertility, mortality, and migration.			
45. Family planning and nutrition.			
46. Family planning and clothing.			
47. Family planning and home management.			
48. Family planning and housing.			
49. Family planning and health.			

50. About how many people have you talked with about birth control, contraception, or family planning services during the past year? Mark only one answer.

- |                  |               |                  |
|------------------|---------------|------------------|
| (0) none.        | (3) 10 to 24. | (6) 100 to 199.  |
| (1) from 1 to 4. | (4) 25 to 49. | (7) 200 to 299.  |
| (2) 5 to 9.      | (5) 50 to 99. | (8) 300 or more. |

51. How many people have you referred to family planning clinics in the past year?

- |                  |               |                  |
|------------------|---------------|------------------|
| (0) none.        | (3) 10 to 24. | (6) 100 to 199.  |
| (1) from 1 to 4. | (4) 25 to 49. | (7) 200 to 299.  |
| (2) 5 to 9.      | (5) 50 to 99. | (8) 300 or more. |

How have you reached people with family planning and population education information?

For each teaching material or method listed below mark under (0) in the space at the right if you have not used it. Mark under (1) if you have used it, or under (2) if you have used it and found it to be very effective.

Mark only one time for each material or method.

Teaching Methods and Materials	(0) Have Not Used	(1) Have Used	(2) Used Very Effectively
52. Private conversations and individual counselling.			
53. Group discussions, panel discussions or open meetings.			
54. Lectures or Guest Speakers.			
55. Talk about family planning ideas heard on radio or television.			
56. Dramas, stories, case histories, games, songs, art work, or puppets.			
57. Demonstrations, models, kits, samples.			
58. Pamphlets or handouts given to people to keep and read.			
59. Textbooks, reference books, library materials.			
60. Magazine or journal articles, newspapers, newsletters.			
61. Films, filmstrips, slides, recordings.			
62. Posters, pictures, bulletin boards, exhibits.			

63. Have you designed or created any new family planning or population education teaching materials, such as posters, handouts, booklets, slide sets, etc.?

(0)    no (1)    yes

If yes, describe the material or draw a picture of it here:

How do you plan to become involved in family planning and population education during the coming year?

For each activity below mark under (0) in the space at the right if you do not plan to do it. Mark under (1) if you will do it if the opportunity arises, or under (2) if you now have definite plans to do this. Mark only one time for each.

Future Plans for Activities	(0) Will Not Do This	(1) Will do it If Possible	(2) Definitely Will Do It
64. Ask my students or people I work with what they want to know about family planning.			
65. Develop some lesson plans or programs about family planning and/or population education.			
66. Develop teaching materials, such as posters or bulletin boards, to help teach family planning.			
67. Help my co-workers teach family planning and/or population education in their programs.			
68. Make suggestions to my supervisors about family planning education in our program.			
69. Invite someone from a family planning agency to contribute to my program.			
70. Contribute to another agency's efforts in family planning and/or population education.			
71. Write an article and/or do research on a problem concerned with family planning or population education.			
72. Attend a conference or course to learn more about family planning and/or population education.			
73. Help plan a course, workshop, or seminar in family planning and population education.			

74. Do you know of some way that you have influenced someone's life by telling them about family planning? (0) \_\_\_ no (1) \_\_\_ yes

If yes, briefly tell how you did this:

## SUGGESTIONS FOR USING THAI VILLAGE LEADERS INTERVIEW SCHEDULE

1. The interviewer should be community development workers who have attended the training meeting together with the women leaders.
2. Community development home economists who have direct contact with AHEA and responsible for the training should give orientation to the interview.
3. Each question should be clearly explained to the interviewer for its purpose.
4. Before interviewing, the friendly atmosphere should be created.
5. Be sure that the interviewee understands the purpose and that they answer only the truth even though it may sound bad. The result will be used as guidelines for future activities and will not affect the interviewee.
6. The interviewer should allow enough time for each interviewee, and try to keep the appointment.
7. Interviewee should be assured that the report of results will not include the answers as belonging to her, but her answers will be grouped with those of other people.
8. Mark only one answer for each question.
9. Make sure every question is answered. Go over the interview sheet before leaving interviewee.

