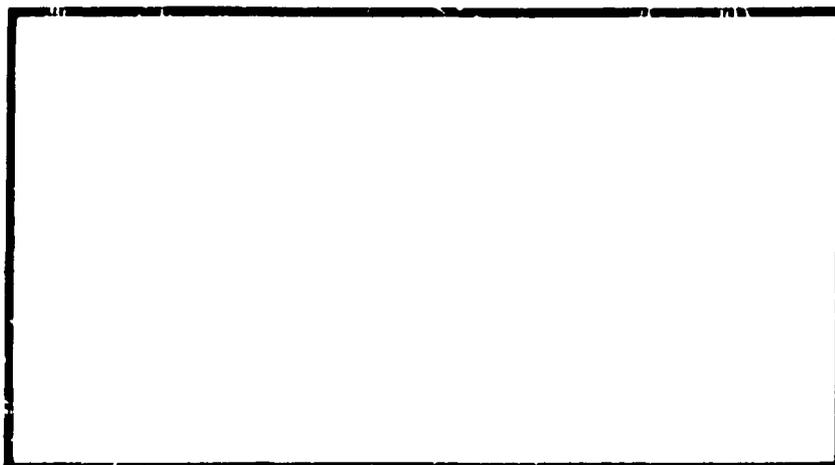


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**AMERICAN PUBLIC HEALTH ASSOCIATION**

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EVALUATION REPORT ON  
FAMILY PLANNING PROMOTION  
THROUGH HOME ECONOMICS  
(AHEA - AID/csd-3623)

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EVALUATION REPORT  
FAMILY PLANNING PROMOTION THROUGH HOME ECONOMICS  
AMERICAN HOME ECONOMICS ASSOCIATION

I. INTRODUCTION AND BACKGROUND

A. PROJECT PURPOSE

The purpose of this project is to establish population and family planning information and education as an integral part of home economics programs and other related professional activities in developing countries.

B. PURPOSE OF THE EVALUATION

The purpose of this evaluation is: 1) to determine the extent to which the American Home Economics Association (AHEA) and its project counterparts in less developed countries (LDCs) have achieved project purposes; 2) to identify strengths and weaknesses of the project as guides for future action; and 3) to recommend to the Agency for International Development (AID) whether the project should be continued in present or modified form or terminated at the end of the contract funding period on March 31, 1977.

The evaluation team carried out its task on the basis of an evaluation design approved by the AID Office of Population (AID/POP). In conducting the work, the team held discussions with appropriate AID officials and AHEA headquarters staff in Washington, and examined pertinent project reports, correspondence and other documents. The team also visited seven countries for an on-the-ground study of project work in each of them. A summary of the team's main findings and recommendations is contained in Part II of this report. More detailed reporting on project work in each of the countries visited is contained in separate country reports in the Annex to this report.

C. BACKGROUND

Modern home economics education has a broadly-based concern for the welfare of the family, including such elements as family decision-making, child care and family resources management. The AID Office of Population concluded early in 1972 that, through home economics, there could be a highly effective--though then almost entirely unused--transmission belt for population/family planning information and education.

To reach this conclusion, AID had entered into a contract in June, 1971 with the American Home Economics Association for an international study: The Role of Home Economics in Family Planning. The study was initiated with a conference sponsored by AHEA in November, 1971 at the University of North Carolina, Chapel Hill, attended by 50 representatives from 13 developing countries and the U.S. to consider the feasibility of integrating family planning and population information and education into home economics programs. The response was strongly favorable. Prior to the Chapel Hill conference, apparently few home economics leaders had ever considered relating family planning/population subjects to home economics. Other aspects of the feasibility study after the Chapel Hill conference were three follow-on surveys in less developed countries.

In June, 1972 AID entered into a second contract with AHEA to encourage key home economists in developing countries, and the home economics associations they represented, to take the leadership in integrating population and family planning education into home economics programs in universities, colleges and other schools. They also were urged to develop linkages between home economics programs and agricultural extension and community development work in the villages.

Since the original contract was signed, AID has provided a total of \$1,793,000 to finance the project. The contract funding is due to expire in March, 1977. Part of the evaluation team's terms of reference was to recommend whether the project should be terminated next March or continued in its present or some adjusted form.

AHEA has worked since the project began, in varying degrees, with home economics leaders in 28 countries in Asia, Africa and Latin America, and has involved more than 3,000 home economists in project funded activities. Their involvement has included such diverse activities as teaching population and family planning in primary through university levels, counseling students outside classrooms on family planning matters, revising curricula, preparing teachers' guides, extension program materials and other supporting materials for formal and non-formal educational programs, arranging and participating in surveys, seminars, workshops, and serving as managers of program change.

The project design provided no intent to directly recruit acceptors. The main project thrust was to encourage greater dissemination of information and education on population/family planning through home economics channels. The assumption was that the more knowledge people have on the subject, the more likely it is that those with compelling reasons will become acceptors.

AHEA followed a fairly similar pattern in working in each of the eight countries where most of its work was conducted. The first step, following a request from interested home economics leaders in a particular country, normally was a survey to determine the climate in the host country for carrying out such work, a review of any on-going family planning activity, and an inventory of physical facilities and staff available for project work. This usually was followed by an "awareness" conference held in the country for interested home economics teachers, curriculum specialists, supervisors, principals, extension workers, and other interested persons. Continued interest by home economics leaders resulted in follow-on workshops and seminars, normally on specific subjects such as curriculum change or development of teachers' guides and other supporting materials, and on how to teach family planning/population as part of an integrated home economics program. The project design anticipated the use of a "seed money" approach. No large funding inputs were contemplated. The average total expenditure to date for each of the eight emphasis countries has been approximately \$50,000.

This project was evaluated first during January-March, 1975. The evaluation was based on discussions with officials of AHEA and AID, and a careful examination of correspondence and other pertinent records in the files of both organizations. No field review was performed. For this second evaluation, the Office of Population specified that the team should both visit LDC's for an on-the-ground look at project activities, and should try to develop information on the approximately 20 other countries where at least some project contacts have been made and some project funds spent. Since time did not permit visiting these latter countries, the team prepared and sent a questionnaire to the Embassy or USAID Population Officer asking for information and views regarding past activity and prospects for any future AHEA project involvement in that country. A summary and analysis of questionnaire results appears as Appendix A.

This evaluation necessarily had to be concerned with activity over the life of the project, but throughout the study emphasis was placed on activities, problems and accomplishments since the first evaluation was completed. Besides interviewing AID and AHEA officials and examining project records, the team visited project activities in Panama, Jamaica, South Korea, Philippines, Thailand, Ghana and Sierra Leone. In each case the team met with Embassy and/or USAID officials, LDC project coordinators (host country nationals), key home economics leaders, and other government officials. A listing of the principal officials contacted appears in Appendix B. In each country the team made brief field trips to rural areas to observe project activity at village level and visited city and rural schools.

## II. SUMMARY OF FINDINGS AND RECOMMENDATIONS

The evaluation team found that the AHEA project has been moderately successful in terms of original project expectations. In the context of the project task to bring about attitudinal changes toward the role of home economics in family planning, and when account is taken of the inadequate numbers of staff assigned to carry out work on three continents, project accomplishments are much more impressive. Since the beginning of the project, nearly five years ago, AHEA has developed working contacts with 28 countries. Within this group, eight countries have carried out significant amounts of project activity and are referred to in this report as "emphasis" countries. They are Jamaica, Panama, Korea, Philippines, Thailand, Nepal, Ghana, and Sierra Leone. Another 12 of the 28 countries have conducted small amounts of project-related work, while maintaining loose ties with AHEA (Liberia, Afghanistan, Malaysia, El Salvador, Venezuela, Turkey, Nigeria, Pakistan, India, Bangladesh, The Gambia, and Trinidad and Tobago). In the remaining eight countries there has been little contact beyond that made during the beginning stages, and almost no project work has been performed (Barbados, Chile, Colombia, Guyana, Indonesia, Kenya, Sri Lanka, and Zambia).

Greatest project progress has been made in three Asia countries, with Jamaica, Panama and Nepal in the middle and the two West African countries showing the least progress. The team observed that in each of the three regions visited, progress seemed to correlate, at least roughly, with the country environment for carrying out work; i.e., government policy; the degree of genuine interest reflected in clearcut public statements of support by top leaders, along with good budget support; and the effectiveness of governmental staffs in Ministries of Education, Agriculture and Community Development and staffs of private agencies. Equally important country environmental factors are the extent to which networks of home economics programs exist in universities, colleges, high schools and junior high schools, and are in place as parts of agricultural extension or community development networks available for field outreach work.

The environmental factors also include cultural barriers, the extent to which a network of Ministry of Health and private clinics exists throughout the country and are available to service potential acceptors, how well other population projects in those countries are able to perform, and the involvement

of home economics associations in AHEA project work. In countries where these elements existed in strongest combinations, AHEA project work was found to be moving ahead best, and vice versa. The team found some evidence that language barriers have been a hindering factor.

In looking at project accomplishment, the team observed that in most of the countries visited excellent progress has been made in integrating population/family planning education into home economics at the university level. Sometimes home economists even were instrumental in getting similar action in a much wider study area than home economics. The project structural weakness at the university level is that the numbers of home economics students in universities are relatively small.

Good progress has been made in most emphasis countries to integrate such studies into teachers' and vocational colleges, with good to excellent prospects in Southeast Asia, Panama and Jamaica. A number of the environmental factors referred to previously are making progress much slower in West Africa, despite dedicated work by able coordinators and home economics associations. In most emphasis countries, high school level population/family planning courses in home economics programs are being taught and students are being counseled on contraception outside classrooms or in the classroom by outside resource people. Some of these countries are in the process of revising curricula and developing teaching materials. At high school and junior high levels, the Philippines probably is the most advanced in curriculum and teaching materials development, and work is going ahead well in Thailand, Korea, Panama and Jamaica.

Of the seven emphasis countries visited, Korea, Philippines and Thailand have the best developed home economics, agricultural and/or community development field services. Supporting Ministry of Health and private clinics cover substantial parts of these countries and support outreach work. They are the countries which have made the best progress in linking project purposes to these rural outreach programs. Future prospects look good. The AHEA project director and staff should continue to review with the coordinators and home economics associations, and through them with the appropriate ministries, the possibilities for expanded activities in such outreach work.

Other activities which are operating effectively to help achieve project purposes are contacts with parents of day care center children (though numbers of parents involved are usually small), and University of the Air type activities, in which

home economists reach large audiences with family planning messages. Korea, Thailand and Sierra Leone are the main countries involved in this latter type of work.

While the project has some important weaknesses, most of them are remediable. The project has gone through an experimental stage, during which strengths and weaknesses have been identified. It is now possible to gauge with some confidence the prospects for future success. Project progress in the first four and one-half years, and our estimate of prospects for good further progress, lead the team to recommend that the project should be continued, but changed and strengthened in the four main ways discussed in the following Findings and Recommendations. In summary these are:

(a) Increase the AHEA headquarters staff to help provide stronger field management.

(b) Help LDC project leaders to broaden the leadership base by getting home economics associations much more deeply involved, including the establishment of advisory committees.

(c) AID/POP should take necessary steps with AHEA to insure that in the future, project work is carried forward only in those countries where the environmental factors indicate the project efforts, if well carried out, will have a good chance to succeed. AID should establish clear-cut guidelines for its own use and by AHEA on candidate country selection. In the future no funds should be expended on any new country until after careful reviews with AHEA, AID/POP regional officers, country desk officers and the country POP Officer, and a consensus is reached that the country environment warrants going ahead.

(d) More emphasis needs to be put on reviewing current status of teaching and outreach materials available to each country, additional needs, and how to help each country obtain them, including through other donors.

1. FINDING. For the small amounts of "seed money" spent in emphasis countries, the project has achieved substantial returns in the form of new family planning information and educator activity through home economics channels.

During the past nearly five years of project life, AHEA has had working contacts with 28 countries, but has been able to help only eight of them to develop substantial project activity. The project has achieved the greatest progress in Asia, modest progress in Central America, and the least progress in South America, Africa, and the Near East.

AHEA has not utilized its advisory committee of key LDC home economists to assist in considering for which requests from new candidate countries it should utilize its limited funds and staff time for project consultations and surveys. Similarly, AID has not taken steps to utilize its wealth of knowledge of individual country environments for in-depth reviews with AHEA of the prospects for carrying out project work successfully in proposed new candidate countries.

RECOMMENDATIONS. The AHEA project should be continued for another five years, with the following main changes in the project design:

Prior to beginning work in any country except the present eight emphasis countries, the project director should consult with PHA/POP's appropriate regional office, country desk officer, country POP officer, and PHA/POP project monitor to determine whether the country under consideration can provide a suitable environment for the conduct of project work: Does it have an in-place infrastructure of an educational, agricultural extension or community development network, staffed with substantial numbers of home economists? Does the host government take a positive attitude toward population activities? Is there reasonable government support for such agencies with which LDC home economists seeking to carry out the AHEA project purposes would be associated? Preceding the AHEA-AID review, the former should meet with its own advisory committee periodically to discuss a proposed list of candidate countries, and try to rank them against a set of criteria for candidate country selection and to develop at least a rough order of priority. These reviews should be based on plans to operate in the next five years on what might be called a three-tier system.

- Tier 1. The eight emphasis countries. Some of these should become graduate countries within the five-year period.
- Tier 2. Countries which have prospects for attaining emphasis status.
- Tier 3. Countries which do not meet selection criteria to attain emphasis status, but which AHEA might assist in a very limited way by providing planned mailings of selected free materials, occasional short-term training in the U. S. or a third country, or attendance at a third country workshop. There should be no AHEA-financed workshops or seminars in third-tier countries.

A condition for continuing the project another five years should be that AHEA and AID jointly identify by the end of the first year at least six to eight new candidate countries for future emphasis status.

AHEA should seek, as a priority action, to help broaden the leadership base of all ongoing country projects. Such actions should include closer and deeper involvement of home economics associations and establishment by them of advisory committees to the project.

PHA/POP should get the USAID Population Officer involved in this project. The Population Officer should be assigned monitoring responsibility for the project. He also should maintain liaison with the proposed LDC home economics association.

2. FINDING. Community development and agricultural extension services are potentially excellent transmission belts for family planning information, but they are greatly under utilized in carrying the family planning message to the village population (both men and women). Links between extension home economists and village workers, such as observed in Thailand and Korea, can be very effective.

RECOMMENDATIONS. A new contract should provide that AHEA will seek to encourage LDC s to take the following actions:

Local home economics leadership should be encouraged to develop further the potential for outreach work through their country's agricultural extension and community development services, and in non-formal systems concerned with youth, adult education and child day care.

Priority should be given to holding "awareness" workshops for agriculture and community development extension supervisors, governmental and private sector economic development planners, and other potentially affected and influential decision makers.

Local home economics leaders should work to bring about expanded home economics extension services, integrating family planning information, and to insure that prototype materials developed by Iowa State University and the East/West Center be made available to all extension personnel.

3. FINDING. The main project assumption is that when people are exposed increasingly to well-prepared and presented family information and education, there will be increasing numbers of acceptors in due course. While project success rests on

the validity of this assumption, it is beyond the project's scope, and is likely to be extremely expensive and time-consuming, to apply base-line methods in an effort to determine the extent to which this project results in increased numbers of acceptors. The team also found that most LDC's kept sketchy records on the number of home economists (both teachers and extension workers) who are actually integrating family planning information and education into their work.

RECOMMENDATION. AID and AHEA should consider whether it might be possible to develop simple, inexpensive methods to obtain indications of a correlation between project work and increased acceptor rates. This might be easier to study through agricultural extension and/or community development than through classroom elements of the project. AHEA, though, should discuss with coordinators and other key LDC home economists the desirability and feasibility of establishing a reporting system that would provide the number of home economists integrating family planning in their work and the number of people that they actually reach.

4. FINDING. The number of home economists actively involved in this program is quite small, as is the total number of home economists in most developing countries. (See Appendix C. for estimated total numbers of home economists, home economics students and rural women being reached by teachers and extension services.) The number of home economics students in high schools and universities and the number of village people coming in contact with home economist extension agents or community development workers is also quite small. In most LDCs the school dropout rate by the end of the fourth grade is 40 percent or higher, and by the end of junior high school about 60 percent. A portion of this project's target audience is being reached by other population programs.

RECOMMENDATIONS. In order to increase substantially the number of home economists actively involved in this project and the size of the target audience, AHEA should encourage LDC home economics leaders to consider fully the desirability of pursuing the following specific types of action through appropriate channels:

Family life/population courses should be required subjects for all students.

Family life/population education material should be introduced at the lowest educational levels possible.

Radio education programs, such as those in Korea and Thailand, should be established.

Home economists should actively work to establish youth clubs, in school or out-of-school, that include male and female members and which discuss family life, including family planning.

Home economics associations should be encouraged to become fully aware of the potential for carrying the family planning message to rural wives through expanded home economics branches of agriculture and community development services, and should consider whether they, as a group, encourage the expansion of home economics units.

5. FINDING. In most of the countries visited, project accomplishments were due primarily to the dynamic personality and high dedication of the coordinator and a few key home economics leaders with whom she is associated. This has resulted in country projects with leadership too narrowly based and too dependent upon the coordinator and her close associates. There appear to be many more key people in both the home economics associations and the government who are prepared to work toward the achievement of project purposes.

RECOMMENDATION. AHEA should work with the coordinator in each country to find ways to get entire home economic associations more directly involved in helping move project work ahead on a continuing basis. One method would be for the LDC home economics association to establish a project advisory committee made up of its members active in the various areas of home economics: university, ministry of education, agriculture, community development and day care centers, to advise and assist in developing, carrying out, and monitoring all project activity.

6. FINDING. Coordinators clearly indicated that they draw strength and confidence from their working relationship with AHEA, particularly in the context of AHEA-sponsored seminars, and curriculum and materials development workshops. This AHEA-host country relationship is probably most important in the initial stages of a project when it seems both to give LDC home economics leaders added confidence as they move into this dimension new to them, and to serve as a "legitimizing" for the project.

RECOMMENDATION. AHEA personnel, when traveling in LDCs, should make a special effort to meet with the executive committees or boards of home economics associations. If those associations follow recommendations in this report to establish advisory committees to the AHEA project, the AHEA project director or her representative also should meet with such committees on each country visit to discuss problems, provide encouragement, advice and assistance, as they seek to identify the best opportunities to further project purposes.

7. FINDING. The project has been well-managed. The small AHEA headquarters staff has not, however, helped LDC project leaders to develop a country-specific project plan, which would help insure the most orderly, efficient project operation, including clear statements of project purposes, work schedules, and priorities.

The team believes that if AHEA staff had been able to make more frequent trips to LDCs, they would have been more fully aware of needs and helped the coordinators and their key associates to move ahead; on curriculum and materials development work in certain countries, and on integrating family planning into extension programs in others.

Such visits give the LDC home economists the opportunity to use the visitor as a sounding board as they test ideas and seek confirmation that some actions are on the right track. It is clear that the main reason for fewer field visits than desired was lack of adequate staff numbers. The team found the project leader and her assistant to be able, vigorous, interested and highly regarded by host country counterparts.

It has taken some time, the project director pointed out, to gain the confidence and develop effective working relationships with LDC counterparts. Some home economics leaders have, commendably, tried to see how much they could do on their own. Others expressed to the team the sensitivity of the project leader in letting them shape a project to fit their own particular needs. The project leader believes she can now do things she could not do in the early years of the work.

RECOMMENDATIONS. The AHEA headquarters staff should be increased to include five full-time, highly qualified professionals. The project director should have field operations experience and a background of successful program management. One should be designated deputy project director. This employee should have a background of both successful management experience and past overseas experience in advising and/or assisting on operations of some kind of project. She should serve as a true alter ego, keeping all project work at headquarters moving forward when the project director is in the field. The other three officers should have strong backgrounds of successful experience, preferably partly overseas, in curriculum and materials development or in program management. They should be prepared to spend approximately 25 percent of their time in the field.

8. FINDING. The project has achieved a fair degree of institutionalization of project activities in all emphasis countries. This is not widespread and even in all countries,

but in all of the emphasis countries home economists generally have institutionalized, to some degree, a portion of their program in the area of extension work and/or formal education.

RECOMMENDATIONS. To help LDC project workers achieve greater institutionalization in the next five years, AHEA should help them identify specific main actions required to accomplish curriculum changes at various educational levels. AHEA should then work with them to follow through on a timely basis with such actions. A similar approach should be taken in the development and distribution of teaching guides and reference materials, and in establishing schedules for and carrying out follow-on training of teachers and outreach workers. This should be done to insure that they know how to best use these and other materials and have confidence to carry the message to the classroom or village, and should be equally helpful in institutionalizing the work.

9. FINDING. A chronic project problem is a continuing shortage of adequate teaching and reference materials that are relevant to each particular country experience. Budgetary shortages are the primary cause for this problem, but it is also due in part to the lack of coordination between AHEA Washington, the AID Washington project manager, the local USAID mission, and the local coordinators. Some excellent prototype materials have been developed under the project.