Interview Schedule  
 For Women Leaders in Family Planning Workshops  
 Held in Nine Regional Centers by Co-operation  
 Of AHEA and Community Development Department, Thailand

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Country: \_\_\_\_\_

Group Member: \_\_\_\_\_ Position in Group: \_\_\_\_\_

1. At which center did you participate in the workshop?

- |                  |                          |
|------------------|--------------------------|
| (0) ___ Saraburi | (5) ___ Pitsanulok       |
| (1) ___ Cholburi | (6) ___ Nakornphatom     |
| (2) ___ Ubol     | (7) ___ Nakornsrihamarat |
| (3) ___ Udorn    | (8) ___ Yala             |
| (4) ___ Lampang  |                          |

2. Which item best describes you? (Choose one only)

- (1) \_\_\_ housewife only.
- (2) \_\_\_ housewife and help your husband work in the farm all year long and some other job to get more income for the family (raising silkworms, weaving, selling things).
- (3) \_\_\_ housewife and help your husband work in the farm when there is a lot to be done and also do other work that earns income.
- (4) \_\_\_ housewife and work in the farm all year.
- (5) \_\_\_ housewife and help your husband work in the farm at the busy time only.
- (6) \_\_\_ housewife with second job, no farm work.
- (7) \_\_\_ other (specify).

3. Which item best describes your husband? (select one)

- (0) \_\_\_ no regular job.
- (1) \_\_\_ farmer.
- (2) \_\_\_ head of tambon (group of villages) or head of village who also works on the farm and has other job which earns more income, for example, shopkeeper, carpenter, etc.
- (3) \_\_\_ head of tambon or head of village and also works on the farm.
- (4) \_\_\_ farmer who has other job that earns income.
- (5) \_\_\_ head of tambon or head of village and other job.
- (6) \_\_\_ head of tambon or head of village only.
- (7) \_\_\_ other job with the main income without working on the farm.
- (8) \_\_\_ other (specify).

4. After you have been trained, you are expected to form a women's group to work with regarding family planning. Have you formed the mentioned group? When?

- (0) \_\_\_ have not formed any group or worked with anyone.
- (1) \_\_\_ formed a group within one month after training.
- (2) \_\_\_ formed a group within two months after training.
- (3) \_\_\_ formed a group within three months after training.
- (4) \_\_\_ formed a group within six months.
- (5) \_\_\_ formed a group after six months.

5. As a women's leader, how many women are in the group working with family planning?

- (1) \_\_\_ between 1-9.
- (2) \_\_\_ between 10-19.
- (3) \_\_\_ between 20-29.
- (4) \_\_\_ between 30-39.
- (5) \_\_\_ between 40-49.
- (6) \_\_\_ between 50-59.
- (7) \_\_\_ more than 60 members.

6. How often do you have group meetings?

- (0) \_\_\_ have not met with them again since the first meeting.
- (1) \_\_\_ once a week.
- (2) \_\_\_ once every two weeks.
- (3) \_\_\_ once a month.
- (4) \_\_\_ once every two months.
- (5) \_\_\_ once every three months.
- (6) \_\_\_ once every four months.
- (7) \_\_\_ once every six months.

7. As a women's leader, besides your group, how many other women (housewives or not) do you work with directly during a year regarding family planning?

- (0) \_\_\_ have not worked with other women besides the group.
- (1) \_\_\_ between 1-9.
- (2) \_\_\_ between 10-19.
- (3) \_\_\_ between 20-39.
- (4) \_\_\_ between 40-59.
- (5) \_\_\_ between 60-79.
- (6) \_\_\_ 80 persons or more.