RECOMMENDATIONS. AHEA project staff should work with each coordinator and advisory committee to identify the main immediate material requirements. AHEA should advise and assist LDC project leaders, through appropriate channels, to review with their own governments, and with representatives from USAID, UNFPA, IPPF, Pathfinder, and other agencies, possibilities for obtaining materials. They will need continuing help to develop, and in some cases to adapt, such materials. Prototype materials should get wide distribution, especially in Tier I and Tier II countries.

10. FINDING. Country projects generally have received good vocal and "on paper" support from central governments. This support, however, too often is passive. This may be due largely to the fact that home economists have not yet achieved the stature and influence of some other professional groups, and top governmental decision makers do not yet, in many cases, appreciate the economic and social importance of one averted birth.

The team developed the impression that home economics activities were given relatively low funding priorities, although there is evidence of increased status and recognition since the project began.

RECOMMENDATIONS. Project coordinators and key associates must place high priority on strengthening linkages between themselves and the local home economics association. The team believes that coordinated action by home economics associations can be influential in changing government attitudes. Workshops and seminars should be held by association leaders for key government officials to demonstrate project purposes. The economic and social consequences of averted births, including the linkages to major developmental problems such as food shortages, overcrowding and unemployment, must be stressed. Home economics leaders in educational institutions and extension agencies should take advantage of and create opportunities to show government leaders project activities in action.

### III. PROGRESS TO DATE

#### A. END OF PROJECT CONDITIONS

1. Home economists in developing countries are knowledgeable about and accepting responsibility for promoting family planning and population education and information, and making this activity a part of their professional work.

FINDINGS. Approximately 3,000 home economists have had some involvement with project-sponsored activities. A small number (150) have participated at AHEA conferences and workshops; such as those held at Chapel Hill, North Carolina, Taiwan, Iowa State, Penn State, and the East-West Center in Hawaii. Almost all the others have participated in AHEA sponsored country or regional awareness conferences, seminars, and workshops. Thailand, Korea, Philippines, Ghana, Sierra Leone, Panama, Jamaica, and Nepal have had sustained contact with project activities. Each of these countries has a small nucleus of home economists who are accepting the responsibility for promoting family planning and population education and are making this activity part of their professional work. In 12 other countries there has been some local home economist involvement. In the remaining countries project assistance was attempted but discontinued for lack of adequate response by local home economists.

In countries where there has been sustained project involvement, the project coordinators who take the strongest project leadership roles, and their close associates, usually are home economists with fairly high level ministry positions in agriculture, education, or community development, and department heads or deans of universities and teachers' colleges. There also are those who for one reason or another are influential and respected and have access to their country's decision makers.

In the eight "emphasis" countries these people, largely due to the AHEA project, are working to integrate family planning education and information into the educational system in the primary, junior high, and secondary schools, the university level, and into the extension systems. It is evident that in the eight emphasis countries there have been enough indications of progress to warrant additional assistance in the form of funds and program guidance. If this is done for this group, there can very likely be at least six successful country programs.

One of the project's major deficiencies is that it has a very narrow base of active, effective leadership. Beyond each emphasis country's nucleus of approximately 3,000 home economists who participated in some aspect, it is difficult to determine how many home economists actually are incorporating family planning/population information and education into their everyday work. There are, no doubt, many who are doing this. There, also undoubtedly, are many who are not; some because they have no desire to do so, some because they do not feel comfortable handling material that is new and somewhat controversial, and some because their superiors will not support them in laying the groundwork for introducing new subject matter in their work.

RECOMMENDATIONS. AHEA should develop increased working contact with those countries which are now, or potentially, emphasis countries. In doing this, they should make concerted effort to encourage a widening of the leadership and participation base, particularly through the home economics associations. Training programs (seminars and workshops should be developed and systematically carried out so that they will reach all home economists in any particular subject area of concentration. For example, use of teachers' guides or extension workers' handbooks. AHEA should insure periodic followup on all workshop and seminar participants in order to obtain information on their progress in integrating family planning information into their work. This type of followup will provide support and encouragement to home economists who are involved in the project, and identify types of training programs that require strengthening and/or greater concentration.

2. Acceptance by developing country governments and private institutions of the importance of home economists in providing family planning information, population education, and where feasible, services. Institutionalization of this responsibility through officially sponsored programs, curricula revision, and financial support.

FINDINGS. There are four major prerequisites for the success of this project in any target country: (a) Government leaders must actively support the objectives of reduced fertility, preferably through an official population policy. (b) Government officials must believe that home economists can play an effective role in transmitting family planning information, or at the very least believe that the approach should be tried.

(c) There must be an adequate home economics infrastructure with the capability to transmit effectively family planning information and education. (d) Governments must be willing to provide adequate resources to accomplish this task. In all eight emphasis countries, these four prerequisites have been met to some degree. In countries where there has been only limited project activity, one or more of them were not sufficiently met.

Information on the extent to which this project's activities have been institutionalized in the emphasis countries visited can be found in this report's country Annexes. In summary of this point, we found that in the seven emphasis countries visited fairly good progress is being made in changing curricula, developing teachers' guides and other materials for teachers and students, developing similar materials for home economists in agricultural or C/D extension work, developing home economics associations' links with project activity, and developing a network of key home economics leaders in each country.

Regarding the delivery of services, particularly contraceptives, the team found that extension workers are fairly evenly divided on the question of whether they should distribute contraceptives. They are quite willing to counsel their clients on family planning and refer them to clinics or doctors.

RECOMMENDATIONS. Before AHEA begins consultations and surveys in any new country, the project staff should consult with the AID/Washington project monitor, AID/Population geographic regional officers, USAID country population officer and country desk officer, to determine if a prospective country has the necessary environmental qualities needed as a foundation for project success. The same type of thorough review should be made of each of the other 12 countries in which AHEA already has done some initial work, but where little project work has been developed. If a positive determination is made, a survey should be conducted and a country plan developed with local home economics leadership that will systematically define functional areas (e.g., university secondary schools, agricultural extension) of project concentration and specific purposes and scope of project work to be undertaken.

Developed scopes of work should include specific targets and target dates when project work should be able to go ahead without further AHEA help. That is, when should it become a "graduate country" project.

A "graduate country" might be defined as an emphasis country which has: (a) key project leaders, broadly based, capable of planning and carrying out all phases of project activity; (b) curriculum changes made at most educational levels to integrate family planning; (c) teachers' guides and other teaching materials developed and teachers trained in their use; (d) similar progress made in field extension or community development work; (e) a strong, interested home economics association which actively supports the project work; and (f) a government which provides adequate budget support.

After a decision is made to proceed in a country, project coordinators should place high priority on holding a workshop for government officials and administrators to help them clearly understand project purposes and methods.

The question of the delivery of services, particularly contraceptives, should not be aggressively pursued by AHEA. In taking on the responsibilities that have to do with the transmission of family planning information and education, many workers are involving themselves in an area that is new to them and in which they are somewhat unsure of themselves. If pressured to distribute contraceptives, it is possible that they might decide not to be involved in this type of project.

3. Home economists recognized and utilized as capable family planning and population education resources by other organizations, both national and international, which are involved in these programs.

FINDINGS. The extent to which this has occurred varies from country to country and, in general, appears to be limited once beyond the national level. The Jamaican, Sierra Leone, and one of the Philippines coordinators often are called upon to speak at regional or international conferences and appear to have established regional, if not international, reputations. The Korean project coordinator appears to be in close contact with CARE, the Planned Parenthood Federation of Korea and the Korean Education Development Institute, often being asked to lecture at seminars that they sponsor. The Panama coordinator is developing international contacts and seeking ways for stronger regional cooperation. One of the key leaders in Ghana has served as both a member of IFHE's Executive Committee and as Vice President. The Sierra Leone coordinator and a Philippine home economist are also Executive Committee members. Another key leader in Ghana has addressed major international conferences.

RECOMMENDATIONS. When formulating country projects, AHEA should encourage local project leadership to contact all host country organizations involved in family planning activities. Such contacts will increase the number of people who know about the activity and, hopefully, make available to the project other areas of outreach, influence, and potential assistance in the form of manpower, and/or monetary resources, materials, joint cooperation on workshops and similar actions.

4. Developing country home economists using revised curricula containing family planning and population information and education.

FINDINGS. In the seven countries visited, home economists are using, in varying degrees, revised curricula which contain family planning information and education. The numbers of students being taught this material also vary significantly from country to country. (See the implementation section of the seven country reports.) In Ghana the decision has been made to revise home economics curricula to incorporate family planning I & E, but work is delayed due to staff shortages in the MOE. It appears that the work will go forward slowly. In Sierra Leone there are problems of funding shortages for staff to be hired at the Institute of Education to carry out curriculum changes for the MOE, and a lack of a uniform policy within the MOE regarding the teaching of such subject matter. Meantime some teaching is going on. Budgetary problems, resulting in too few MOE staff members, holds back work to a lesser degree in several other countries visited.

RECOMMENDATIONS: Washington AHEA staff should work closely with host country home economists to consider the desirability of developing a comprehensive curriculum development and implementation work plan. Priorities should be established to determine which functional areas will be worked on first. Target dates should be established for completion of the curriculum revisions, approval by the appropriate government officials, field testing, revisions, training teachers to use the new curriculum, and putting the revised curriculum to use.

Staffs responsible for developing and implementing new curricula often are inadequate in size. Washington AHEA project staff should keep in close contact with such staff, in order to provide desired assistance on a timely basis when possible. Final curriculum revisions should be reviewed carefully and catalogued by AHEA as a means of evaluating project achievement and to provide source material for other home economists who are concerned with curriculum revisions.

5. New methods and materials in use by home economics teachers and extension workers for conveying family planning and population information and education to students and adults in urban and rural communities.

FINDINGS. In the seven countries visited, the degree to which new methods and materials are utilized varies from country to country. In some countries, the home economics organizations, or some of their members, have been responsible for a substantial number of family planning publications. In the Asian countries, particularly, a very impressive array of publications has been developed in a professional manner. In the case of the Philippines, much of the MOE work has been developed with help from UNFPA. All countries visited are anxious to receive the revised prototype materials developed with LDC help at Penn State University, Iowa State University, and the East-West Center/Hawaii. Three countries are even using the unrevised materials.

The team saw good examples of visual aids in classroom and field outreach work which were developed in AHEA project workshops. Each of the seven countries is making efforts, in varying degrees, to develop and use materials for teaching and field work. Much work remains to be done, however, in developing materials for various educational levels, and for non-literate rural people. (See listing in appendix) Most of these publications have been distributed to local home economists, but distribution has been limited due to funding shortages for printing. The same problem appears to exist in connection with those materials being developed by Penn State and Iowa State.

RECOMMENDATIONS. AHEA staff should work with each coordinator and advisory committee to identify the main immediate material requirements and to review possibilities for obtaining needed reference and teaching materials. They will need continuing help to develop and, in some cases, to adapt such materials.

6. Developing country home economists utilizing research and evaluation methods as a means of developing new and improving established family planning and population activities, including curriculum methods, program management, and training.

FINDINGS. Except for the field testing of the Iowa State and Penn State materials, and the Participant Follow-Up Survey, there does not appear to have been any significant utilization of research or evaluation methods in any emphasis country.

RECOMMENDATIONS. This project has been operational for almost five years while worldwide family planning programs have been operational for over 10 years. The experience gained from these years of program activity would seem to limit sharply the value of any additional research at this time under this project (especially since this project cannot afford the time, manpower, or funds to develop and implement any elaborate research protocols that would be relevant to this project). Host country home economists are aware of the main specific cultural barriers that must be overcome to gain more acceptors and should work toward developing materials and programs that will directly address these barriers. Washington AHEA staff should assist host country home economists to establish simple and quick methods and procedures for evaluating the project's effectiveness and impact.

7. National, regional, and international home economics organizations are promoting the professional involvement of home economics in family planning and population education.

FINDINGS. Other than the International Federation of Home Economists, there are no international or regional home economics organization in being. Up until this time the IFHE has had little involvement in this activity, but in the seven countries visited it was found that the national home economics organizations do play an important role in promoting professional interest in family planning, due largely to the fact that most of the coordinators and their close associates who are active in the project are also quite active in their national home economics associations.

RECOMMENDATIONS. AHEA project leaders should place increased emphasis on working with their host country counterparts for the total involvement of the entire membership of host country home economic associations. AHEA also should keep in contact with IFHE in an attempt to involve them more in the project's activities. One possible method of gaining their greater involvement would be to invite one of their officers (including Executive Committee) to all country awareness workshops or seminars, either as a participant or an observer with part or all of the travel cost paid for by AHEA or some donor they solicit.

8. Information and education materials are exchanged through national, regional, and international organizations and publications.

FINDINGS. The exchange of information and education materials through national, regional, and international organizations and publications has been occurring by various means. AHEA distributes its quarterly newsletter, the Link to 2,000 home economists throughout the world. A network of 68 key home economists in 29 countries has been placed on the distribution list of eight international organizations, and regularly receives from them publications and articles pertaining to family planning and population education and information.

In conjunction with IPPF, a 40-slide cassette audiovisual kit which illustrates the role of home economists in family planning programs was produced and distributed to FAO, local affiliates of IPPF, IFHE, World Education Inc., UNESCO, World Neighbors, and FPIA. In several countries visited, coordinators supervise the translation, reproduction, and distribution of materials received from other sources. The AHEA West Africa Regional Coordinator has written two family planning pamphlets that have been distributed to several other West African countries. She also has written one on the formation of home economics associations.

RECOMMENDATION. LDC home economics organizations should continue to maintain and seek additional contacts with as many other local and international organizations as possible, since these exchanges of material and information provide encouragement and new ideas to other organizations and programs.

9. National, regional, and international training programs are improving the quality and impact of home economists' involvement in family planning and population education programs.

FINDINGS. Since the inception of the project, 35 incountry workshops and seminars co-sponsored by AHEA and host country home economics associations have been held. Depending on the needs of the LDC home economists, these have been orientation seminars to introduce family planning concepts within home economics to teachers and extension personnel, training workshops for fieldworkers, and curriculum development workshops. Several of the workshops also have been used to test project developed materials. Both UNESCO and FAO have held regional workshops involving family planning communications training and development which have included AHEA project related participants. It is anticipated that the recently passed IFHE resolution (Ottawa, summer 1976), which will

allow it to grant funds for population family planning activities related to home economics, should help increase substantially the quality and impact of home economists' involvement in family planning and population education programs.

RECOMMENDATION. As recommended earlier, it is essential that the home economist population be identified and systematically programmed for participation in workshops or seminars. Funding for these programs should continue to be provided at least partly by the AHEA project when needed. But the LDC home economics associations, with the assistance of AHEA and the USAID Population Officer, should attempt to secure funding from other sources; such as Pathfinder, IPPF, UNFPA, and IFHE. Additionally, AHEA-sponsored training programs should invite participants from other selected target or potential target countries that have close geographical proximity, common language, and similar cultural and social backgrounds.

## B. PROJECT PROGRESS AND OUTPUTS

### 1. In-country workshops organized.

PROGRESS TO DATE. From the beginning of project work until March, 1975, when the first evaluation report was written, 28 workshops have been held. The amended contract requires AHEA to conduct eight to 12 more workshops by March, 1977. Eight of these workshops have been held. Thus AHEA has met the minimum requirement. A list of these eight workshops, their main purposes and numbers attending, are listed in Appendix D.

AHEA has arranged with the project's West African coordinator to conduct a regional workshop in March, 1977, for the purpose of testing prototype extension type materials developed at the East-West Center with the help of a number of LDC participants. IPPF will jointly participate in this conference with an equal number of field workers and will share workshop costs. This will complete AHEA's workshop activity under the present contract.

Only two of the eight workshops held since the last evaluation report were regional. One was held in Ghana in April, 1976, to help motivate new African countries. It had 18 participants from seven countries, including Ethiopia, The Gambia, Ghana, Sierra Leone, Kenya, Liberia and Sudan. A second regional workshop, with 41 participants, was held in the Philippines in 1975, and included home economists from Nepal, Thailand, Indonesia, Afghanistan, Sri Lanka and the Philippines, for "awareness" purposes. The other six country workshops were held in Korea (2), Thailand, Pakistan, Venezuela and Liberia.

Two of the workshops were for extension workers, four had "awareness" themes, one each was for vocational education teachers and key home economics leaders, and one was to test prototype materials. Average attendance at the workshops was 55. The workshops project-funded costs averaged slightly less than \$4,000.

FINDINGS. During the team's field visits, project coordinators and other key home economics leaders, and teachers and extension workers told us the workshops were very useful and essential for this project. We are convinced that well-planned workshops indeed have been and continue to be essential to project progress. We believe the eight workshops conducted during this evaluation period were well-prepared and fruitful. An outstanding example was the Thailand workshop in April, 1976, which was convened for the purpose of developing teaching guides, resource books and student handbooks for use in 60 vocational colleges. Besides the Ministry of Education, four other groups participated, including the Asia Foundation and the Planned Parenthood Association. The three handbooks have been completed and all are in use.

We are less impressed with the African regional conference. It had the least participants and included some people from countries which seem unlikely to be ready for this type of project. Participation also included Kenya, although AID has made an informal decision not to work there because of the major population role of FAO.

RECOMMENDATIONS. The following recommendations are proposed:

Future AHEA project activity should place important emphasis on the use of carefully planned conferences. Regional conferences should be limited mainly to representatives from countries where AHEA and AID have agreed the environment is such that well planned and conducted project activity has a reasonable chance to succeed. Participation also should include carefully selected participants from countries which appear to be potential candidates for future emphasis country status, but on which decisions have not yet been made. Exceptions should be made for attendance by a very limited number of participants from what have been referred to earlier in this report as Tier III countries.

After a workshop is held, AHEA should follow up with the coordinator and, hopefully, a local HEA advisory committee regarding next project steps to take on actions decided upon at the workshop.

In several of the emphasis countries visited, teachers need workshop experience to help prepare them better to teach population/family planning subjects, and to give them greater confidence. In some cases, they need to be taught how to utilize teaching and reference materials which have been made available to them. This need was stressed repeatedly to us by teachers, their supervisors and the coordinators.

AHEA should help workshop planners build into their workshops plans the involvement of participants in the production of some teaching aids. AHEA also should help workshop planners insure that appropriate supporting handout materials are available for participants to take home with them for use in classrooms or field outreach work. This point is discussed elsewhere in this report.

## 2. Country consultations and surveys completed.

PROGRESS TO DATE. Two years ago, when the first AID evaluation was made, AHEA had completed 11 full country studies and two brief questionnaire studies. The revised contract calls for completion of four to six more complete studies by the end of the contract funding period: March, 1977. AHEA has completed 10 additional consultations and one survey (The Gambia). The 10 consultations were carried out in Nigeria, Liberia, Ghana, Korea, Philippines, Thailand, Nepal, Afghanistan, Pakistan and Venezuela. This aspect of the contract has been complied with.

During the past four and one-half years AHEA has had a contract-prescribed target of 23 to 25 country surveys to carry out.

One of AHEA's major beginning actions to stimulate interest in the project was to develop a broader range of contacts with outstanding LDC home economics leaders by inviting one or more of them from each country to a global "awareness" conference held at the University of North Carolina in November, 1971. After participants at that conference returned home, many of them later contacted AHEA to state their interest and that of other leading home economists in their country to participate in the AHEA project. AHEA then would arrange to visit the country. During such visits, consultations and surveys often were combined. Methods used to conduct the surveys were described in some detail in the first AID evaluation report.

FINDINGS. This approach for selecting LDCs to work within this project has been only moderately successful from the standpoint of identifying the countries "most likely to succeed" in AHEA project work. The procedure involved expenditures of funds for consultation/survey work in selected countries. These costs might have been avoided in several cases if thorough reviews with appropriate AID officials, drawing on their indepth knowledge of the countries, had been held. Almost certainly, at least a couple of them would have been identified as non-candidates.

The contract specified that prior to a survey, AHEA must consult with and obtain AID approval before proceeding. This was done. The fault here appears to have been mainly one of the AID project supervision. The reviews in some cases were clearly too perfunctory. Also, there were no criteria established for candidate country approval. Thus, while consultations and/or surveys were carried out in 19 countries from the beginning of the project to date, only eight might be classified as "emphasis" countries, where considerable work has been done and fair to good progress made toward achievement of project purposes.

The team believes part of the reason very little was done in some of the countries surveyed is that insufficient appraisal was made prior to or during the survey regarding the quality of the environment in these countries. It makes little sense to go into a country; such as Ethiopia, Afghanistan or The Gambia, if brief checking indicates that none of them have substantial numbers of well-trained, in-place home economists available to help carry out project purposes.

RECOMMENDATIONS. The following recommendations are proposed:

One of our major recommendations for project change is to tighten the LDC candidate country selection process by requiring AHEA to consult, prior to the joint field survey, with AID Project Monitor, POP geographic regional officers, country desk officer, and country population officer to obtain their estimate of the chances for this project to succeed in that particular environment.