8. How many people do you reach indirectly in a year through the persons you work directly with in your group?

- (1) \_\_\_ between 1-49.
- (2) \_\_\_ between 50-99.
- (3) \_\_\_ between 100-199.
- (4) \_\_\_ between 200-499.
- (5) \_\_\_ between 500-999.
- (6) \_\_\_ 1,000 persons or more.

9. With which age group do you usually work most?

- (1) \_\_\_ 19 and below.
- (2) \_\_\_ between 20-39.
- (3) \_\_\_ 40 years of age or over.
- (4) \_\_\_ work equally with all ages.

10. Of what sex are most of the people whom you work with?

- (1) \_\_\_ all male. (4) \_\_\_ most female.  
 (2) \_\_\_ most male. (5) \_\_\_ all female.  
 (3) \_\_\_ female and male equally.

11. Where do the people whom you work with live?

- (1) \_\_\_ rural area. (4) \_\_\_ come from all areas in the  
 (2) \_\_\_ district seat. same number.  
 (3) \_\_\_ province seat.

12. What is the common educational level of most of the people you work with?

- (0) \_\_\_ no formal education. (5) \_\_\_ vocational school (3 years  
 (1) \_\_\_ lower primary (pratom 1-4). after secondary).  
 (2) \_\_\_ higher primary (pratom 5-7). (6) \_\_\_ college (4 or more years  
 (3) \_\_\_ secondary school (matayom 1-3). after high school).  
 (4) \_\_\_ high school (matayom 4-5).

	(0) DO NOT UNDERSTAND	(1) UNDERSTOOD BEFORE TRAINING	(2) UNDERSTOOD AFTER TRAINING
IDEAS AND CONCEPTS			
13. Physical and mental needs of the child.			
14. Spacing of each child affects the family.			
15. Methods and uses of contraceptives.			
16. Local family planning services.			
17. The over population effect in the society.			
18. Family planning relating to the nutrition of family members.			
19. Family planning relating to the quantity of clothing of the family members.			
20. Family planning relating to home management.			
21. Family planning relating to family living or living conditions.			
22. Family planning relating to health of family members.			

Have you ever done the following activities before you had been trained?  
 Answer yes or no under each activity.

ACTIVITIES	(0) YES	(1) NO
23. Have you ever heard about family planning information on the radio?		
24. Have you ever heard about family planning information on the television?		
25. Have you ever heard a talk about family planning from the community development worker?		
26. Have you ever heard any lecture from any person about family planning?		
27. Have you ever talked about family planning with your husband?		
28. Have you ever talked about family planning with your mother?		
29. Have you ever talked about family planning with your older/younger sister?		
30. Have you ever talked about family planning with your neighbor?		
31. Have you ever talked about family planning with other persons? Specify.		
32. Have you ever been involved in family planning activities in your area?		
33. Have you ever been involved in family planning activities outside your area?		
34. Have you ever been trained about family planning before?		
35. Have you ever consulted the midwife about having birth control?		
36. Have you ever consulted the nurse or doctor about birth control?		
37. Have you ever consulted the community development worker about birth control?		
38. Have you ever consulted with other persons about birth control?		
39. Do you or your husband use any kind of contraceptives?		
40. Have you ever heard bad rumors about contraceptives?		
41. Do you believe any bad rumors about contraceptives?		

Have you done the following activities after having been trained? Answer yes or no under each activity.

ACTIVITIES	(0) YES	(1) NO
42. Informed the housewife group members of the knowledge of family planning you gained from the workshop.		
43. Informed the other group members or women in general and housewives of the knowledge of family planning you gained from the workshop.		
44. Invited Community Development worker or other persons (please specify... ) to give a lecture or talk about family planning to your housewife group members.		
45. Encouraged and suggest to the housewife group members and others ways to extend the knowledge of family planning to other people.		
46. Do you or your husband use any kind of contraceptives?		
47. Do you support anyone who wants to use the methods of contraception?		
48. Have you ever given family planning services to anyone in your community?		
49. Have you ever gone to see the midwife to learn more about family planning?		
50. Have you ever gone to see the nurse or the doctor to learn more about family planning?		
51. Have you ever gone to see a community development worker or other persons (please specify... ) to learn more about family planning?		
52. Have you ever corrected the false beliefs about contraceptives or sterilization?		

How have you reached people with family planning and population education?

For each teaching material or method listed below mark under (0) in the space at the right if you have not used. Mark under (1) if you have used it, or under (2) if you have used it and found it to be very effective. Mark only one time for each material or method.

TEACHING METHODS	(0) HAVE NOT USED	(1) HAVE USED	(2) USED VERY EFFECTIVELY
53. Private conversation and individual counselling.			
54. Group discussion, panel discussion.			
55. Lecture (by yourself or by guest speaker.)			
56. Talk and discuss the family planning concept you have heard from the radio or television.			
57. Dramas, story telling.			
58. Case study analyzing.			
59. Games, songs which integrated family planning concepts.			
60. Demonstrations, models, kits and samples.			
61. Pamphlets or handouts given to the people to keep and read.			
62. Magazine or journal articles, newspapers, newsletters.			
63. Pictures, slides, films and tape recordings.			
64. Photographs, posters and bulletin boards.			
65. Exhibitions.			

66. Have you designed or created any new family planning or population education teaching materials, such as posters, booklets, handouts, slide sets, etc.

(1) \_\_\_ Yes      (2) \_\_\_ No

If yes, describe the materials or draw a picture of it below.

How do you plan to become involved in family planning and population education during the coming year? For each activity below mark under (0) if you do not plan to do it. Mark under (1) if you will do it if the opportunity arises, or under (2) if you now have definite plans to do this. Mark only one time for each.

FUTURE PLANS FOR ACTIVITIES	(0) WILL NOT DO THIS	(1) WILL DO IT IF POSSIBLE	(2) DEFINITELY WILL DO IT
67. Ask the members of the women's group what they want to know about family planning.			
68. Develop some programs about family planning.			
69. Develop teaching materials, such as posters, or bulletin boards, to help teach family planning.			
70. Help community development worker to operate his program or community development department program.			
71. Provide observation tour for the women's group or others to see family planning and contraceptive services. (health clinics, hospitals, etc)			
72. Invite the resource person who knows about family planning to contribute to the program (invite PPAT personnel to give talks and contraceptive supplies at the group meeting.)			
73. Contribute to another agency's efforts in family planning in the community.			

74. As a women leader, you extend the knowledge of family planning to the housewife and village women. Are there any women whom you have influenced to help better themselves or change into developing ways?

(0) \_\_\_ Yes      (1) \_\_\_ No

If yes, briefly describe how you did this.



APPENDIX G  
NARRATIVE ANSWER FORMS

Page 1.  
Question 1.  
(8) "Other:"

Participants				Narrative Answers
75.	76.	77.	78.	

(on gold paper)

Country: 79. 80.

NARRATIVE ANSWER FORMS

Page 1.  
Question 2.  
(8) "Other:"

Participants				Narrative Answers
75.	76.	77.	78.	

Page 2.  
Question 3.  
(1) "Name:"

NARRATIVE ANSWER FORMS

Participants				Narrative Answers
75.	76.	77.	78.	

(on yellow paper)

NARRATIVE ANSWER FORMS

Page 2.  
Question 3.  
(8) "Other:"

Participants				Narrative Answers
75.	76.	77.	78.	

Page 3.  
Question 15.  
(1) "How?"

**NARRATIVE ANSWER FORMS**

Participants				Narrative Answers
75.	76.	77.	78.	

Page 6.

NARRATIVE ANSWER FORMS

Question 63.

(1) "Describe the material..."

Participants				Narrative Answers
75.	76.	77.	78.	

(on beige paper)

Country: 79. 80.

Page 7.

NARRATIVE ANSWER FORMS

Question 74.

(1) "...tell how you did this:"

Participants				Narrative Answers
75.	76.	77.	78.	