AHEA should recruit, for surveys, home economist consultants who have had successful previous overseas experience, with some past experience in some kind of project operations and evaluation, and preferably, in the case of Latin American countries, ability to speak the language of the country. Consideration also should be given to including as a second AHEA team member a person other than a home economist who has been involved successfully in project work in the region for several years.

3. Home economists provided in-depth training at three or four summer institutes.

4. Three or four prototype curriculum and teaching materials will be produced and distributed.

PROGRESS TO DATE. AHEA combined these two contract requirements during the past two years. Four workshops have been held in that time at the following locations:

Pennsylvania State University

The first of the four summer institutes in workshop form was held at Pennsylvania State University in July, 1975, with 16 participants from 10 LDCs. It was to follow up work started in a similar workshop held there in 1974, with LDC participation, to develop prototype handbooks of curriculum teaching materials. The 1974 workshop had developed drafts which subsequently were field tested in Thailand, Jamaica and Ghana. The 1975 workshop helped revise the material. When the workshop task was completed, however, several Penn State faculty members, apparently with limited field experience, decided the prototype material, which had been field tested, needed considerable polishing.

After the workshop ended, a committee at Penn State, with help from one staffer at AHEA, did the polishing which resulted in transforming it too much into an American-oriented handbook. AHEA and the AID project monitor rejected the results, and arranged for the West African regional coordinator and another consultant to make it more suitable for LDC use. Now it is about ready to publish. Meantime, the earlier field testing version is in use in several countries, including Thailand, where it was completely translated into Thai, and in Ghana and Sierra Leone. AHEA plans to distribute about 1,000 copies of each publication. Large quantities will go to Ministries of Educations' supervising home economists for distribution to teachers. They will go mainly to English-speaking countries. Some will be sent to other countries, which may require translation. If they find them helpful, AHEA will, if necessary, help them find funds for translation. They also will go to all 68 key network members, and to a mailing list of international organizations; such as FAO, IPPF, WEIA.

Iowa State Workshop, July, 1975

Out of the Iowa State summer institute or workshop in the summer of 1975 came a resources handbook for trainers, Vol. I. It was field tested in Venezuela and Jamaica and

is at the printers now. About 1,200 copies of Volumes I and II will be distributed to project countries for use by agricultural extension workers and community development (C/D) field home economists.

#### Iowa State Workshop, July, 1976

The third of the four contract-required sets of prototype materials was developed during the 1976 summer institute and workshop at Iowa State. This material was developed for village-level outreach workers. It has been field tested in El Salvador and Jamaica with good results. It will be printed in the next month or two, and will be distributed to LDCs where home economists are involved in outreach work.

#### East-West Center/Hawaii

The fourth prototype development workshop combined with summer institute training was held at the East-West Center Communications Institute (EWCI), Honolulu, in August-September, 1976. This combined the EWCI expertise on modular development of non-verbal type materials with the AHEA project network members' knowledge of village conditions in LDCs. This material was designed for use by home economics extension field level workers and trainers of such workers. Field testing has just been completed in Thailand, and it will be revised and published in February, 1977. AHEA plans to print and distribute 1,000 copies of the material for trainers and 1,500 copies for field worker use. The latter will be distributed through home economists in agricultural extension and C/D services.

FINDINGS. Prototype materials should deal with concepts and methodology. It would seem desirable, also, for them to include guidance to LDC users on ways to evaluate effectiveness of the material after it is in use for different types of audiences.

A review of the prototype materials developed under the contract in the past two years or more indicates that AHEA has, through its sub-contractors, generally met these criteria with one exception. The workshop arrangement which utilizes the guiding expertise of well-chosen university staff with overseas experience, combined with the knowledge of AHEA network home economists of LDC village environment, has proven that it can be highly effective. We believe the Handbook of Teaching Strategies and Techniques for Use in Implementing Lessons Relating to Family Planning, Population Education, and Quality of Life has limited value because it did not incorporate the criteria listed above.

The above handbook is not related to the population/family planning subject matter to be taught. Such material is virtually "shelf stock," readily available from many sources, and should not have required workshops to prepare. Most LDC teachers have had general methodology courses. This publication does not contain examples of how to use it in classrooms for specific population/family planning situations, including, for example, what to cover in a particular main section of a substantive presentation.

RECOMMENDATIONS. The following recommendations are proposed:

The prototype materials developed to date under the project should provide the current basic needs for LDC home economists as guides in curriculum change, what to teach, and how to use the materials. Regional workshops should be held to train trainees who, in turn, would conduct country workshops on the use of these and other new materials. Similarly, the extension service prototype materials should be adequate for immediate needs. AHEA should follow up with network members a year after such materials are in use to evaluate further experience gained from their on-the-job use.

Elsewhere in this report we have indicated the importance of beginning population studies in LDCs in early primary grades, since these are impressionable years and in many countries 40 percent of primary students drop out by the end of the fourth grade and 55 or 60 percent by the end of junior high. AHEA should review during future consultations the prospects for expanding population education more into the primary grades, and should consider with network home economists the prototype population studies requirements for primary students.

Priorities for future development of prototype materials should be based on needs expressed by LDC home economists. Follow-up work on prototype materials to help LDCs translate or make materials country specific is crucial. An important purpose of follow-up workshops should be the development of in-country teaching aids and other resource materials.

In the future, in-depth training can be carried out in special regional training centers; such as in Taiwan, or in specially organized workshops or training courses. Central America could be a good prospective location. There is some evidence that one barrier to past AHEA project success in Latin America has been the inability of many Spanish-speaking home economists to speak English. One AHEA coordinator in that region has the capability to help organize and conduct such training in Spanish for home economics leaders of countries in the area.

## 5. Revision of home economics training curricula to include family planning.

PROGRESS TO DATE. The team observed, in all seven countries visited, work going forward in various stages by the coordinators and MOE s to revise curricula for the purpose of integrating family planning/population education into home economics courses in programs ranging from universities down to primary schools. Panama's home economics leaders and other educators have been working, during the report period, as members of a national committee to develop home economics curriculum changes for vocational high schools and junior high programs. The completed work in the University of Panama's home economics department can help serve as a model.

Korea is similarly engaged in a major effort to change curricula in high schools and primary schools. The coordinator and key leaders in the home economics associations are heavily involved in committee work. In the Philippines and Thailand much work has been done in the past two years. The Philippines' MOE has prepared a comprehensive high school-level set of teachers' guides, with 10 separate handbooks. These are being edited preparatory to publishing. Thailand has, during this evaluation period, revised curricula for all 60 vocational colleges which teach home economics and has prepared curriculum changes for high schools.

The Jamaican coordinator is developing proposals for curriculum changes to integrate population studies into primary schools, while continuing to help strengthen them in existing areas. (See country annex.)

In Ghana and Sierra Leone, home economists are working on proposals for curriculum changes. In the meantime, in both countries, some population/family planning is being taught in teachers colleges and primary schools. In Ghana it is on a pilot basis. In Sierra Leone it is also taught in several schools; such as the YWCA school for dropout girls. Sierra Leone and Ghana have special vocational education programs for dropout girls with family planning education well integrated. AHEA developed population material is being used in primary teaching centers in Sierra Leone. Both countries' home economics leaders face problems of inadequate staffs, resource materials and funding to move the work ahead.

Nepal, Turkey, Venezuela, Pakistan and Trinidad are other AHEA project-related countries which have accomplished some work in curriculum changes this past year.

It is not enough to revise curricula and issue notices of such change. In most countries we visited, teachers, particularly at high school level and below, told us they feel strongly the need for more workshop training on how to teach the integrated courses. Not nearly enough has been done in this area. We found the same view strongly held by teachers in teachers training colleges. In Panama, the coordinator said her biggest problem is to get teachers to believe in the project purposes. "They will attend workshop," she said, "but will they believe in it, work for it?"

FINDINGS. In all eight emphasis countries where project-related curriculum change work is going on, the coordinators and key home economics leaders are deeply involved. The team concluded that during the evaluation period AHEA headquarters staff has not been involved nearly enough in providing clearly needed support of the kind they are capable of giving to these LDC home economics leaders, often located within Ministries of Education. Many of the workshops held in the first three years were built around curriculum change. During the evaluation period, however, only one of the workshops focused mainly on curriculum development. That was in Thailand.

Full integration of population/family planning materials into home economics courses raises the problems of how MOE's can evaluate the extent and effectiveness with which teachers actually are teaching the subjects. This problem resulted in a decision by the MOE's Vocational Department in Thailand to back away from full integration and teach family planning as a separate course in its 60 vocational schools which teach home economics.

RECOMMENDATIONS. The following recommendations are proposed:

In the next two or three years, AHEA needs to devote much more consultation time to getting a better fix on the curriculum situation, including problems, of emphasis countries in their efforts to bring about curriculum changes; then help the coordinators and other key home economists to map out steps most helpful to moving this work vigorously forward. This includes help in putting changes to use. They should provide similar help to other, non-emphasis, countries with good project prospects.

AHEA should address this problem and work with coordinators and other key home economists in the various countries to help develop the best ways to cope with it. We believe course evalua-

tion techniques should be built into the development and implementation of curriculum. It need not be an elaborate evaluation procedure. It should measure semester-to-semester performance of both teachers and students.

6. Provide training aids, publications and information materials on family planning adapted for use by home economists.

PROGRESS TO DATE. Under the AHEA project, a wide array of publications have been developed in the LDCs by home economists associated with the project. AHEA has helped develop, through U.S. university sub-contractors, a group of prototype materials (Output 4) and has continued to work during the past two years with LDC home economists in having the material adapted and field tested. Some of the material has been put into use by home economists in Ghana and Sierra Leone, even before testing, because of the immediate need for teaching materials. During the period since March, 1975, such materials developed at Penn State, Iowa State and the East-West Center have been field-tested in Venezuela, Jamaica, Thailand, and the Philippines. Additional field testing will take place in Sierra Leone in March.

Panama and Jamaica have the severest teaching materials problems of the seven emphasis countries visited. Ghana and Sierra Leone do not have more materials, but they have less project activity so their shortage is not so severely felt. The Philippines has done the most to develop teaching materials. Korea and Thailand have done quite well in this respect.

The coordinator in Sierra Leone has, with AHEA financial aid, written three handbooks suitable for use in different countries. Philippines' home economists in the MOE are working on a 10-part set of teachers guides for teaching population/family planning integrated into home economics. UNFPA provided most of the assistance on that task. Thailand has developed similar materials for its 60 vocational schools, universities, and for some high school grade levels. In Jamaica, the staffs of teachers' colleges make up their own syllabuses. Some college staffs have passed material on to high schools for adaption. A number of countries have materials. A list of such materials developed, adapted or reprinted, is included as Appendix E to this report.

FINDING. Despite all the work that has been done over the nearly five-year life of this project, one of the most serious continuing problems is the shortage of materials: teachers guides, student syllabuses and student reference materials.

Similar shortages exist for home economists working as out-reach workers in agricultural extension and C/D services. The new prototype materials, when adapted, will help fill this gap.

RECOMMENDATION. AHEA project staff should work with each coordinator and advisory committee to identify the immediate material requirements and should advise and assist LDC project leaders in reviewing the possibilities for obtaining needed reference and teaching material.

7. AHEA will maintain liaison with the International Federation of Home Economists (IFHE), and encourage them to promote the professional involvement of home economists in family planning and population education.

PROGRESS TO DATE. IFHE has approximately 2,200 individual associate members. The Council, IFHE's governing body, is represented by 40 countries, of which 15 are LDCs, and 175 members. The Council tends to be Western dominated, though not by design, because the meetings usually are held in Western Europe, and people closest to that part of the world usually are the majority of members who manage to attend.

IFHE has a full-time staff of only two professionals, both French. The Government of France provides limited office space and pays salaries for the professionals. The IFHE has an Executive Committee of 12 elected members, who meet annually, and an Assembly of Delegates consisting of all associate members. Its Congress meets every four years.

It would seem highly desirable for an international association of home economists, with both the interest and capability, to take over in due course the duties and responsibilities AHEA now carries out under the project contract with AID. During the nearly five-year life of the AHEA project, IFHE has made little progress toward becoming either strong and capable enough or inclined to assume the AHEA project role.

Since AHEA first entered into the contract with AID, it has looked for opportunities to help broaden and strengthen IFHE. It has worked to help get broader representation of LDC home economics leaders on the IFHE Executive Committee. There are now four members; from Sierra Leone, the Philippines, Korea and Brazil. It has helped financially so that LDC Executive Committee members could attend the Paris meetings, and paid part of the expenses of 12 LDC members to attend the 1976 IFHE Congress in Ottawa.

Since January, 1974, the part-time AHEA Project Liaison Officer has been based in Paris, providing more contact with IFHE. AHEA reports that she has helped develop a much better working relation between the Executive Committee and AHEA, which has resulted in much more receptivity to the latter's suggestions. The AHEA Liaison Officer edits a quarterly publication, the Link, which goes to all members of the AHEA network. She also prepared the AHEA-sponsored resources catalogue, and keeps it updated.

At the Ottawa IFHE Congress in 1976, partly due to AHEA efforts, a resolution was passed permitting, for the first time, the Secretary General to seek project grants for population/family planning activity related to home economics. At the same meeting, AHEA arranged a panel discussion on family planning in home economics for the entire Congress which was moderated by AHEA's West African regional coordinator. Six LDC home economists served on the panel. The Congress included representatives from 56 countries, with 1,000 members present. At Ottawa, the Philippines' delegation invited IFHE to have its next Congress in Manila in 1980. This was accepted.

FINDING. Gradually, IFHE is changing to provide a greater participation for LDC members and to show more interest in family planning/population through home economics. At this time, however, it appears to be a poor candidate to take over AHEA project work in the future.

RECOMMENDATIONS. The following recommendations are proposed:

AHEA should continue to look for ways and means to help broaden the IFHE base to permit greater LDC participation and try to help generate growing interest in AHEA project objectives.

AHEA should consider the feasibility and desirability of approaching IFHE and three or four other national home economics associations with a proposal to jointly contribute to a fund to help expand the IFHE headquarters staff to permit it to become more actively involved in supporting family planning information and education work. At the same time, IFHE should be encouraged to become more directly linked to the present AHEA network of LDC home economists in other ways, possibly through the distribution of the Link and the annotated bibliography. The funding offer to IFHE should be made contingent upon its willingness to seek ways and means to finance fully such operational costs on a gradual phase-in basis over a period of five to ten years.

AHEA should be looking ahead to the day when the present part-time Liaison Officer, wife of a senior American officer assigned to Paris, leaves with her husband. It would be desirable for the work Mrs. Williams is performing to be continued without interruption.

8. AHEA will seek to work in collaboration with other international organizations and projects on population-related activities.

PROGRESS TO DATE. AHEA's headquarters staff and its Paris-based liaison officer have continued to maintain liaison with other international organizations engaged in LDC family planning work in order to exchange information in new developments, avoid overlapping or duplication and seek areas for joint effort on particular project activities and related work. During the evaluation period, AHEA has maintained regular contacts with such organizations as UNFPA, IPPF, UNESCO, and FAO. Their efforts to help strengthen IFHE are described in Output 7. AHEA cooperated during the evaluation period with IPPF in developing a slide cassette set, Partners in Change, which is being widely distributed by both groups.

Through joint cooperation, Asia Foundation has provided support for AHEA-organized workshops. Family Planning International has provided equipment to AHEA project activities in LDCs. IPPF also is cooperating with AHEA in planning a joint workshop in March for IPPF and AHEA-related home economists. Discussions have been held with IPPF, UNESCO, and FAO which may lead to future cooperation on workshops.

FINDING. AHEA has carried out this requirement effectively. Its work has resulted in improved coordination, avoided duplication and, where two agencies have entered jointly into project activity such as a joint workshop, funds have been used more effectively. Good exchanges of knowledge have been achieved, and groundwork has been laid for future closer cooperation among on-the-job workers who attend joint workshops and seminars.

RECOMMENDATIONS. The following recommendations are proposed:

Any future contract with AHEA should include a requirement for continued activity of this type. AHEA should seek even wider opportunities for international organizations to cooperate on production of materials and use of each other's materials.

AHEA should consider encouraging FAO to examine carefully the feasibility and desirability of harnessing the tremendous resources of male agricultural extension workers in LDCs to

help carry the family planning message to the farmers, who often end up making the decision on family size. It should similarly consider the reasonableness of discussing with FAO the possibility of getting family planning courses introduced as a course for males in agricultural colleges. In Kasetsart Agricultural College in Thailand, for example, there is family planning education, for both men and women, through home economics.

AHEA should seek opportunities to get FAO or other appropriate international agencies further involved in joint cooperation on larger project activities in LDCs. We specifically recommend that they jointly examine the possibilities of working together to help the 400 home extension agents in the Philippines' Department of Agrarian Reform involved in outreach work with village women. This may require not only the usual AHEA type inputs, but also the provision of supplies and equipment which perhaps FAO or another donor could provide. Similar examples of opportunities for cooperation in these same fields can be found in most other countries the team visited.

#### 9. Establishment of international network of home economists.

PROGRESS TO DATE. AHEA's Ad Hoc Advisory Committee recommended at one of its meetings the establishment of a tightly-knit network of key LDC home economists. The network was established in March, 1974, and by the end of 1975 it had grown to include 35 members. In the past two years, AHEA has continued to work to expand and strengthen the network. It now includes 68 members.

These key home economists in the network are willing to serve as country coordinators, help organize and lead workshops and seminars in their own countries or regions, serve on Ministry committees to develop curriculum changes and teaching materials, translate or arrange for translations, perform liaison work with other organizations, respond to AHEA surveys, report activities to the Link, receive and distribute project materials, and otherwise work to help further AHEA project purposes.

Outstanding members of this group have been appointed project coordinators in Korea, the Philippines, Thailand, and two of them have been appointed regional coordinators for West Africa and for Central America. Each of them performs the coordinator work above and beyond regular duties.

During the past two years, AHEA also has worked to bring into a somewhat more general network relationship all LDC home economists who during the nearly five years of AHEA project life have had some working contact with the project. Such contact may include having been a participant in an LDC workshop or seminar, served on a committee, a home economics teacher or outreach worker, or having attended an in-depth training course or had other similar AHEA project contact. This broader group being drawn into closer ties with the network now includes approximately 3,000 home economists.

A recently completed survey of about 1,200 respondents, all in the broader network category, provided a profile of numbers involved in different project-related tasks. It revealed that 36 percent of them are teaching school children, 24 percent training or teaching in higher education, 13 percent serving in supervisory or administrative positions, and 15 percent in outreach work, usually through agricultural extension or C/D services. Network members also reported, through responses to questionnaires, that at this time a majority of teachers are reluctant to teach contraception in the classroom and would prefer to see outside resource people do it, that a small number of them have written family planning material for publication, and that outreach workers spend the most time of all home economists in actual contact with their target audiences.

The questionnaire results revealed these other particularly interesting and significant highlights vis-a-vis project purposes. Responses to questions regarding which population/family planning concepts were being taught indicated that of least importance to the participants' programs were "fertility, mortality, and migration" (11 percent), and "uses of contraceptives" (13 percent). Private conversations and individual counseling were the most widely utilized and most effective contact method by all of the professional groups, except that Administrators had used pamphlets or handouts slightly more often.

Teachers did not find any method other than private counseling to be very effective in reaching people with family planning and population education information. Half or more of the participants had not used demonstrations, models, kits, samples, dramas, case histories, films, filmstrips, slides of recordings, or lecturers or guest speakers.

Respondents checked the "definitely will do it" column for these items: (1) Ask students or other people what they want to know about family planning (29 percent); (2) help co-workers teach population/family planning in their programs (27 percent); (3) make suggestions to supervisor about family planning education in the program (25 percent); and (4) invite someone from a family planning agency to contribute to the program (25 percent).

FINDING. AHEA has made excellent progress in the past two years in expanding the network of key home economists to a total of 68, representing 29 countries. The team observed many of them effectively involved in tasks of the type described above.

AHEA also has, through its participant survey, established a profile of current activities of around 1,200 other home economists with some past project involvement, and sampled attitudes toward population/family planning work.

RECOMMENDATIONS. The following recommendations are proposed:

AHEA should continue to expand and strengthen the network to participate increasingly in project operations in the LDCs. It seems possible that by the end of another three to five years of AHEA guidance they could be formed into regional groups to carry on, with minimum guidance from AHEA, the main thrust of project activities.

The team supports the participant follow-up recommendation that skills in counseling techniques and group dynamics be included as important parts of the home economist's education.

We also support the survey recommendation that the method of collecting data for this survey be used periodically for follow-up studies to measure changes in project effectiveness.

10. AHEA will conduct its own internal evaluations of the programs.

PROGRESS TO DATE. AHEA submitted the first evaluation report for the period from the beginning of the project through December, 1972. The next two were for calendar years 1973 and 1974. All three reports were done for AHEA by a university professor. AHEA requested her to visit some LDCs as part of her evaluation work, but she was not able to go.

When AID/POP amended the AHEA contract in June, 1975, it deleted any further requirement for internal evaluations. None was done for the past two years. The amended contract provided for AID to evaluate the project at the end of the contract period.

FINDINGS. While the university evaluator has an outstanding reputation for such work in U.S. education, the team believes that her reports, particularly the second and third ones, were of limited value because of her lack of LDC background. Graduate students worked on the reports under her supervision. The reports reflected a lack of understanding of the LDC environment in which work must be carried out. They minimized discussion of operational problems. There was nothing in them with regard to what extent payoff was being achieved in terms of numbers of students being reached and village women contacted through outreach workers. Approximately half of the report for the year ending December, 1973, was devoted to an evaluation of the summer institutes held that year. The report's total appendix also was devoted to statistical analysis of summer workshop activity. Those summer institutes--particularly the ones carried out prior to 1975--were a very minor part of total project activity in any one year. The 1974 report was so vague and general that it was of little value to either AHEA or AID.

RECOMMENDATIONS The following recommendations are proposed:

A future contract requirement for the AHEA project should provide for continued internal evaluations. They should be carried out only during the alternate years when AID is not conducting its own evaluation of the project.

Future internal evaluations should be carried out by one or two persons, including at least one with past overseas living and working experience in advising and/or assisting on some type of project planning and operations. AHEA should develop jointly with specific evaluation criteria by the AID/POP project Monitor, PHA Program Office and AHEA.

## SUMMARY AND ANALYSIS OF QUESTIONNAIRE RESPONSES

There are 21 countries which the team did not visit but in which AHEA provided some limited project inputs. In most of these countries, AHEA's total fund expenditures for each were limited over the past five years. In order to try to develop some information about the past effects and future prospects of AHEA activity in these countries, the team developed the attached questionnaire, which was sent to all 21 countries. As of early February, eight countries had responded to the questionnaire. The following are brief summaries of the responses received.

Afghanistan

The project has had a positive but limited impact. AHEA input has been very limited. There are not many home economists in Afghanistan. Some of them are well placed, middle-level workers in the Ministry of Education. All mainstream Family planning activities are in the Ministry of Health, making project progress slow. It is hoped that the new government's seven-year plan results in making family planning education a higher priority in the Ministry of Education. If this does occur, the Mission would welcome greater AHEA involvement.

Colombia

Project impact in Colombia has been limited with some small effect to secondary school personnel and students. The Mission recommended that further AID-funded efforts to stimulate host country interest in project purposes be stopped. The report does indicate, however, that an estimated 60,000 people have been influenced to some degree by the limited input of AHEA in the past years. The evaluation team recommends that before Colombia is written off as marginal or less in terms of prospects for the AHEA project to effectively stimulate an information and education program on population/family planning, AHEA should review the situation with the AID project monitor, the Population Regional Office for Latin America, Desk Officer, and with the USAID Population Officer when he is in Washington on his next visit.

The Gambia

The prospects for this project in the Gambia are very limited. Past efforts by AHEA to stimulate project activity have been fruitless. The AID Operations Officer in the Gambia recommended that further AID-funded efforts to stimulate host country interest in project purposes be stopped.

## India

The project has seemed to create more interest and awareness in family planning education. However, due to the current political situation, the Embassy has recommended that the AHEA activity should be limited at this time only to the funding of travel for participants to attend conferences and the dissemination of materials.

## Nepal

The project has had a substantial impact in Nepal. AHEA workshops and materials have been very helpful to local home economists, and they have been able to implement follow-on actions in the area of family planning population information and education. The Mission has recommended that the AHEA project continue in Nepal.

## Pakistan

The Mission stated that they were not very familiar with the AHEA work in Pakistan. It was their opinion, though, that there could be a role for the professional home economists to play in a variety of social development programs, including population. The Mission recommended that AHEA should continue their efforts in Pakistan.

## Trinidad and Tobago

Project activities have created genuine interest among local home economists and within the educational departments of the government. The AHEA project seems to have provided an impetus for improving the home economics curriculum in Trinidad and to have stimulated the activities of home economists in community groups outside their schools. The Embassy believes that additional assistance will be useful.

## Venezuela

The project has had a positive impact in Venezuela. Local home economists are actively working with government officials in order to introduce a family planning dimension into home economics programs, they are attempting to bring about curriculum changes that will include family planning population studies at college, high school, and elementary levels, and they are attempting to bring about changes in extension programs within the various ministries of government. The Embassy has recommended that AID continue AHEA support in Venezuela.

EVALUATION OF PROJECT: FAMILY PLANNING THROUGH HOME ECONOMICS  
(AID/csd-3623)

For AHEA's inputs in each host country of the types listed below, see the attached table, "Summary of Country Program Activities" and also refer to the list of AHEA project activities for your country as included with this message.

In \_\_\_\_\_ the following AHEA project activities have been  
(country)  
accomplished:

- \_\_\_\_\_ Initial consultation between AHEA and host country officials.
- \_\_\_\_\_ Survey of host country home economics staff, facilities, attitudes of host government officials toward project purposes.
- \_\_\_\_\_ Awareness workshop in host country, with participation by interested home economics specialists and other interested leaders.
- \_\_\_\_\_ Follow-on workshops on specific subjects such as curriculum development, teaching materials production and testing, channeling home economics through extension.
- \_\_\_\_\_ Participants trained for 4-6 weeks at in-depth workshops in U.S. during students' summer break from other U.S. studies.

QUESTIONS:

1. What is extent of previous contact by Embassy/USAID with either the AHEA or local home economics leaders who participated in planning and carrying out any of activities listed above?

- \_\_\_\_\_ None
- \_\_\_\_\_ Limited (a few brief contacts)
- \_\_\_\_\_ Moderate (half dozen or more contacts)

2. To the extent possible, please assess the relationship of AHEA's project activities to the USAID or Embassy family planning-population priority needs in the following:

	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Initial Contact	_____	_____	_____
Country Survey	_____	_____	_____
Workshop Consultant - Regional	_____	_____	_____
Workshop Consultant - In-Country	_____	_____	_____
Other: (identify) _____	_____	_____	_____

3. As a result of past AHEA project activity listed above, has any useful follow-on action in the field of family planning-population information and education been generated in the host country?

\_\_\_\_\_ No

\_\_\_\_\_ Not aware of any

\_\_\_\_\_ Yes

4. If answer to 3 above is yes, indicate nature of activity:

\_\_\_\_\_ LDC home economics leaders trying to interest government officials to support addition of a family planning dimension to home economics program.

\_\_\_\_\_ Home economics leaders trying to stimulate interest in country for follow-on workshop.

\_\_\_\_\_ Home economics leaders trying to bring about curriculum changes to include family planning-population studies at college, high school or elementary levels.

\_\_\_\_\_ Home economists trying to bring about program change in Extension programs within ministries of government (Agriculture, Health, Community Development, etc.)

\_\_\_\_\_ Other. (Describe briefly) \_\_\_\_\_

5. If there has been little or no effective follow-up activity after the AHEA project sponsored inputs listed above, what are the main reasons for such lack of action?

\_\_\_\_\_ Government or private groups not interested in supporting any kind of family planning-population.

\_\_\_\_\_ Government or private groups not convinced of merit of AHEA project purpose: to channel family planning-population information and education through home economics channels.

\_\_\_\_\_ Lack of initiative and interest on part of home economics leaders.

\_\_\_\_\_ Home economics leaders seem interested but they are not getting their message across effectively to key officials and leaders who would have to approve such new activities.

\_\_\_\_\_ Inadequate follow-up by AHEA after initial inputs.

\_\_\_\_\_ Other. Describe briefly. \_\_\_\_\_

6. Would EMBASSY/USAID recommend any further AHEA efforts to stimulate interest of host country home economists and other appropriate leaders regarding project purposes? \_\_\_\_\_.

7. How would you rate past AHEA efforts to help stimulate interest in project purposes in host country?

\_\_\_\_\_ Good

\_\_\_\_\_ Fair

\_\_\_\_\_ Poor

8. Should further AID-funded effort to stimulate host country interest in project purposes be continued or stopped?

\_\_\_\_\_ Continue

\_\_\_\_\_ Stop

9. If answer to 8 is continue, do you believe AHEA is the best agent, or should some organizational arrangement other than the use of AHEA be able to work in this particular host country environment more effectively to achieve project purposes?

\_\_\_\_\_ Continue with AHEA

\_\_\_\_\_ Select other arrangement

If answer is to select other arrangement, what alternative would you suggest? Discuss briefly. \_\_\_\_\_

10. To what extent does this project influence the following: (Check one)

	<u>Strongly</u>	<u>Moderately</u>	<u>Little</u>
Government officials	_____	_____	_____
Secondary School personnel	_____	_____	_____
Primary School personnel	_____	_____	_____
Students at Secondary School levels	_____	_____	_____
Urban residents(other than schools)	_____	_____	_____
Rural residents(other than schools)	_____	_____	_____

Please indicate, if possible, the number of people this project influences in each of the above categories. \_\_\_\_\_

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Principal Officials ContactedKorea

- Dr. Sumi Mo - Project Coordinator, College of Home Economics,  
Seoul National University
- Dr. James R. Brady - Chief, Health and Population Office, USAID
- Mrs. Eun Sook Choi - Home Management Department, College of  
Agriculture, Seoul National University
- Mrs. Jung Il Choo, Dean College of Home Economics, Sookmyung  
University
- Mrs. La-orsri Choomvorachart - Director, Bangkapi School
- Dr. Jae Won Chung - Director, Guidance Bureau
- Dr. Dale Woo Han, Director of Korean Institute of Family Planning
- Dr. Ki Soon Hyun, Dean, College of Home Economics, Seoul National  
University
- Mr. Bong Soo Kang - Secretary General, Planned Parenthood Federation  
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- Mrs. Okim Lee - Curriculum Coordinator, Ministry of Education
- Mrs. Yang Hoo Lee - Head, Department of Agricultural Home Economics,  
College of Agriculture, Seoul National University.
- Mr. Richard Moore, UNFPA Representative, Seoul
- Mrs. Janpen Moosuwan - Home and Family Teacher, Matayom Sukea School
- Mrs. Nougryw Ninsa-ard - Chief, Home Economics, Bangkapi School
- Mrs. Wilaiwan Pannapop - Chief, Home Economics, Samsen Vitayalai  
School
- Mr. Giles Ryan, Assistant Program Officer, CARE, Korea
- Mr. Sman Sangmahli - Director General, Department of General Education
- Dr. Kuk Bom Shin - Executive Director, Central Office for Population  
Education Programs, Ministry of Education
- Mr. Harold Sillcox, Director, CARE, Korea
- Dr. Kim Mong Sool, Chief Training Division, Korean Institute for  
Family Planning
- Lt. Jaran Sote-tipan - Director, Samsen Vitayalai School

Thailand

- Mrs. Pintip Boriboonsook - Project Coordinator, Department of Vocational Education
- Mrs. Srinuan Komolavanij - Project Coordinator, Department of Vocational Education
- Khun Chuanshon Chandhrapaoraya - Home Economics Department, Kasetsart Agricultural University
- Dr. Donald Chavis - Population Education Unit, Ministry of Education
- Dr. Daviras Dhanagon - President, Thailand Home Economics Association
- Miss Varapurn Einghamanee - Provincial Community Development Worker, Nakornrajsina
- Mr. Charles Gladson, USAID Director
- Dr. Prayoon Klinchom - Acting Director, Family Planning Program, Ministry of Public Health
- Mrs. Rachini Lacharoj - Department of Home Economics, Srinakarinviroj University
- Dr. Boonlert Leoprapai - Institute for Population and Social Research
- Mrs. Chusri Nakajad - Chief, Home Economics Supervisor, Secondary Schools, Thailand
- Mr. Visit Ndeontip - Tambol Community Development Officer
- Miss Thongkhun Phadoongsook - Principal, Wat Amarin Elementary School
- Mrs. Bupha Piniij - Home Economics Section, Community Development Department, Ministry of the Interior
- Mr. Vivat Poongeon - Amphur Officer, Community Development, Nakornrajsina
- Dr. Visid Prachuabmoh - Director of Master's Program, Institute of Population Studies
- Mrs. Wallee Prasartthong-osoith - Population Education Unit, Ministry of Education
- Mrs. Lada Ratakasikorn - Home Economics Department, Kasetsart Agricultural University

Mr. Vernon Scott, Population Officer, USAID

Charan Sotthibandhu - Director, Samsen Comprehensive High School

Mrs. Payao Thaivacharamart - Assistant Director, Nkornrachsim  
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Dr. Niphondh Thepawan - Director, Institute for Population Studies

Dr. Kovit Vorapipatana - Population Education Unit, Ministry  
of Education

Mr. James Williams - Deputy Director, USAID

### Philippines

Dr. Aurora Corpuz - Project Coordinator, Dean College of Home Economics  
University of the Philippines

Dr. Ampora Rigor - Project Coordinator, Institute of Human Ecology,  
University of Philippines, Los Banos

Mrs. Rufina Ancheta - Assistant Chief, Bureau of Agriculture Extension

Mrs. D. A. Baluyut - USAID

Miss Flora Berino - Chief, Home Economics Division, Bureau of Agriculture  
Extension

Dr. Florangel T. Campos - President, Philippine Home Economics Associa-  
tion

Mrs. Naomi Capinpin - Home Economics Division, Department of Agrarian  
Reform

Mrs. Remedios Cayari - Department of Education and Culture

Mrs. Patrocinio Cera - Home Economics Supervisor, Department of  
Education and Culture

Mr. Charles Christian - Director, USAID (Acting)

Mr. Benjamin de Leon - Deputy Executive Director, Population Commission

Dr. A. M. Dizon - Professor, Textiles and Clothing, University of the  
Philippines

Dr. G. O. Feliciano - Dean, Institute of Mass Communications, University  
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Miss Barbara Frye - Population Office, USAID

Mrs. Aurora S. Go - Population Center Foundation

Mr. Leonard Kangas - Population Officer, USAID

Dr. Lourdes Macatangay - National Youth Civic Action Coordinating Center,  
Department of Education and Culture

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Miss Amadea Medina - Retired Chief, Home Economics Extension

Mrs. Lilia Panganiban - Chief, Home Economics Division, Department of  
Agrarian Reform

Dr. G. F. Saguiguit - Dean, Institute of Human Ecology, University of  
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Miss Maria de los S. Villerreal - Project Coordinator - Department of  
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Mrs. Mariela Acosta - Rural Health Program - LaChorrera - El Zahino

Mrs. Rosa Alcedo - Housing and Child Development Faculty, University  
of Panama

Dr. Rafael Anguizola, Maternal and Infant Care Program, Ministry of  
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Dr. Claude Boyd - Education Consultant in School Administration

Miss Josefa de la Torre - Home Economics Teacher, Junior High School  
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Mrs. Graciela de Martinez - Junior High School Home Economics Teacher

Mrs. Clelia Gilbert - Normal School Curriculum Coordinator

Dr. Felix Hurtado - USAID Population Officer

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Miss Maritza Maestza - Elementary Home Economics Teacher

Mr. John Rogers - USAID Rural Sector

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Miss Thelma Stewart - Project Coordinator - Chief, Home Economics,  
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Mr. A. Cole - Population Officer, USAID

Ms. Rose Davies - Day Care Supervisor

Cynthia Evans - Home Economics Officer, Ministry of Education

Sybil Francis - Department of Social Welfare, University of West Indies

Mrs. Aileen Fraser - Community and Family Life Education Office

Mrs. Viola Gray - Supervisor of Home Economics, Ministry of Youth and  
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Ms. Carole Goodman - Head of Biology Department, St. Andrews High School

Mrs. Elizabeth Jacobs - National Family Planning Board

Dr. L. Jacobs - International Family Planning Board

Mrs. Jones - Director of Home Economics Extension

Mrs. Enid S. Lewis - Early Childhood Education Supervisor - May Pen

Mr. Nick Mariani - Acting AID Affairs Officer

Mrs. Maxwell - Nurse, St. Hughes High School

Mr. L. P. McKenzie - Principal, May Pen School

Mrs. Amy McNeish - Ministry of Youth and Community Development

Dr. Peter Morgan - Chief, Guidance and Counseling Section, Ministry of  
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Mr. Eric Owen - Executive Director, National Family Planning Board

Tolla Reed - Department of Social Welfare, University of West Indies

Mrs. Robinson - Principal, Carran Hall School

Mrs. Jerelyn Schultz - Iowa State University

Alma Smith - Head of Home Economics - Mico College

Mrs. Una Stewart - Faculty, Denbigh School

Miss Margaret Thomas - Vice Principal, St. Hughes High School

Mrs. Thelma Thomas - Chief I.E. and C. National Family Planning Board

Ivy White - Head of Home Economics - Shortwood Teacher's College

#### Ghana

Mrs. Patience Addo - Ghana Education Service

Mrs. Florence Doulo - Food Research Institute Vice President,  
Ghana Home Economics Association

Mr. F. N. Gberbie - Principal, Winneba Specialist Training College

Mrs. Rose Gbobologah - National Women's Training Center, Madina

Mr. Richard Hynes - Deputy Program Officer, USAID

Mr. Kwafo - Deputy Executive Director, Ghana National Family Planning  
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Mrs. Jane Kwawu - Curriculum Research Unit

Mrs. E. Nettey - Officer-In-Charge, Home Economics Extension, Ministry  
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Mrs. Alberta Ollennu - Retired Chief Education Officer, Ministry of  
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Mrs. Janet Tai - Deputy Director of Social Welfare

Mrs. Florence Sai - Ghana Home Economics Association

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#### Sierra Leone

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Mrs. Gladys Colle - Home Economics Department, Milton Margai Teachers  
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Mrs. Fewry - Chief Education Officer, Ministry of Education, Social  
Welfare and Rural Development

Mrs. R. O. Forde - Chief Social Development Officer, Ministry of  
Education, Social Welfare and Rural Development

**Miss Isa Johnson - Executive Secretary, Y.W.C.A.**

**Mrs. Agnes Labor - Home Economics Department, Milton Margai  
Teachers College**

**Dr. Okoye - Head Demographic Unit, Fuorah Bay College**

**Mrs. Enid O'Reilly-Wright - YWCA Vocational Institute**

**Mr. Rood - Human Resources Advisor, Central Planning Unit,  
Ministry of Development**

**Mr. Sisai - Director of Extension, Ministry of Agriculture**

**Mr. Howard Thomas - Assistant Program Officer, American Embassy**

**Mrs. V. Conger Thompson - Field Work Supervisor, Planned Parent-  
hood Association**

**Dr. Belmont Williams - Chief Medical Officer (Acting) Ministry of Health**

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Estimated Target Audience of American Home Economics Association in Tier I and Tier II Countries\*

Country	Total AHEA Funds	Home Economics Assoc.	Country Survey	Home Econo- mist Assoc. Members	Universities with Home Eco- nomics Programs	Primary, Secondary Vocational & Technical Schools with Home Economics	Higher Education (Beyond Secondary)		Primary, Secondary Vocational & Technical		Extension Community Development and Youth	
							Home Economics Teachers	Home Economics Students	Home Economics Teachers	Home Economics Students	Home Economics Extension Workers	Population Reached by Extension Workers
Afghanistan	14,375	No	No	10	8 a)	NA	8	NA	NA	NA	NA	NA
Bangladesh	6,100	No	Requested	NA	1	NA	25	400-500	NA	NA	NA	NA
El Salvador	2,000	No	No	-	-0-	NA	-0-	-0-	NA	NA	198	31,900 (Families)
Gambia	4,025	Yes	Yes	15	1	NA	1	25	67	NA	4-8	NA
Ghana	34,450	Yes	Yes	250	1	1,274	385	14,817	741	61,637	481	66,925
India	31,800	Yes	No	5,000	125	1	3,000	20,000	NA	NA	NA	NA
Jamaica	28,550	Yes	Yes	100	5 a)	532	30	2,500	159	5,689	138	18,000
Korea	50,303	Yes	Yes	4,000	64	NA	500	60,000	10,000	1,500,000	1,000	1,500,000
Liberia	15,230	Yes	Yes	25	4	22	8	150	200	15,000	50	5,000
Malaysia	26,300	Yes	Yes	150	23	596	4	1,360	1,828	170,299	1,044	45,832
Nepal	36,995	No	Yes	NA	5	NA	24	512	1,302	96,593	300	30,000
Nigeria	20,860	Yes	Yes	200	17	NA	86	2,488	NA	NA	2,559	1,940,284
Pakistan	12,000	Inactive	No	NA	84	155	205	5,850	NA	212,748	17	6,000
Panama	23,500	Yes	Yes	100	1	96	21	2,140	599	40,000	75	10,000
Philippines	52,367	Yes	Yes	7,000	NA	NA	775	45,000	15,600	1,638,000	1,100	15,000
Sierra Leone	60,100	Yes	Yes	100	5	42	20	400	250	125,000	250	125,000
Thailand	106,750	Yes	Yes	1,000	123	30	1,061	21,915	2,590	796,640	2,686	82,066
Trinidad/Tobago	14,700	Yes	No	60	6	50	12	280	171	22,550	22	1,382
Turkey	29,550	Yes	No	300	2	148	243	1,300	7,230	169,816	814	55,000
Venezuela	12,250	Yes	Yes	600	1	NA	NA	NA	NA	2,000,000	388	74,000

a) Teacher Colleges - 2 year Diploma

\*Tier II countries listed here are illustrative. Careful review may indicate some of these do not have prospects for attaining that status. On the other hand, a few countries not listed in this table; e.g., Colombia, Ecuador and Paraguay, conceivably might, after careful review of their prospects, be judged good candidates for Tier II or III countries.

Workshops Conducted by AHEA During Period Under Evaluation

<u>Country</u>	<u>Date</u>	<u>Participants</u>	<u>Cost</u>	<u>Subject of Workshop</u>
Asia Regional Conference	May 1975	42	36,700.	Leaders' Awareness Conference
Venezuela	November 1975	19	6,750.	Communication and Audio-Visuals for Introducing Family Planning in Home Economics Extension Programs
Liberia	February 1976	45	3,400.	Responsible Parenthood and Family Planning
Pakistan	February 1976	880	3,000.	The Role of Family Planning in Home Economics
Africa Regional Conference	April 1976	18	10,000.	Motivation of New African Countries
Thailand	April 1976	63	2,300.	Population, Education and Teaching Strategy for Vocational Teachers
Korea	August 1976	60	3,000.	Family Planning and Quality of Life for Korean Rural Community
Korea	August 1976	90	6,373.	Leaders' Awareness Conference

AMERICAN HOME ECONOMICS ASSOCIATION  
INTERNATIONAL FAMILY PLANNING PROJECT

PUBLICATIONS

WOMEN'S ROLES AND EDUCATION: CHANGING TRADITIONS IN POPULATION PLANNING.

HANDBOOK OF HOME ECONOMICS LESSONS INCORPORATING FAMILY PLANNING, POPULATION EDUCATION, AND QUALITY OF LIFE, 1974.

HANDBOOK OF TEACHING STRATEGIES INCORPORATING FAMILY PLANNING, POPULATION EDUCATION, AND QUALITY OF LIFE, 1974.

RESOURCE CATALOG - FAMILY PLANNING AND POPULATION EDUCATION IN HOME ECONOMICS, 1975.

GUIDELINES FOR FORMING HOME ECONOMICS ASSOCIATIONS.

HOME ECONOMICS AND FAMILY PLANNING RESOURCE PAPERS FOR CURRICULUM DEVELOPMENT, 1974.

FAMILY PLANNING AND POPULATION EDUCATION IN HOME ECONOMICS - A SOURCE BOOK FOR TEACHERS, Pennsylvania State University.

INTEGRATING FAMILY PLANNING AND HOME ECONOMICS - RESOURCE HANDBOOK PART I, Iowa State University.

AHEA/E W C I TRAINING MODULES.

- Trainer Manual and Media Activities.
- Skill Exercises, Recipe Book, Trace Art Book.
- Lessons.

HOME ECONOMICS INTERNATIONAL FAMILY PLANNING PROJECT.

LINK (Newsletter)

RELATED COUNTRY PUBLICATIONS

PHILIPPINES

POPULATION EDUCATION IN HOME ECONOMICS THROUGH CURRICULAR REVISIONS AND TEXTBOOK PREPARATION. Editor, Aurora G. Corpuz

Published by College of Home Economics,  
University of the Philippines, Council of  
Deans and Heads of Home Economics, 1975.

POPULATION COMPONENT IN A FAMILY MANAGEMENT COURSE.

Nena R. Bustrillos, Professor, Institute of Human Ecology, University of the Philippines, Los Banos, 1975.

POPULATION EDUCATION: A CURRICULUM GUIDE AND READINGS IN POPULATION EDUCATION.

Aurora Corpuz, Dean, College of Home Economics, University of the Philippines, 1974.

TWELVE CURRICULUM PACKAGES. Handbooks developed by home economists of the Bureau of Agricultural Extension, 1974.

HOME ECONOMICS JOURNAL.

INCREASING FAMILY PLANNING SUPPORT THROUGH EXTENSION HOME ECONOMISTS: Proceedings of a Workshop. Compiled by Amparo Rigor, Leila C. Ilan, Amadea Medina; The University of the Philippines Press, May, 1974.

SIERRE LEONE

REACHING RURAL FAMILIES. Pamela Thompson-Clewry, June, 1976.

NUTRITION AND FAMILY PLANNING. Pamela Thompson-Clewry, June, 1976.

GUIDELINES FOR FORMING HOME ECONOMICS ASSOCIATIONS.

Pamela Thompson-Clewry, Sierra Leone, Published by AHEA, 1976.

KOREA

HOME ECONOMICS AND FAMILY PLANNING EDUCATION.- 1974

KOREAN JOURNAL OF HOME ECONOMICS.

READINGS IN HOME ECONOMICS - 1975.  
One Chapter on Family Planning.

HIGH SCHOOL HOME ECONOMICS EDUCATION AND POPULATION EDUCATION.

Mrs. Ok Im Lee, Home Economists, Curriculum Coordinator, the Ministry of Education. Published by the Central Office of Population Education, Ministry of Education, 1975.

PRESENT PROCEEDING OF SCHOOL POPULATION EDUCATION IN KOREA.  
Mrs. Ok Im Lee, Home Economist, 1975.

PLANNING FOR BETTER FAMILY LIVING

Dr. Sumi Mo, Korea Project Coordinator  
Professor of College of Home Economics,  
Seoul National University, Published by  
the Central Office of Population  
Education, MOE, 1975.

POPULATION AND QUALITY OF FAMILY LIFE: KOREA RESOURCE  
BOOK OF POPULATION EDUCATION.

Dr. Sumi Mo, Home Economist,  
Published by the Central Office of Population  
Education MOE.

FAMILY RELATIONSHIPS

Text for Radio and Correspondence School  
By Mrs. Eun Sook Choi.

FAMILY PLANNING IN HOME ECONOMICS. Korea Home Economics  
Association, 1974.

POPULATION, FOODS AND NUTRITION PROBLEMS. Dr. Sumi Mo,  
et al, 1975.

THAILAND

FAMILY RELATIONS - One Chapter, Problems in Population,

Edited by committee of the Home Economics Association  
of Thailand, 1966.

THE ROLE OF HOME ECONOMICS TEACHERS IN POPULATION EDUCATION  
AND FAMILY PLANNING: Final Report of the 1973 Workshop.  
Mrs. Pintip Boriboonsook, Coordinator, April, 1973.

POPULATION EDUCATION AND BETTER FAMILY LIVING. The  
Department of General Education Workshop,  
Dr. Daviras Dhanagom, Coordinator, Sept. 1973.

A STUDY OF CHANGES IN KNOWLEDGE, ATTITUDES AND PRACTICES  
CONCERNING FAMILY PLANNING OF WOMEN LEADERS IN THE NORTH-  
EASTERN AND SOUTHERN RURAL COMMUNITIES. Mrs. Ruang-uri  
Srinilta and Miss Orrawin Hemasilpin, June, 1974.

TEACHING HOME ECONOMICS LESSONS INCORPORATING POPULATION  
EDUCATION, FAMILY PLANNING AND QUALITY OF LIFE. Mrs.  
Rachani Lacharoj, Coordinator, November, 1974.

TEACHERS' GUIDE IN HOME AND FAMILY INTEGRATED WITH  
POPULATION EDUCATION. Supervisory Unit, General Educa-  
tion Department, Ministry of Education - Chusri  
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POPULATION EDUCATION - A TEACHERS' GUIDE  
POPULATION EDUCATION - STUDENTS' HANDBOOK. Vocational  
Education Department, Ministry of Education,  
1975-76.

Inputs (as of 12/31/76)  
AID AHEA Contribution  
 AID/csd-3623 (as revised)

<u>Category</u>	<u>Total Budget</u>	<u>Expenditures 8/1/72-8/31/74</u>	<u>Expenditures 9/1/74-11/30/76</u>	<u>Balance</u>
Salaries & Wages	\$382,898	\$142,868	\$172,013	\$68,017
Fringe Benefits	32,948	12,374	15,500	5,074
Consultants	130,328	57,074	27,651	45,603
Travel & Per Diem	240,582	115,806	82,052	42,724
Materials & Supplies	73,400	60,490	59,691	<46,781>
Participants	359,406	331,936	226,234	<198,764>
Subcontracts	75,000	-	-	75,000
Other Direct Costs	69,250	403	9,103	59,744
Overhead	429,185	223,495	174,094	31,596
<b>Total</b>	<b>\$1,792,997</b>	<b>\$944,446</b>	<b>\$766,338</b>	<b>\$82,213</b>

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## GHANA

### I. PROJECT TITLE

Family Planning Promotion Through Home Economics

### II. PROJECT PURPOSE

To establish population and family planning information and education as an integral part of home economics programs and other related professional activities in Ghana.

### III. IMPLEMENTATION

Work related to the AHEA project has been quite limited in Ghana. Three educational levels have been the beneficiary of the AHEA Project. At the University of Ghana family planning, called Family Life Education, has been integrated into the home economics program. However, family planning was integrated into the curriculum shortly before the AHEA project started. The faculty relies on outside resource people for contraception lectures, and at present there are only 60 home economics majors in the University.

There are 15 teacher training colleges in Ghana, and all have integrated family life into their home economics programs in varying degrees. Human reproduction and contraception are included in the curriculum but, again, the number of student is relatively small since there are approximately 900 home economics majors in all these schools combined.

At the junior high school level there are presently nine pilot schools teaching home economics courses which are integrated with family life studies. Key home economics leaders hope that, as a result of this project and the active pressure of the Ghana Home Economics Association, some of whose members are responsible for curriculum development, all junior high schools will have home economics programs that include family life education.

Approximately one-quarter of the Department of Social Welfare and Community Development's 900 extension workers have had family planning training, and are supposed to be providing family planning information during the course of their work with village women. This program is strongly supported by the Ghana Home Economics Association which include members who are quite influential in the Department.

In the Ministry of Agriculture, there are approximately 75 home management extension workers with training in family planning who also provide family planning information to the villagers they contact. This program is scheduled to be substantially expanded. The team did not learn whether the pressure for this program came from the Ghana Home Economics Association or from the National Family Planning Program. It is clear that the work is supported by the Ghana Home Economics Association which include members who are quite influential in the Department.

In the Ministry of Agriculture, there are approximately 75 home management extension workers with training in family planning who also provide family planning information to the villagers they contact. This program is scheduled to be substantially expanded. The team did not learn whether the pressure for this program came from the Ghana Home Economics Association or from the National Family Planning Program. It is clear that the work is supported enthusiastically and encouraged by the Ghana Home Economics Association in the future. One leading home economist told the team that the AHEA project helped bring home scientists together and see new horizons.

#### IV. PROBLEMS

The implementation of population education in Ghana is seriously hampered by lack of funding, strong national leadership and cultural restraints.

Over-population is not considered a serious national problem by many officials; therefore, financial resources allocated to family planning are very limited.

The National Family Planning Program Secretariat is a coordinating, not an implementing body. There appears to be little strong leadership to motivate, develop programs, carry out training, or to seek funding. This situation frustrates efforts of associated agencies to develop and implement program.

The project has no designated coordinator. This creates a lack of sharp leadership focus for the project. There are a number of very competent home economists capable of assuming a leadership role. The Ghana Home Economics Association has approximately 200 members. Many individuals, rather than the Association as a group, are committed and carrying out family planning work.

The Ministry of Education, now in the process of total curriculum revision and new structuring of the educational system, has only two home economists responsible for the revision of curriculum and the preparation of teaching guides. Home economists in the Ministry and AHEA leaders hope that by 1980 all 258,000 boys and 184,000 girls, junior secondary students, will be required to enroll in a family life course. Presently the curriculum has no room for additional subjects and is inflexible due to the West African standardized exams. The planned new curriculum is the greatest hope for the inclusion of population education in the formal education system.

Currently there appears to be a high sensitivity to the possibility that family planning could move ahead too rapidly and create setbacks. There is still a very strong cultural value for families to have many children. The family is recognized by the entire community when the 10th child is born. Economic pressures appear to be gradually discouraging having large families.

#### V. CLIMATE FOR PROJECT

The Ghana environment for carrying out any kind of population project is very difficult by comparison with the Central American and Asian countries the team visited. Ghana has a strong population policy but little apparent active support from the top leadership. The country has severe financial problems, very strong cultural barriers to the concept of smaller families, poor statistics on population, an estimated current growth rate of three percent and acceptor rate of around three to four percent in many parts of the country. On the plus side there is a small but lively Ghana Home Science Association (GHSA), members of which serve as the project's point of contact in the country. The GHSA has members located in key home economics positions in educational activities at all levels, and in agricultural and community development extension work.

#### VI. RELATIONSHIP WITH AHEA

The team observed that working relationships between home economics leaders in Ghana and AHEA are very good. The AHEA project director is personally well acquainted with a number of them and has had fairly frequent contacts with several of Ghana's outstanding home economics leaders at various international meetings and conferences and the Ad Hoc Advisory Committee meetings. We believe project effectiveness could be enhanced by more frequent visits to Ghana by AHEA project staff.

## VII. USAID ATTITUDE TOWARD PROJECT

At the time of the team's visit, the USAID Director and Assistant Director had been in the country only a short time and had not time to become familiar with this centrally funded project. The USAID's designated spokesman, the Deputy Program Officer, who has been in the country more than four years, was generally familiar with the project purpose and the "seed money" approach. He had not, he stated, followed detailed activities. He believes the climate in general is not conducive to any strong advances in population activities in the near future. He noted the specific modest sub-project accomplishments we listed and replied, in response to a team question, that he believes the project could possibly be funded in the future as a straight bilateral activity. He did not, he told us, have enough specific knowledge of the project to make a comment as to whether the project should continue in its present form, be modified or discontinued. Dr. Julius Prince, the USAID Population Officer, was not at post during our visit.

## VIII. SUMMARY

In the difficult environment described above for carrying out any kind of population project activity, the leaders of the Ghana's Home Science Association have, during the past three years, made fair progress. They have been able, partly because of the AHEA project's streamlined procedures, to help start the development of an institutional base upon which future integration of population/family planning education can be integrated into home economics programs.

Before the project began, no population/family planning was taught in the schools, except at university level. Today a curriculum is developed and population/family planning is being taught at junior high school level, on a pilot basis, in nine different schools - one in each geographic region. The teachers college courses review human reproduction and include some lectures on contraception.

In the community development program, 230 family planning assistants, working as team members with field welfare assistants and the Ministry of Agriculture's 80 home extension officers and their aides, contact farm wives and integrate family planning information into other substantive discussions. Several key members of the Ghana Home Science Association, either through close personal relationships with senior officials of these agencies or because they were both members of GHSA and officers in the agencies described above, have contributed to the blending and strengthening of family planning information in each activity.

While the University of Ghana began integrating family planning education into its home economics course prior to AHEA involvement, the faculty does maintain close contact with key GHSA leaders associated with the AHEA project and gets material from them from time to time. The Department at present has only 60 students, some of whom become senior high school teachers of home economics.

Ten national women's training centers for school dropouts have added family planning lectures, due in large part to the initiative of a few GHSA leaders. They are now trying to work with their associates within the Ministry of Education to extend population education to all junior high level classes, get teachers guides developed for these groups and the teachers training colleges, and introduce integrated family planning education into home economics courses in Ghana's 177 senior secondary schools.

A modest beginning to institutionalize studies into the junior high and teachers colleges has been made. A project coordinator should be appointed and encouraged to concentrate on priority tasks. For the \$34,500 of AHEA funds spent on Ghana activities to date, the return on investment has been fairly good, particularly in view of the difficult environment in which the project must operate.

INTERNATIONAL

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## JAMAICA

### I. PROJECT TITLE

Dissemination of Family Planning Information and Education Through Home Economics Channels.

### II. PROJECT PURPOSE

To stimulate and directly assist in the dissemination of information and education on family life (family planning) through the incorporation of such courses in home economics programs at all educational levels and, using home economics linkages, in agricultural extension and community development programs.

### III. IMPLEMENTATION

Prior to the November, 1971 conference at the University of North Carolina for leading home economists representing 14 countries, including the United States, the present coordinator in Jamaica, Thelma Stewart, and other key home economists had never considered combining population/family planning information and education with home economics courses. The Jamaican representative returned home determined to help do something about it in her own country. Jamaica has over 400 trained home economists involved in some phase of formal education, agricultural extension or some other out-of-school activity.

AHEA approved attendance at the Taiwan family planning in-depth training course by five faculty members representing five different teachers colleges. Immediately upon their return, these five faculty members joined with the coordinator and a few other key home economists to organize the "Committee of Twelve." This group has been active for the past three years pressing to help spread family planning knowledge. There quickly followed a joint Jamaican-AHEA survey, and an "awareness" conference attended by 160 home economists. The Government of Jamaica paid most of the conference costs. More home economic teachers wanted to attend than could be accommodated.

All five participants at the Taiwan training course helped establish programs integrating population/family planning into on-going home economics programs. These were started at all teachers training colleges and the high school to which one member later transferred. Course material in the colleges includes studies in human reproduction, family decision-making on family size, and the social and economic effects of population growth.

These subjects are woven into most home economics subjects, but they are particularly emphasized in courses on family life and child care and development.

Prior to the AHEA project there had been some teaching of plant, animal and human reproduction in some high school biology courses, with occasional special presentations on birth control by guest lecturers. Since the AHEA project began, junior high and high school programs have developed integrated programs emphasizing human reproduction and population education and family decision-making. Most education on contraception is handled in special lectures which male students also attend.

The coordinator and some other members of the "Committee of Twelve" have been conducting a vigorous campaign to get Jamaica's high school counselors (more than 100) and school nurses to look for opportunities to counsel individual students on contraception methods.

Mainly through efforts of the "Committee of Twelve," the type of integrated home economics-family planning program described above has spread to some vocational schools and the Home Economics Department of the University of the Carriibbean's College of Arts, Science & Technology (CAST).

The Committee has been the main force in getting family planning counseling built into the rapidly expanding day care center program. This activity has problems, however, in that parents of day care children work all day and often are not easy to reach in a receptive mood at night.

Jamaica has a fairly strong agricultural extension service, with approximately 300 male extension agents and 23 extension home economists. Because of the Committee's efforts, the home economists are carrying the family planning message to groups of rural women. The chief of the extension home economics section has requested an additional 50 agents. The request was denied for budget reasons.

AHEA has arranged for the several Jamaican home economists who were involved in the Iowa State University workshops to help integrate family planning into extension programs. These same home economists also have worked in cooperation with several Iowa State home economists to field test the prototype materials. The material will be utilized in the home economics extension work.

The team noted parenthetically that, as in all other countries visited, almost none of the male agricultural agents are trained in or assigned any responsibility for family planning I & E during working contacts with male farmers. This is a very substantial, unused, potentially effective family planning transmission belt which could focus on the neglected male.

#### IV. PROBLEMS

If the AHEA activity is to be increasingly effective in Jamaica, the following problems must be addressed.

A. There is a serious shortage of reference materials that can be utilized by Jamaican family life educators. This is a two-fold problem: the existing materials are not always particularly relevant to the Jamaican situation and, secondly, there are very few materials available in Jamaica. It is not uncommon for a teacher to wait a month or more for a film on family planning or family life education. Because there are not enough materials to be handed out in family life classes, students are often given lists of family planning or sex education books that can be located in the school library. However, it is not unusual for the school library to already have those books out, thus leaving the student with no ready source of material.

Part of this problem is, of course, due to the severe budget restraints now being experienced in Jamaica, but part of the problem also seems to be the result of inadequate coordination and leadership shown by AHEA in solving this problem. AHEA and USAID/Jamaica should communicate closely to help alleviate this situation as much as possible.

B. Government budget constraints, as mentioned briefly above, also pose problems in expanding the teaching of family life at various levels throughout Jamaica. This greatly affects the procurement of resource materials and the teaching of family life courses in the final grades at some high schools. It also affected the request for the addition of almost 50 home economics agricultural extension agents who would provide family life education training. It affects the future training of secondary school guidance counselors who play an important role in making family life education material and counseling available to students on both an individual and group basis. We realize this is a problem inherent to most developing countries, but if expanded lines of communication and coordination are established in Jamaica between the various participants (USAID/Jamaica, AHEA/Washington, Ministries of Education, Health and Agriculture) there could be a better opportunity to provide some additional funds.

C. In Jamaica approximately 70 percent of the men and women live together out of wedlock. However, whether legally married or not, it is mainly the Jamaican male who decides on the number of children he and his wife will have. Unfortunately, this decision is often made without any sense of responsibility for

what is best for his wife, himself, or his children. Thus, if the growth rate in Jamaica is ever to become manageable, much greater effort must be made to reach the male population. Except at the secondary school and teacher college levels, this is not being accomplished to any important extent under AHEA-related activities.

In order to solve this problem of lack of male responsibility and lack of information reaching males, the following steps should be considered:

1. At present there is no family life education taught in the elementary schools, and yet by the time students (both male and female) begin getting family life education in the secondary school the concept of common law marriage has been reinforced by example, and 2/3 of the students who started in primary school have dropped out before reaching high school. Coordinator Thelma Stewart believes family life education taught in primary schools would help begin at an early age to break down the tradition that common law marriage is acceptable.
2. In order to instill a sense of family planning responsibility in those males who are already past school age, a greater effort should be made to reach this group. Family life educators must increase their efforts in reaching them through labor unions, male agricultural extension agents, service organizations, government employees, and military services.
3. There must be more communication and coordination between AID/Washington, USAID/Jamaica, the National Family Planning Board in Jamaica, and the AHEA coordinator. USAID/Jamaica has not been aware of the work that has been performed under the AHEA Project in Jamaica, nor has the AHEA coordinator been aware of the support USAID/Jamaica could provide this activity in terms of certain resource materials, training support, and other types of help. The USAID/Jamaica Population Officer and the project coordinator have begun establishing lines of communication. In any event it is essential that the project monitor in Washington encourage the strengthening of these lines and provide assistance whenever necessary.
4. There is no degree program in home economics at the university level in Jamaica. The CAST program is at certificate level. This means that if a person wants advanced training in home economics, she must be trained abroad. This causes two problems: a) It limits home economics leadership to only those who can be trained abroad. (The team recognizes that excellent leaders also may come from the certificate program.) b) It often leads to a brain drain since many students who seek education abroad choose to remain abroad for various reasons.

By establishing a university degree program in home economics, the pool of home economics talent could be increased and the home economics brain drain limited. However, before doing this it will be important to determine whether numbers of students involved could justify economically its creation.

#### V. CLIMATE FOR PROJECT

The climate for the AHEA activity in Jamaica is excellent. There is a strong commitment by the Jamaican Government to support family planning education activities. This is evidenced by the fact that the Ministry of Health has a clear-cut population policy and has established a separate unit, the National Family Planning Board, to administer and coordinate family planning activities in Jamaica. Both political parties, as well as the Church in Jamaica, support family planning activities.

There is an able, vigorous coordinator. School administrators and officials also support family planning or family life education courses in their schools and students look forward to attending family life courses in school. Family planning or family life education is still a somewhat sensitive subject with Jamaican parents, but it appears that this is not a very strong barrier and is falling rapidly.

#### VI. RELATION TO AHEA

Project working relations between Jamaica home economics leaders and AHEA seem to be good but, except for the Iowa State visits to help test prototype materials, quite limited. When the team asked several members of the "Committee of Twelve" why they haven't done more to seek AHEA help with their severe problem regarding teaching and reference materials needs, one member replied that the Committee had decided, after five of them returned from Taiwan, to see what they could do on their own. This is indeed a refreshing attitude. We believe, however, the Committee would welcome more frequent visits by the AHEA project director or a senior assistant, and that such visits would be helpful in the stimulation, re-enforcement, and in reasonable logistics support; simply talking with the possible alternative approaches to some problems.

#### VII. USAID POSITION TOWARD PROJECT

The USAID Population Officer had no knowledge of the project until his visit to PHA/POP about three weeks prior to the evaluation team's visit to Jamaica in early November. While the team was in Jamaica, Population Officer Arjuna Abayami Cole indicated his belief that the Jamaican activities

related to the AHEA project are useful and that he is prepared to give whatever support possible to Miss Thelma Stewart, Head of the Home Economics Section, Ministry of Education, and the "Committee of Twelve", which has worked since the Taiwan conference in 1972 to increase the spread of family life training through home economics channels. The Acting AID Affairs Officer, with whom the team met, was not familiar with the project, except for that he had learned just prior to our arrival.

#### VIII. SUMMARY

The return on the \$50,000 "seed money" planted on Jamaican population problems "soil" has been excellent. Only after the five Jamaican home economists from five different teachers' colleges returned home from Taiwan in the spring of 1973, were courses in family education, including materials on human reproduction and contraception, introduced as part of the home economics courses at the five colleges which had sent representatives to Taiwan. At the same time the "Committee of Twelve" was organized. It has taken national leadership during the past three years in stimulating the spread of information and education on family life subjects, with materials which range from decision-making regarding family size and human reproduction to contraception.

Other accomplishments directly or indirectly related to AHEA project activity in Jamaica are these: (1) course materials on family planning and population developed in home economics departments of teachers colleges have been made available to home economics teachers in secondary schools, and to the agricultural extension service's 23 home economists who work with village wives of family planning as well as other aspects of family life improvement; (2) the "Committee of Twelve" has helped to get family planning materials introduced into the University of the Caribbean's College of Arts, Science and Technology; (3) home economists associated with the project have been mainly responsible for introducing family planning counseling into the country's growing day care center program.

The coordinator, located in a key position within the Ministry of Education, is strongly encouraging the broadening of the high school counselor's role to include providing information and guidance to students on birth control. The team found evidence that the counselors are increasingly carrying out this type of work. The coordinator prepared proposals to introduce population studies, including the elementary aspects of human reproduction, into upper elementary grades.

Prototype extension education materials on family planning developed at Iowa State under the AHEA contract have been field tested in Jamaica and are expected to be used by extension field workers.

Main problems, cited in Part V above, are to provide schools at all levels with better teaching and reference materials, develop better project communication and contact with the coordinator, and ways need to be found to get the family planning message to more males. This is a problem home economists can help to ameliorate.

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## KOREA

### I. PROJECT TITLE

Family Planning Promotion Through Home Economics

### II. PROJECT PURPOSE

To establish population and family planning information and education as an integral part of home economics programs and other related professional activities in Korea.

### III. IMPLEMENTATION

AHEA investment in sub-project activity in Korea has totalled \$50,000. The first important step in getting work started in Korea to integrate family planning into home economics education was the participation by the present AHEA coordinator in Korea (hereafter called coordinator) in the Chapel Hill conference in November, 1971. Prior to that conference, the coordinator, who is Head, Dept. of Food and Nutrition, College of Home Economics, Seoul National University, flatly asserts that apparently no Korean ever heard or thought of integrating family planning information and education into home economics programs.

The beginning of work to integrate population/family planning information and education into home economics activities in education institutions at all levels, and in agricultural extension and community development, took place in an environment in which: (1) the government of Korea policy strongly supported, as it continues to, family planning programs, (2) the population growth rate was around 2.5 percent, (3) around 30 percent of the nation's estimated 8 million fertile women were participating in family planning.

Four months after the March, 1973 survey by AHEA and Korean home economists, an "awareness" conference was held. It was sponsored and funded by the Korean Home Economics Association (KHEA). That conference strongly stirred the interest of home economics Deans and supervisors, professors and teachers representing many parts of the country, to realize the important role home economics could play in family planning. A follow-on workshop, partly AHEA funded, held in three parts during December, 1973 - February, 1974, resulted in two important family planning actions: (1) Curricula revisions were made for the Korean National University and pilot work was done for secondary and primary schools to begin

integrating family life-population studies into home economics courses; and (2) A family life resource book for teachers was prepared and 5,000 copies distributed to teachers for pilot testing. The workshop probably would have been more effective in creating earlier follow-up ground-laying work around the country if AHEA had done more to help insure the provision of materials participating teachers could take home.

Following that workshop, progress was made under the driving leadership of the coordinator in several functional areas and on several levels. These are summarized briefly in the following.

University Home Economics Colleges. Following participation by 10 Koreans in the Taiwan Training Program, and with the full cooperation of Dean Hyun, College of Home Economics, Seoul National University, the coordinator helped arrange for necessary curriculum changes and full integration of family planning into each phase of the four-year home economics degree program. No important obstacles were encountered. Through the influence of Dean Hyun, the coordinator and other particularly articulate and persuasive home economics leaders, the program was extended to other universities and colleges with home economics programs. Today family planning subject matter is incorporated in varying degrees in 64 universities and colleges in Korea.

Dean Hyun began, as a direct result of the stimulus provided by the AHEA project, to lecture to 60 or more groups a year, both on the importance of family planning and of teaching it as an integrated part of home economics education and in extension work. With cooperation from the coordinator and several other home economists closely associated with AHEA project activities, the Korean Economic Development Institute (KEDI) (a "think tank" for the Ministry of Education and other agencies involved in research and training planning) carried out, through its population units, research and pilot work in four universities involving the teaching of family planning in five major study fields (home economics, social studies, psychology, anthropology and economics). Results were quite negative. Each faculty except home economics reported that their present curricula were so rigid, with so much to cover in existing courses, that no time could be found to add a family planning dimension. Minor progress was made in the sociology field. Only home economics departments strongly integrated family planning education. With the top priority recently given by

central economic planners to further reducing population growth rates, this approach should be re-examined. Alternatively, consideration should be given to introducing a required family life course for all students, similar to those in the University of the Philippines.

KHEA's Role in Supporting AHEA Project Purposes. The KHEA has membership of about 7,000. Dean Hyun of the College of Home Economics took the main initiative to establish KHEA. She is still one of the most influential people in it. KHEA publishes a Journal, in which members reprint articles on population education - especially those with home economics links.

The coordinator has the Link newsletter translated into Korean and distributed to all home economics teachers in the country and to other educational leaders. AHEA funds these expenses. Other KHEA activities which support AHEA project purposes are discussed in other sections of this annex.

University of the Air. This adult education program, aimed at working women interested in obtaining credit for the equivalent of the first two years of college, has approximately 2,000 enrollees. Thirteen other universities are participating in this program. The coordinator, the Dean, and other home economists write materials for these programs and serve as radio lecturers. The home economics material includes family planning information. While the University of the Air course enrollees are necessarily limited, due to staff available at the 13 cooperating universities to review written lessons and give exams, thousands of radio listeners who are not enrolled listen regularly and absorb family planning education. The home economics course is the only portion of the University of the Air which teaches family planning. This contribution stemmed from the AHEA project, participation in which first convinced the Dean and the coordinator that family planning should become a part of home economics studies.

High School and Primary Education. The Korean Government developed, with help from UNFPA and others, a master plan for population education initially to cover the period 1974 - 1977. The Ministry of Education (MOE) has undertaken a program to integrate population family planning education into four fields for all grades from primary through senior high: (1) home economics, (2) social studies, (3) science (mainly biology) and (4) physical education.

Work is fairly well started with high school courses for some subjects, including home economics curriculum changes drafted, and teachers guides developed. These were pilot tested and are being revised on the basis of this experience. The MOE, with help from the Korean Educational Development Institute (MOE's "think tank", main conceptualizer, innovator, research arm) hopes to have the high school program integrated in 1977, junior high in 1978, and elementary schools in 1979.

Home economics is a required course in junior high but an elective course in high school. More than 90 percent of the senior high girls take home economics courses. AHEA participation in family planning education of junior and senior high school levels is provided in these main ways: (1) The coordinator and other home economics leaders, some of whom attended the Taiwan course, have held seven different workshops, which were attended by approximately 350 secondary school (junior and senior high) teachers, principals, curriculum developers and other education officials concerned with secondary school programs. Some of the workshops also were attended by extension workers. (2) The coordinator and several other home economics leaders are members of a national committee with its group of sub-committees charged with developing new curricula and reviewing new teaching duties for all levels of education from primary through senior high. In pursuing this work, the coordinator has established a close working relationship with the head of the Office of Curriculum Development, MOE. (3) The coordinator has developed and maintains a close advisory relationship to KEDI's Office of Population Education.

Sex education was taught in some Korean schools prior to the AHEA project. It normally was taught as part of a biology or physical education course. Usually it amounted to little more than a few lectures on plant, animal, and human reproduction. Some senior high school classes invited a doctor or nurse as a guest lecturer once or twice a year. Home economics, integrated population/family planning education can serve as a model for the integration of such education into the other three subject fields.

Home Economics Extension. When two home economic extension leaders returned from the Taiwan course in 1973, they helped establish a new family planning dimension within home economics extension, Office of Rural Development (ORD), Ministry of Agriculture.

Approximately 320 Home Economics workers, known as Home Extension Workers (HEW), are employed by ORD to work with rural women. They integrate family family information and education into various aspects of their regular work. ORD is considering expanding the number of HEW's to over 700. The HEW s work mainly through some of the 20,000 Mothers' Clubs organized by the Planned Parenthood Federation Korea (PPFK). The Clubs originally were organized while carrying out home improvement activities. Until this new activity was organized through efforts of PPFK in cooperation with ORD, the Ministry of Health's (MOH) 270 family planning field workers did most of the contract work with the Mothers' Clubs with some supplementary work of this nature - mainly by the Korean Council of Churches. The MOH's workers cannot begin to cover Korea's far-flung rural areas, and tend to work much more in clinics than in village outreach work.

The HEWs train and supervise Mothers' Club volunteer leaders to contact each fertile age woman in the village, encourage her to become an acceptor and to follow up with her to help insure she stays an acceptor. The Mothers' Club leader is asked to keep a record on each acceptor. The HEW covers up to seven villages.

The one village we visited was able to produce well-kept records and had been quite successful in recruiting acceptors. Today many government agencies seek out the Mothers' Clubs as an organized audience for various programs. One reputable official expressed concern that the Clubs initial purposes are being diluted by growing demands for their time - especially from the new integrated community betterment program: Saemaul Undong, which will get into almost every aspect of community improvement. This may leave little time for family planning work.

THE HEW s are, in turn, trained by home economists in the provinces. The latter have been trained as trainers by ORD. There are nearly 7,000 male agriculture extension workers, almost none of whom do any family planning outreach work with farmers. This is a vast unused potential oturchase resource.

Future Project Related Work. The team believes some of the most important future contributions the coordinator, Dean Hyun, and their close associates in AHEA project-related activities can make in the next few years is to persuade the KHEA, PPFK,

KEDI and key leaders of other leaders of other selected influential groups to: (1) Get fully behind the MOE program to integrate family planning education into all grades. A good start has been made and it is imperative to keep up the momentum. (2) Get the backing of KHEA and PPFK, particularly to support strongly efforts by ORD to expand its home economics extension staff from 320 to 700. This can play a most useful role in working with Korea's 20,000 Mothers' Clubs. The home economists are an excellent group to help train Mothers' Club leaders to do acceptor work in villages, deliver contraceptives and do follow-on contact and record-keeping. Only about 50 percent of the Mothers' Clubs are very active. AHEA should review with the coordinator whether it is feasible for them to help persuade KHEA and PPFK to take necessary steps with appropriate officials to help insure that the new integrated community development program leaves adequate room for family planning work in Mothers' Clubs. This is a mighty task.

A third important role of the coordinator, working through KHEA and PPFK particularly, should be to encourage PPFK, which has major responsibility for information and education activity in Korea, to develop the best means to overcome the 4 or 5 main barriers to acceptance by the estimated 90 percent of women in the fertile group who have heard and understand the family planning message but haven't accepted. PPFK needs to change its present messages in order to address directly these obstacles in an effort to help overcome them. PPFK seems well aware of the problem but is not working adequately to find better I & E approaches. For more on this, see problems section below.

Extent Project Work Institutionalized. The new roles of Korean home economists in family planning education in universities seems fairly institutionalized. At high school level, work is fairly well started but far from institutionalized. The coordinator, through KHEA, should press for at least one home economics course with human reproduction and sex education content, to be compulsory no later than 3rd year of high school, rather than to be an elective. ORD's family planning work through HEWS is not firmly established, but a good start has been made.

We were surprised to learn the coordinator's view that if AHEA support should stop, the main family planning through home economics project thrust in Korea could slow down greatly or cease. Though some such activity is already institutionalized, the whole thrust needs a much broader leadership base. This is further discussed below. In this context, we believe AHEA's continuing contacts with the coordinator and home economics leaders in the next few years could be very useful in providing needed stimulus,

encouragement, idea exchange between Korean and other home economics leaders, and to help the Korean Home Economics Association to focus on problem areas where they clearly can make important future contributions. In every country we visited we received the clear impression, often clearly voiced, that the coordinator and other key leaders need to be "lifted up" from time to time; stimulated by new ideas or re-enforcement of existing sound ones, to receive reassurance that they are on the right track. At this time, the AHEA, a prestigious, highly respected group among foreign governments as they pioneer in what is for them a new field, is the best means for doing this and serving as a "legitimizing"; helping to give them, in this special project, greater stature in the eyes of host government officials.

#### IV. PROBLEMS

If this project is to fully achieve its goals and purpose in Korea, the following problems must be addressed.

- A. Approximately 95 percent of the Korean population has been exposed to family planning messages and yet only 40 percent of the eligible population actually practice family planning. One of the main reasons for this gap is the extremely strong cultural belief that no family is complete until a son has been born, and preferably two. This cultural barrier is reinforced by the Korean law that prohibits a family's inheritance to be passed on to anyone but a son. If this and other family planning projects are to succeed, Koreans must develop an effective message and plan that will help break down the "boy preference barrier." This will be very slow work.
- B. The project in Korea has been initiated and implemented by a group of energetic, dedicated, and hard working people; however, the nucleus of this group is too small and much of the success of this project is due to the leadership ability of the coordination and a few other key home economics leaders. If this project is to be institutionalized the leadership and people that it must depend upon must be broadened. One way of achieving this would be to encourage greater participation of the Korean Home Economics Association in this project. Perhaps, as one step, with a permanent advisory committee to the project, greater KHEA participation should provide greater outreach and help insure permanent institutionalization.

- C. The Korean Ministry of Education is now in the process of integrating family planning into four subject areas at both primary and secondary school levels. However, out of 19 curriculum coordinators responsible for curriculum changes throughout the Korean school system, only one, the chief curricula coordinator for home economics, is responsible for the integration of family planning into other subject areas. If family planning is to be integrated successfully into the Korean school system, there must be more staff curriculum coordinators who are responsible for integrating family planning, and they must work together.
- D. There has been a good deal of effort in integrating family planning into the school curriculum and reaching the rural village population; however, in reaching out-of-school populations, particularly in urban areas, there does not appear to be any clear line of responsibility between government and private agencies. This gap leaves a large segment of the population with only a minimal amount of family planning implemented by the responsible agency that will effectively reach these groups of people.

#### V. CLIMATE FOR PROJECT

The climate for this project has been good. The Korean Government has identified the reduction of population growth as one of the highest priorities in its new development program. Through the energy and initiative of the coordinator, various agencies, governmental and private, have become acquainted with and impressed by the efforts and accomplishments of this project. The Korean Institute for Family Planning, an organization responsible for training various types of outreach workers and conducting research on the effectiveness of government population programs, often utilizes the coordinator and associates as resource people for its various training programs. ORD also utilizes the coordinator's former associates and students who have had considerable exposure to the purposes and goals of this project. Discussions with officials of the UNFPA and PPFK offices in Seoul revealed that both organizations knew about this project and, budget allocations permitting, are willing to help in the future to support project purposes. The Korean academic community generally appears to endorse the objectives of this project.

## VI. RELATIONSHIP TO AHEA

The Chapel Hill conference and the follow-up support of AHEA motivated and provided confidence for the Korean home economists to incorporate population education in on-going programs for the first time. Field visits by AHEA project staff have assisted, encouraged and re-enforced the coordinator and her key home economist colleagues.

Continued field visits by project headquarters staff could help the Korean home economists to develop more country specific materials developed elsewhere. Such visits, if properly programmed, could contribute toward the greater involvement of Korea's sizeable Home Economics Association of 7,000 members. This should be one of the most important focal points of future visits. More regional conferences also should be very helpful in forwarding project purposes.

## VII. USAID ATTITUDE TOWARD PROJECT

The USAID was aware of and supports the AHEA Project. The Project was seen to be effective, with good results for the small amount of funds invested.

USAID staff have worked with the project when requested and have been invited to attend project workshops. USAID indicated willingness to support the project in reasonable ways as needed.

## VIII. SUMMARY

The Korean project has been one of the most successful of the AHEA's many country activities. This has been due to a very receptive country environment: strong government policy and support, a high literacy rate, high competence among government and private agency officials, a fine network of MOH clinics to service acceptors, a strong Home Economics Association, a strong, extensive in-place network of home economics programs in educational institutions at all levels above primary, an agricultural extension service with home economists, a very able and vigorous coordinator, and good coordination with and cooperation from supporting agencies.

University home economics departments have been very receptive and moved ahead to fairly fully integrate population/family planning into their degree programs. The coordinator and several other key home economics leaders have successfully integrated such teachings into the University of the Air, which has 2,000 home economics students taking the equivalent of the first two years of college by radio correspondence.

A good start has been made in getting population/family planning integrated into other school programs ranging from primary through high school. A committee has been appointed by the MOE, with numerous sub-committees, to carry forward work to fully integrate population/family planning education into home economics, social studies, science (particularly biology) and physical education. While home economics is an elective course in high school, more than 90 percent of Korea's high school girls study it. The MOE has set a time-table to complete curricula changes and develop and distribute teaching guides and other supporting materials by 1979. A serious problem here is that the MOE has too few people assigned to this huge task. The coordinator, Dean of the University of Seoul's College of Home Economics, and other key home economists in Korea are serving on either the central committee guiding this work, or on sub-committees.

Under the Ministry of Agriculture's Office of Rural Development, 320 home extension workers are each covering up to seven rural villages, where they work with volunteer leaders from some of Korea's 20,000 Mothers' Clubs in carrying out outreach work. Other contributions to AHEA project purposes by Korean home economists include working with mothers whose children are left at a network of day care centers, giving speeches to a large number of organizations each year on family planning, and publishing several professional journals with reprints and original materials on family planning in relation to home economics.

The large Korean Home Economics Association can and should be brought much more fully into the project activities in the future. One early step should be to persuade them to establish an advisory committee to the project. They can be very helpful in putting the weight of their 7,000 members behind proposed actions which need support in getting both government and private agencies to move on certain family planning/population actions related to project purposes. The team believes the project would benefit greatly from vigorous AHEA support during the next two or three years.

## PANAMA

### I. PROJECT TITLE

Family Planning Through Home Economics in Panama

### II. PROJECT PURPOSE

To provide family planning implementation and education to students at university, secondary, vocational school and primary levels through home economics channels.

### III. IMPLEMENTATION

The AHEA has put a total of \$23,500 into project-related activities in Panama over the past four and one half years. The money has been spent effectively and brought good results.

University Level. Under the leadership of the project coordinator, Miss Maria Villarreal, plans to fully integrate family planning into the University's home economics curriculum have been carried out ably, vigorously and quite rapidly.

Shortly after completion of the March 1972 survey, the coordinator, who clearly found the 1971 Chapel Hill Conference to be an eye opener with regard to the potential for the use of home economics courses as a transmission belt for family planning knowledge, took initial steps to involve Panama's home economists in family planning activities. The country survey helped the coordinator and some of her key associates in the home economics field to develop an awareness of previously unknown family planning activities in Panama, and further insights as to how home economics could, by fully integrating family planning population information/education, make an important contribution to spreading such knowledge and thus encourage increasing numbers to become eventual acceptors.

In quick succession the coordinator and her key associates: (1) obtained approval from university officials to carry out this phase of the project; (2) developed a revised curriculum to fully integrate family planning into each of the main areas of the home economics course; (3) developed teaching materials; and (4) held necessary training sessions with the Department of Home Economics in preparation for teaching the revised course material.

The revised material was used first in college classrooms in 1973. A total of approximately sixty home economics majors have been graduated in the past four years. A total of six hundred more girls have taken courses, but they have not yet been graduated or have dropped-out of school or transferred to other majors. In October 1976, when the evaluation team visited Panama, 350 girls were enrolled in college home economic courses.

The University of Panama and the new Development Center for Teacher Education will be responsible for all teacher training in Panama; there family planning will be a part of all home economic teacher training experiences. Today the program seems permanently established and is highly regarded by officials in the Ministries of Education and Health, both of which groups are importantly responsible for family planning information and education in Panama.

Normal school secondary and primary levels. Efforts to stimulate the same kind of developments at other educational levels, from vocational high schools and normal schools on down to the lowest primary levels, is moving ahead slowly, but steadily. Curriculum revision at the primary, vocational and secondary school levels began at the February, 1973 family planning seminar for home economics teachers. Home economics is taught at all educational levels.

The Government of Panama has adopted a policy of free and compulsory education through grade nine. Home economics is to be a part of the curriculum. Home economics, industrial arts and agriculture will be a major part of the curriculum for the new "basic cycle schools". The coordinator was appointed by the Minister of Education to serve as a member of a high level committee to provide policy guidance for the work of revising curricula, developing teaching materials, and integrating family planning into home economics education at all levels below the university.

It is official policy of the Government of Panama that family planning instruction will be incorporated at various educational levels into biology, physical education and home economics. Population material at the elementary level gets built into all subjects. Junior high school biology courses include material on plant, animal and human reproduction. Home economics teaching material is expected to follow along the same general pattern. Here family planning education will be tied-in with courses in food and nutrition, family living and other appropriate home economics materials.

Curriculum and materials sub-committees are in the process of revising the total school curriculum. Home economists are a part of these committees. They hold positions in ministries of government, teach at all educational levels, and participate in significant education committees. By incorporating family planning into home economics curricula at all levels, the Government eventually will reach a major segment of population. The impact of the educational approach to bring about behavioral change in family planning is seen to be long range, based on the assumption that general enlightenment and awareness is the best approach suggested by one educational consultant in Panama.

It is almost certain that clear, understandable birth control information will be included along with the other important aspects of population/family planning education in the home economics curriculum beginning no later than the first year of high school. The coordinator and her key associates are the main guiding forces in shaping the new home economics material for the nation.

The Panama coordinator has expressed to the evaluators interest in helping to bring together at a reference center materials from all available sources which would be useful in teaching family planning at various school levels, with facilities to reproduce and distribute such materials. The coordinator also indicated interest in having the University's Department of Home Economics conduct several seminars or workshops for teachers at different grade levels to discuss best ways to teach family planning. In this type of follow-on activity, the coordinator probably would need some donor assistance to help defray expenses and advisory assistance in bringing together materials from all sources.

#### IV. PROBLEMS

If the AHEA project or some follow-on equivalent is to continue effectively in Panama, there are a number of problems that must be addressed.

- A. Until the arrival of the evaluation team in Panama there was no coordination between the USAID, Office of Population in Washington, and the coordinator. Until the USAID Population Officer received a Washington cable requesting clearance for the evaluation team visit, he was not even aware of the AHEA project's existence in Panama. Since that time he and project coordinator have met and discussed ways in which the USAID could provide assistance to the project. It is expected that a close working relationship will develop in the future.

- B. There seems to have been less than a reasonable and desirable level of AHEA assistance to the Panama activity. It would appear that closer consultation and more assistance could have facilitated program implementation.

The team believes that the coordinator could utilize periodic, on-the-ground consultant assistance from AHEA in order to deal with varying types of project problems; however, such assistance should reflect the particular needs and sensitivities of the Panama situation. There has been some consultation by telephone between the coordinator and AHEA Project Director. Any consultant to Panama would probably be of greater value if he or she spoke Spanish.

- C. The outreach of home economists to the rural areas of Panama is limited. Presently there are only five MOH and 42 Ministry of Agriculture home economist extension agents. Each agent covers about 10-15 villages. The population of each village varies from about 50 to 500 people. This coverage is totally inadequate since there are approximately 9,000 villages in Panama with populations of less than 500 people. While these home economists were not hired for outreach work, they serve broad project purposes and could in the future, if the Ministry of Health and Ministry of Agriculture agreed, look to the University Home Economics Department for various types of professional advice and assistance.
- D. Many home economics teachers in the public schools system who have attended the family planning workshop in Panama are reluctant to include family planning in their lessons. This is a problem mainly at junior high and high school levels. Much of the reluctance can be attributed to the fact that family planning is not an easy subject to teach, especially if the teacher is only a few years older than her students, as many are, and many teachers still require additional training to instill the confidence required to teach a subject as sensitive as family planning.
- E. Some home economics teachers stated that they have found it difficult to plan teaching materials that can be incorporated into their lessons. Part of the problem might be the result of the reorganization of the MOH education system and thus only temporary. Part of the problem also seems to be that all home economics teachers simply do not know what materials are available, or where they can be obtained. It appears though, that

as a result of the meeting with the USAID Population Officer and the coordinator, more sources of material will be made available. The Panama Population Officer should follow up on this.

F. Another problem concerns the Church and the political environment in Panama. Family planning is still a sensitive subject and not looked upon favorably by the Church, or some political factions. The implementation of any family planning program must be done with caution in order not to supply to either group ammunition which could be used to impede the operation of this specific activity or the larger population program in Panama.

#### V. CLIMATE FOR PROJECT

The general climate for family planning through home economics in Panama is favorable from top levels to the grass roots. As noted above, the Church and some political factions are, and will probably continue to be, a political problem and should be considered fully in developing and implementing new program activity. Until this time, however, they have not expressed any critical or program-impeding opposition.

At least eight home economists are members of ministry level committees or working groups that are responsible for the total curriculum of the Panama educational system.

Primary and secondary school officials generally are agreeable to having home economics teachers include family planning in their lessons and students appear anxious to have family planning included in the course work.

Home economics teachers also are anxious to learn more about family planning, so they will be able to use it in their classrooms. This is evidenced by the fact that enrollment in a family planning workshop for home economics teachers had to be closed very shortly after it was announced, due to the large number of home economists who wanted to participate in it.

One area where the general climate might not be as favorable for this project as in others is in the training of home economists to serve at health posts or sub-centers.

Dr. Rafael Augizola, Assistant Director, Maternal and Infant Care Program, Ministry of Health, indicated to the team that it would be desirable to staff sub-centers and health posts with nurses or nurse aides trained in family planning. He added that he was stating a preference and did not reject the idea of training home economists for these positions.

## VI. RELATIONSHIP TO AHEA

The relationship of the project in Panama to the AHEA has two components: the AHEA project; and the organizations per se.

The relationship between the Panama project leaders and AHEA seem good. The Panama home economics officials who counterpart the AHEA project people believe that Panama was encouraged from the outset to develop a plan that is most suited to Panama. This was appreciated. Communications and responses to requests for AHEA assistance in various ways have been good. Some concern was expressed for the lack of sensitivity of AHEA consultants working within Panama, although most of the problems were eventually worked out.

Although Panamanian counterparts to AHEA believed adequate support was provided, the team believes more contact by project staff might have helped identify additional opportunities to move project purposes ahead and facilitated development of needed supporting materials resources in Panama.

Strong respect exists in Panama for the AHEA leadership in helping to establish a project of this type. The fairly strongly expressed expectation of AHEA (but not the project staff) that Panama would organize a home economics association - currently not feasible - has been a matter of some concern by host country counterparts.

## VII. USAID ATTITUDE TOWARD PROJECT

The USAID Population Officer told the team he knew nothing about the project until he received a cable regarding it shortly before the team's arrival. He did not meet the project coordinator in Panama until after he received the cable. He further stated that at the Latin America Population Officers' Conference at El Salvador in November, 1975, no mention was made of this project. He has been in AID/W five times in the past 18 months, he added, and no mention of it was made by anyone there. This situation appears to have developed at least partly because it is a centrally funded project. The Population Officer's reaction to the project concept and types of work being carried out in Panama is that they are sensible and he can support them. He indicated an ability and willingness to provide reasonable types of project support from time to time through the coordinator.

## VIII. SUMMARY

The AHEA project has, with a small amount of seed money, (\$23,500) played an important role in stimulating key Panamanian educators and officials concerned with family planning to fully integrate it into the home economics programs in the country. Today the integration has taken place fully in the University of Panama. Work on this project goal is moving ahead satisfactorily at other teaching levels ranging from vocational high schools and normal schools down through earliest primary levels. The thoroughly professional work done in the integrated program in the University's Department of Home Economics has set a high standard and has helped create a favorable climate to go ahead with the work at the lower teaching levels. The AHEA's main counterpart in Panama, the head of the University's Home Economics Department, is bound to have continuing important influence in setting standards for the follow-on work and insuring that good program materials are developed and put into use.

We are likely to see major linkups of home economists to community development or agricultural extension in carrying the family planning message to rural people, since the MOH has been assigned this function. The project coordinator and her key associates should continue, however, to look for opportunities for home economists with family planning training to work with the MOH in expanding the present limited role of field home economists trained in family planning. The coordinator's main efforts for the next year are likely to be on integrating population/family studies into school curriculum at all level below the university and developing appropriate supporting materials. Much emphasis needs to be placed on thoroughly training teachers to present family planning/population materials. They need the confidence that they can do it. It may be necessary initially to use some outside resource people for lectures on contraception.

There are some problems in going forward with this work, and in encouraging more linkups with extension at village levels through several different outreach groups, but these problems do not seem insurmountable. The evaluators believe the AHEA project is experiencing excellent response to the "seed money" investment in project purpose in Panama.

INTERNATIONAL

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## PHILIPPINES

### I. PROJECT TITLE

Family Planning Promotion Through Home Economics

### II. PROJECT PURPOSE

To establish population and family planning information and education as an integral part of home economics programs and other related professional activities in the Philippines.

### III. IMPLEMENTATION

The total AHEA "seed money" input into the Philippines sub-project over the past 4 1/2 years has been \$52,000, exclusive of any project overhead cost. The work accomplished in helping to achieve project purposes clearly represents a rewarding investment by AHEA.

Today in the Philippines, in large measure as a result of the guiding work of home economists associated with the project, family planning and other population education material are strongly integrated into the curriculum of the College of Home Economics, or its equivalent, at both the Manila and Los Banos campuses of the University.

The coordinators and their key associates have been successful in helping to get both the prestigious and influential Council of Deans and Heads of Home Economics Programs, and the lively 6,000-member Philippines Home Economics Association more involved in working for full integration of population family planning education into the curricula of the many government and private teachers colleges. Population/family planning material already is used in many teacher s colleges, and the work continues to move forward.

The coordinators and key associates have worked with appropriate counterparts in the Department of Education and Culture's Office of Population Education. The UNFPA has, however, made the strongest donor contribution in this element of the work, with the result that population-family life education has been integrated into courses ranging from beginning primary through high school levels.

Curriculum changes have been made. Teachers guides have been prepared and issued to two-thirds of the nation's teachers. The remaining one-third of the teachers will receive teachers guides after they complete a week's training. Completion target date: June, 1977.

Directly flowing from AHEA activity in the Philippines rural areas, today all 400 home management technicians (HMT) in the Department of Agriculture are expected to carry the family planning message to rural women.

In 1974 a group of home economists, working with the Chief of Home economics Extension, Department of Agriculture, arranged a home economics extension workshop to discuss ways and means to integrate population/family planning into extension work. Shortly afterwards the national Population Commission, which coordinates all family planning activity in the Philippines, made a grant of \$27,000 to help carry out project purposes. Miss Medina, who was then head of Home Economics Extension, believes that the grant can be directly attributed to AHEA-related effort in holding that first workshop.

Miss Medina and her staff, with the cooperation of a number of other key leaders associated with the AHEA project, proceeded to hold nine follow on, or "echo" workshops, involving provincial leaders, which reached 526 participants. In the summer of 1974, the home economics extension staff, utilizing 10 extension specialists, developed over a period of four months a comprehensive manual for field workers. The 200-page manual was printed and distributed to outreach workers.

Extension home economists say they are handicapped by limited training for integrating family planning into their regular field work, and by the lack of audio visuals and other needed materials.

Another 400 home management technicians in the Department of Agrarian Reform, which carries out the nation's land reform program, are available for the same kind of work but greatly under-utilized as family planning outreach workers in remote areas associated with the land reform and resettlement program. These areas are not reached by the Bureau of Agricultural Extension's HMTs. Reasons for their under-utilization are a lack of funds for family planning integration, training, and supporting materials. Furthermore, they have never been asked. This appears to be an excellent opportunity to help greatly increase outreach work. We urge AHEA to examine this situation with the coordinators with the purpose of encouraging the HMTs to get involved in supporting project purposes.

The evaluation team noted that there are 6,000 Bureau of Agricultural Extension workers and 2,100 such workers in the Department of Agrarian Reform--all contacting farmers regularly--who have almost no involvement in transmitting family planning knowledge. While this relates only peripherally to the AHEA project, we wish to spotlight this huge potential resource for use as a transmission belt into the barrios. In all seven countries we visited, the men were badly neglected by outreach programs.

The team is concerned over comments from several reliable sources that in the Philippines too much of various government work programs for improving village life exists on paper, but shows little evidence of hard-hitting day-to-day contact with rural people, especially in the less accessible areas. This is an aspect of the AHEA project--cutting across other population projects--on which we suggest USAID try to get some hard information.

Despite some important problems which need attention, we have seen that the AHEA project has accomplished much with very few resources, and there remains much important work to do in order to advance project purposes. Possibilities for further strong accomplishments with fairly small further inputs look good.

#### IV. PROBLEMS

If this project is to fully achieve its purpose and goal in the Philippines, the following problems must be addressed.

- A. There appears to be a lack of coordination among the various government ministries responsible for dealing with family planning programs. This problem is evident at two levels. It is present at the village level where workers of different ministries do not attempt to coordinate activities with each other in order to insure that overlapping activities are kept to a minimum. It also is evident at the central ministry level where those offices do not appear to coordinate similar and overlapping activities.

This problem was particularly highlighted at the central level when it found that both the Bureau of Agricultural Extension and the Bureau of Agrarian Reform have home economist extension agents with essentially the same functional responsibilities but do not utilize

combined training courses or the same resource materials for their agents. If this program is to maximize its effectiveness it must establish better lines of communication and coordination between the various governmental and non-governmental agencies.

- B. As in most LDCs, one of the greatest obstacles to gaining family planning acceptors is the attitude of the male, particularly in rural villages. This problem could be greatly alleviated if it were possible to provide family planning training and assign outreach responsibilities to the approximately 8,000 agricultural extension agents employed by both the Bureau of Agricultural Extension and the Department of Agrarian Reform. This should be done. AHEA should review this problem and possible approach with FAO.
- C. There appears to be no systematic or consistent procedure for insuring that all family planning materials produced are properly reviewed for technical content. Lack of such a procedure could result in AID financing, either directly or indirectly, materials that are technically inadequate. This problem could be easily eliminated if USAID would help institutionalize a review system that was made known to all participants and strictly adhered to.
- D. One problem not likely to be resolved, at least in the near future, deals with the budget allocated to the various agencies concerned with family planning through home economics. As in most LDCs, home economics activities are given low priority when budget allocations are made. Lack of funds have caused cutbacks in the numbers of manuals that can be printed for home management extension agents, training and training materials that can be provided, and transportation funds to enable extension workers to travel from village to village as often as required.
- E. There are two home economics organizations in the Philippines which are currently operating independently of each other. The Council of Deans and Heads of Home Economics Programs (CODHHEP) is a small but potentially influential group of Philippine home economists who hold fairly high level administrative

positions. The Philippines Home Economics Association is a much larger organization (approximately 6,000 members) which is also as potentially influential due to its large size and vigorous leadership. If these two organizations can be persuaded to join forces to work together to solve common problems and achieve common objectives, the impact of family planning through home economics in the Philippines will be far greater than if they continue to work separately.

- F. There are still large segments of the Philippines population receiving little or no family planning information. There is a minority population of approximately 10 percent (mostly Muslim) who live in remote areas and have different cultural backgrounds which leaves the standard family planning message virtually totally ineffective. There are also large numbers of out-of-school youth and, mentioned above, rural males who are not identified as specific target audiences. A plan should be developed and implemented to insure that these groups are effectively reached.

#### V. CLIMATE FOR PROJECT

In the Philippines, the President's wife is Honorary President of the National Population Commission which coordinates all family planning activity in the country. She vigorously articulates, in clear, strong language, the government's official policy which supports family planning.

Fair progress is being made in implementation, particularly in schools in urban areas. There are over 40 donors, and assistance appears possible for any sound, well-presented proposed in support of population objectives.

There is still a fairly strong sensitivity toward family planning, but not enough to importantly hold back vigorous, able leadership, wherever it is found. The whole minority element of the population--mostly Muslim-- is being neglected. We obtained no clear indications as to how receptive Muslims and other minorities are likely to be.

A large, vigorous Philippines Home Economics Association and Council of Deans and Heads of Home Economics Programs press for family planning progress. The big intangible is whether government commitment will be strong enough to insure that the program effectively reaches the rural population. This aspect will need close, continuous monitoring.

## VI. RELATIONSHIP WITH AHEA

There seems to be a high regard for AHEA and its project staff. Although population education through home economics was started in the Philippines prior to the project, the AHEA staff has assisted the GOP effectively in the development of population/family planning on an enlarged scope.

The field visits of the project staff have been helpful to create linkages with related agencies and to seek more cooperation from the PHEA and CODHHEP. Further visits could provide assistance in the integration of population education into the land reform programs utilizing field workers home economists, agricultural and youth workers.

## VII. USAID ATTITUDE TOWARD PROJECT

In the evaluation team's arrival interview, Mr. Kangas, USAID's Population Officer, indicated that he is favorably disposed toward the goals and purposes of this project. He stated that the home economists in the Philippines have a good network of people who could play an important role in the Philippines population program. He expressed considerable concern, however, regarding the need to insure that materials developed by local organizations working with this project are both factually and technically correct. The USAID seems quite willing to maintain close and frequent contact with the project coordinators in order to help insure that materials being produced are of high quality, and to provide advice and assistance whenever possible.

## VIII. SUMMARY

The AHEA "seed money" approach, involving an expenditure from the beginning of the project to date of \$52,000, has helped stimulate a very substantial amount of work in efforts to help integrate population/family planning information and education into home economics activities. This type of integration is taking place, both in classrooms at all levels and in the home economics work under the National Agricultural Extension Service.

Due to the strong leadership of Dr. Aurora Corpuz, Dean of the College of Home Economics, University of the Philippines, Manila, and Dr. Ampora Rigor of the Los Banos branch of the same University, population/family planning work is strongly integrated into home economics at university levels. Dr. Corpuz also had important responsibility in making family planning studies a requirement for all men and women in the University.

Good progress has been made in accomplishing project purposes in the large number of government and privately owned teachers colleges. A large measure of credit for this goes to the National Home Economics Association and the Council of Deans and Heads of Home Economics Programs of various colleges. Key home economists most heavily involved in the AHEA project are associated with both groups.

Population/family planning subjects are being taught in high schools and introductory population materials are used in primary schools, with some introduction to human reproduction at the beginning levels. Contraception is taught only in the last year of senior high.

Other AHEA-related activity in the Philippines includes integration of family planning education into the home economics portion of the Bureau of Agricultural Extension. A large untapped resource for such outreach work is the group of 400 home management technicians in the Department of Agrarian Reform's extension program. AHEA should examine such possibilities with the coordinators and other counterparts.

Major problems include a lack of coordination among various Departments and other groups concerned with family planning work, the neglect of adult males, Muslims, and other minority groups as important parts of the outreach target population, lack of adequate technical review for some family planning materials, a lack of close cooperation between the two large associations described above, and inadequate funds for family planning work.

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## SIERRA LEONE

### I. PROJECT TITLE

Family Planning Promotion Through Home Economics

### II. PROJECT PURPOSE

To establish population and family planning information and education as an integral part of home economics programs and other related professional activities in Sierra Leone.

### III. IMPLEMENTATION

As in Ghana, AHEA Project activities are scattered and do not reach large audiences. Sierra Leone has six teacher training colleges, of which four have incorporated some family planning material into the home economics curriculum. The team found it difficult to judge how much emphasis is given to family planning material. Regardless of the amounts, there is a total of about 50 home economics majors graduating from all four schools each year.

About 30 of the nation's high schools teach home economics, and of these the coordinator estimated 15-20 schools may include some family planning education in the home economics course work. The coordinator estimated that in these schools approximately 3,000 students would be exposed to family planning information which would not include contraception but would contain some human reproduction material. This exposure reaches less than 10 percent of the total secondary school population of 39,000 students.

At the primary school level, there are 25 home economics centers at which children receive once a week general population information. Again, the number of students reached is fairly small: about 3,500 out of a total elementary school population of 178,000.

The YWCA organization operates a Vocational Institute for dropout girls which is headed by the former President of the Sierra Leone Home Economics Association. Each year 350 girls in the equivalent of the final two years of high school are required to take home economics courses which include population, human reproduction and contraception. The YWCA operates another night school program for about 80-160 working women a year, in three-month courses, during which they receive family planning training. The school principal conducts annual seminars for all of her 40 teachers and invites other teachers for a workshop on how to teach and counsel students on family planning. Many students are counseled on the subject outside the classrooms.

In the area of community development, there are approximately 160 social development workers. The chief social development officer attended the AHEA-sponsored family planning awareness seminar and seems to have close contact with the Sierra Leone Home Economics Association leadership. Most of the workers attended a three-month pre-service training course where they received approximately 50-60 hours of family planning training. Each can cover only a small number of villages and may not initially supply or resupply contraceptives. Some family planning training in the community development field was initiated prior to the start of the AHEA project.

In the entire country there are only twelve government clinics and six private (PPA) clinics. Government clinics are so crowded and understaffed that the MOH finds virtually no time for family planning work. Thus potential acceptors find services generally unavailable in most rural areas. This tends to neutralize any potential effectiveness of outreach workers in community development and by the Ministry of Health's traditional birth attendants. The latter really are not expected to do much outreach work, though they could be very useful if they were permitted to give out pills and condoms.

The small but lively SLHEA has taken the initiative to develop proposed curriculum changes to integrate population/family planning into home economics. This work, which has been in progress for over a year and is expected to take a year or two more to complete, is being carried out through 13 SLHEA sub-committees. They planned to have a meeting of all sub-committees in January, 1977 for purposes of reviewing work to date in curriculum revisions. Their work is of an advisory nature, since all public school curriculum development work is the responsibility of the Government's Institute of Education.

The SLHEA has begun regular, weekly 15 minute radio broadcasts which will include family planning information. These broadcasts will be in English as well as in four of the most widely used vernacular languages, and are intended to reach ultimately about 70 percent of the population. There are also plans to have periodic television broadcasts. These cannot be transmitted beyond Freetown and would reach the relatively small part of the population who have television sets.

The coordinator, who also is the designated West African regional coordinator, has written two booklets on family planning education in home economics which are being used in some activities described above. She also wrote a booklet on how to organize home economics associations in other countries.

#### IV. PROBLEMS

The Government of Sierra Leone has very serious financial constraints. The lack of funds prevent additional Government programs and services, thereby restricting all efforts related to family planning. Inadequate finances may be one of the greatest barriers to family planning program development. The Ministry of Health is starved for funds. Currently, there are only twelve overcrowded health clinics with no time or space for family planning.

The Institute of Education, responsible for curriculum development, staff training and materials development, does not have funds for home economics curriculum development. There is at present no organized home economics curriculum in public education. The only organized effort of home economics curriculum development is being carried out on a volunteer basis by the Sierra Leone Home Economics Association.

Sierra Leone has no published policy on family planning. There does not seem to be any strong support for a family planning program from top leadership, nor is there strong objection. There are a few indications that resistance to the family planning program is breaking down.

There are strong cultural barriers to family planning programs. Over fifty percent of the population is Muslim. More of a problem may be socio-economic, in that rural families feel the need of many children to work on the farm. Older people depend on children for care during old age. Men with many wives and children are finding it economically difficult to support them.

Teachers expressed concern regarding the sensitivity of the population toward the teaching of sex education in public schools. There exists some confusion and uncertainty about the roles of the respective departments of Government. These two factors may be directly related to the lack of a government policy on family planning.

At the present time there is not a strong feeling that a problem in population exists in Sierra Leone.

## V. CLIMATE FOR PROJECT

Of the seven countries the team visited, this is the most difficult environment in which to try to carry out any kind of population project. The government has no announced policy on family planning. It has extremely serious financial problems, which cut across and hamper other efforts critical to family planning success, such as MCH clinics.

One Ministry of Education official wrote to the Institute of Education in April 1975, that the teaching of the reproduction system in human beings should be limited to students who need this knowledge for their professional courses; doctors, nurses, and paramedical personnel. This view does not, fortunately, seem to be widely held within the MOE. The Ministry does not have its own curriculum development section but looks to the Institute of Education to do such work for it.

One of the brightest aspects of the environment is the existence of a small but vigorous Sierra Leone Home Economics Association, which has worked effectively to help introduce family planning into the educational system. While top leaders don't openly support family planning, neither do they oppose it. The existence of a large Muslim population, (over 50%) reported to be less receptive than other elements of the population to family planning, does not brighten the environmental picture.

## VI. RELATIONSHIP TO AHEA

There is a particularly close relationship between the coordinator and the AHEA project director in Washington, partly because the former served for about 18 months in AHEA headquarters as an assistant project director. Each year following the June 1973 country survey, two or more Sierra Leone home economists have been to the United States, either to participate in prototype material development workshops or to attend AHEA's Ad Hoc Advisory Committee meetings.

There is adequate correspondence between the coordinator and AHEA headquarters to maintain good communication. The project director never has visited Sierra Leone.

## VII. EMBASSY USAID ATTITUDE TOWARD PROJECT

The AID Representative expressed his positive support for the project. He believes that because it is so hard to get any population project activity going in this country the momentum gained under the AHEA project, though modest in extent, should be kept up and moved forward. He believes the time is not right for a United States financed bilateral population project. He believes that the government's attitude over the next few years will become increasingly receptive. There is no resident USAID Population Officer here. The Population Officer from Liberia also is assigned collateral duties in Sierra Leone and, in the past, has come over once or twice a year. With so little AID population effort the AID Representative believes that the AID Population Officer from Liberia cannot justify more frequent visits.

## VIII. SUMMARY

Of the seven countries the team visited, Sierra Leone has the most difficult environment in which to carry out any population project activity. Despite this, the project coordinator and her key associates in the Sierra Leone Home Economics Association, working closely with appropriate officials in the Ministries of Education, Agriculture, Social Welfare and Community Development, have been able to assist and encourage in the development of a modest amount of sound activity.

Prior to the AHEA project, there was no integration of population and family planning education into home economics courses in any level of the educational system. In the past three and one half years since the 1973 survey in Sierra Leone, population including family planning materials has been introduced into the four teacher training colleges in the country which teach home economics. It is also being integrated in varying degrees into home economics courses in a number of high schools. While the Ministry has no statistical data on the number of high schools which are providing such integrated studies, the coordinator believes the number is probably close to twenty.

At primary level a small start has been made by bringing 3500 students to 25 learning centers one day a week for home economics training, including population studies. Prototype material developed by AHEA is used by teachers in the centers.

The small but active and able Sierra Leone Home Economics Association which has members in key locations throughout the home economics system, is working through 13 subcommittees to develop a proposed curriculum for integrating population/family planning education into the high school home economics program. They also have started a 15-minute radio program and are planning TV broadcasts on home economics, which will include some family planning.

The Sierra Leone element of the AHEA project has made fair progress in a most difficult environment. It is slowly and soundly helping to establish an institutional framework for further expansion. The streamlined AHEA procedures have been very useful in these circumstances, as they have in other countries.

## THAILAND

### I. PROJECT TITLE

Family Planning Promotion Through Home Economics

### II. PROJECT PURPOSE

To establish population and family planning information and education as an integral part of home economics programs and other related professional activities in Thailand.

### III. IMPLEMENTATION

During the past 4 1/2 years, AHEA has had more working contracts with Thai home economists concerned with project purposes than with those in any of the other project countries. A total of \$106,000 was spent on the Thailand project to help finance activities ranging from attendance by two Thai home economists at the Chapel Hill conference in November 1971, to attendance by two home economists at the East-West Center workshop in Hawaii on development of prototype materials for village users in August, 1976. This funding level does not include Thailand's share of AHEA project overhead costs.

The evaluation team believes Thailand project results through November, 1976, represent a fine return on the "seed money" investment. Prior to the beginning of the AHEA project, there was no teaching of family planning in the home economics programs at any educational level, except in Srinakarinviroj University.

Prior to the AHEA project, some high school classes, particularly biology, included material on plant, animal and human reproduction, but nothing on contraception. No field HMTs were officially involved in spreading the family planning message to fertile women in the villages, nor did they recruit and train village "volunteer" family workers.

Thailand has had greater project input than any other country. Following initial working contacts in late 1971, AHEA and Thai home economist counterparts agreed on a series of follow-on activities, partly funded by AHEA,

including an "awareness" workshop, and other workshops on specific subjects, including curriculum and teacher's guide development and family planning education in vocational schools. Total attendance at these workshops included about 1,200 home economists, nearly all actively involved as university and Ministry of Education officials, teachers and their supervisors, and agriculture and community development home economics field workers.

Flowing from the workshops, seminars, participant training and advisory committee meetings, were these main accomplishments:

- A. Vocational Schools, Technical Institutes and Teacher Colleges. The evaluation team believes the most impressive project accomplishment has been the integration of population/family planning into vocational education. All vocational schools have home economics programs. There are 180 vocational schools in Thailand. Teaching levels are usually for grades 11 through 14. Some schools begin with junior high grade 7 and go through grade 14 and 15. Of these 180 schools, 60 each teach home economics. These 60 schools have a total of 17,885 students who are home economics majors in grades 10-14. Population education courses, which include family planning (human reproduction, contraception), are required courses for all home economics majors. The course is available as an elective for all other students in the 60 schools. Figures were not available on the number taking the course as an elective.

The coordinators also were able to get the population education course introduced this year (1976-77) for the first time as an elective in 35 commercial colleges. This could reach 2,000-3,000 students in these institutions.

The coordinators now are endeavoring to get the population education course taught as an elective in the agricultural colleges (a large part of the 120 vocational schools which don't teach home economics). MOE's Director General for Vocational Education is agreeable to designating population education as an elective. This could add several thousand more students. A major potential barrier here is the belief of some agricultural college leaders that course content currently takes up virtually full time, making it hard to find room for family planning. (We found this same argument among universities in Korea, in other than colleges of home economics and colleges of social studies.)

There are mostly men in these 120 schools. If only grades 11 through 14 are counted, there are approximately 45,000 students. When junior high grades are added, the total number becomes nearly 150,000 students. The coordinators are working hard to get compulsory population education courses extended to as many of these students as possible. In the vocational school, a physical education course is taught in grade 12. It includes source material on contraception.

It would seem desirable for both the coordinator and the USAID Population Office to seek the support of FAO and the Home Economics Association in encouraging the teaching of population education courses in the agricultural colleges, perhaps initially only on an elective basis.

- B. High Schools and Junior Highs. Before the AHEA project, no family life course including contraception, was taught in home economics programs in any of these grade levels. No population education, including family decision making and economic and social aspects of large families, were taught. Some science courses--particularly biology--touched on human reproduction. This was taught in grades eight to 10. It also was, and still is, taught in some senior high schools, and there was a required course for all students in physical education.

Thai home economists have introduced family life courses as an optional subject in high school and junior high school home economics classes. The tenth grade course includes some material on contraception. High school home economics department heads from several schools told us that since AHEA, the main changes in teaching sex education have been to introduce contraception materials and stimulate much more teacher interest and motivation to teach the courses well and to encourage students to take the courses. Directly as a result of the AHEA project, a committee of teachers and MOE specialists developed a teachers guide (pilot run, 200 copies) for the tenth grade. Those teaching the course at junior high level also use it. For courses at eleventh and twelfth grade, some material is extracted and mimeographed. After field testing and revisions, the new teachers guide was to be off the press in mid-December in 5,000 copies.

So far, there has been no special training in the use of the teachers guide. High school teachers expressed the belief that it would be very helpful to them to have workshops on its use. The project director should encourage the coordinators to help arrange them. The momentum built up for family life information at high school level should be consolidated and expanded.

In one high school we visited in Bangkok 109 girls and 112 boys in the tenth grade level were taking the elective family life course. Supervisors told us very good enrollment levels are being reached in some other high schools, but no one had collected summary data on numbers of schools teaching the course and total enrollment. One Ministry of Education official estimated that at least 30 high schools are teaching the course, and it should eventually reach all high schools.

The coordinators, who had been serving in that capacity only three months at the time of the team's visit, believe they can't press hard for such data because they are both in the Vocational Education section. The project director should explore with them the best ways, in addition to specific steps recommended in this report, to help advance population education at high school level.

- C. Primary Schools. Work is in the early pilot stage. Curriculum changes have been made to teach population education on a pilot basis in primary grade one in 25 schools. At the end of the school year, the experience will be evaluated and a decision made as to whether there would be integrated teaching in all primary one grades. There is no teachers guide. Each teacher is responsible for preparing her own methods of integrating the teaching and her own visual aids.

We visited a school in which the principal, who became interested, through AHEA project activity, in efforts to introduce such education at primary levels, went ahead on her own initiative and arranged integrated population education also at fourth and seventh grade levels. Classes appear to be well taught. The principal stated she can't continue such education beyond a pilot period without help in the form of teaching and reference materials and visual aids. She also wants workshop training for her teachers. Since about 40 percent of all Thai children quit school by

the end of the fourth year, and about 55 percent by the end of the seventh year, it is important for those youngsters to obtain this type education during their most impressionable years and while still in classrooms.

- D. University Education. There are seven universities in Thailand and six have home economics programs. Family planning is being taught in all six universities. At the largest university in Thailand, Srinakarinviroj with eight campuses, family planning education is integrated into all home economics courses. The home economics college has 80 day and 100 night students at its main campus. No summary data on numbers was available from these six universities.

Long before the AHEA project, Srinakarinviroj included some population education material in home economics. The earlier somewhat sketchy course on "Population Education and the Quality of Life" has, since the AHEA project was started, been expanded and now includes more information on family planning. Population education material also has been integrated into many chapters of a 420-page home economics text. The book has been published by THEA, with 10,000 copies printed. It is used by all universities teaching home economics. The former Dean of the College of Home Economics at the University told the team the book is being used in 35 teachers' colleges.

- E. Thailand Home Economics Association. This organization has a membership of about 1,000 women. They include heads of home economics colleges in universities and head of departments at colleges and high schools, and teachers and home economics officials in the Ministries of Education, Agriculture and Interior (Community Development Department). They are a vigorous organization, committed to spreading family planning knowledge through home economics channels. Here are a few of their recent achievements related to AHEA purposes.

1. Published the teacher's guide referred to above, under university education.
2. Published a book, Population and Survival, (5,000 copies). It is a reference book intended for anyone working with population problems.

3. Published articles in its home economics journal dealing with family planning subjects, with messages to members urging them to spread family planning information through home economics channels.
4. The past President of THEA has developed, and USAID approved, a project to be carried out in Northeast Thailand involving teaching family planning to village mothers as part of nutrition education work by 132 home economists. The project leader stated that this activity is a direct out-growth of her participation in AHEA project-related workshops and seminars.

F. Community Development. Mainly through encouragement by AHEA project leaders in Thailand, the Community Development (C/D) Department is getting increasingly involved in helping to build a transmission belt of village volunteer outreach workers in many parts of the country. Prior to the AHEA project, this was not being done. About two-thirds of Thailand's 50,000 villages are reached by C/D field workers. There are approximately 1,000 home economists in the C/D Department. Each field worker receives as part of her six-month pre-service course about three hours of family planning training. This is very inadequate and encouragement should be given to increase such training to a minimum of 20 hours.

In addition to pre-service training, home economics field workers (HE/CD) are expected to receive family planning training in depth at district training courses conducted by C/D Regional HE/CD workers. The latter will have had at least two weeks of intensive training. The C/D plan is to get a volunteer lady from each village covered by a HE/CD worker. The village leader will contact village women to become acceptors, keep records on them and resupply pills and condoms. New acceptors will be referred to MOH clinics. Each HE/CD worker will supervise seven to 10 village volunteers.

To date, the C/D Department has trained 495 volunteers and C/D workers at regional training courses. In the year ahead, the C/D Department plans to train 30 village volunteer workers in each of 300 Districts and enough additional HE/CD workers to supervise all village volunteers. The work will not duplicate that of MOH field outreach workers, since MOH has only a few hundred workers to cover the nation. They could not give us an exact figure.

The C/D program represents the best linkage opportunity in Thailand for adult population. The AHEA project key home economists in Thailand have made an important contribution in getting the C/D Department to begin using HE/CD workers for family planning work. There appear to be excellent opportunities for further work here by the coordinators and their key associates. The USAID Population Office should follow this work closely and consider whether it can help C/D achieve these targets either by direct support, or through some other donor, including AHEA, if the project continues.

The team visited a village apparently selected randomly and was impressed by the quality of family planning work carried out by the village lady volunteers under guidance from the Community Development Home Economist.

#### IV. PROBLEMS

While the team would rank Thailand as one of the top three "emphasis" countries, in terms of project progress made to date, the home economics leaders do face a number of problems in their efforts to achieve project purposes.

- A. Lack of coordination among governmental agencies, and even within some, is an obstacle to work progress. For example, administration of primary school education is divided, with approximately 75 percent within the Ministry of Interior and the remaining 25 percent in the Ministry of Education, with little coordination of policy and curriculum.
- B. Thailand's compulsory education is through grade four. With 40 percent of the students dropping out by then, the introduction of population studies in the earliest primary years is important. Today it is being taught in only a few primary schools and on a pilot basis, with little clear evidence of strong Ministry support.
- C. Inadequate attention is being paid to reaching out-of-school youths, although the Ministry of Education has declared this a top priority.
- D. The National Committee on Population Education, attached to the Ministry of Education, has not endorsed teaching contraception in education programs in public schools, or

even such programs for adults. Additionally, the MOE Curriculum Development Center's Population Education Unit endorses the same philosophy. The policy and attitudes of these groups hamper the development of comprehensive population education within the educational curriculum of Thailand at all levels.

- E. Budget constraints greatly inhibit the development of teaching materials and adequate training needed for carrying out the well-designed and accepted program. Two teachers from each of the 60 vocational education schools have been trained. With population education a required course, and fully implemented in the total home economics curriculum of vocational schools, more teachers need to be trained to teach the course. Nearly 500 community development (C/D) workers have been trained in family planning. The plan to train C/D workers and 9,000 village volunteer women in 30 provinces cannot be done without greater support.
- F. Two AHEA project co-coordinators were appointed in September, 1976. The team believes the project would have benefitted even more if these home economists had been appointed a year or two earlier. They do not now have adequate guidance and support from AHEA as they undertake these new roles and responsibilities.

#### V. CLIMATE FOR PROJECT

The climate for this project as well as all other family planning programs in Thailand appears to be very good. Thailand has a national Family Planning Program that has met all of its proposed targets over the past several years and, unlike many other lesser developed countries, has very few major cultural barriers that could handicap the implementation of a family planning program. School officials at all levels of administration seem to appreciate the need for family planning to be included in the curriculum. Families in both the rural and urban areas also seem to be aware of the need for more family planning information and education.

If there is one dark cloud, it concerns fiscal resources. Funding for family planning activities related to home economics is of very low priority when compared to other development needs of the Thai Government. Unfortunately, this appears to be a condition that will continue to exist for quite some time into the future.

## VI. RELATIONSHIP TO AHEA

Contact between AHEA Washington and the present co-coordinators of the project appears to be good. A member of the Thailand Home Economics Association is completing a tour in Washington as Assistant Director of the overall project and this, no doubt, helped insure a close relationship between AHEA Washington and the Thailand project.

One possible criticism of the AHEA Washington and Thailand Home Economics Association (THEA) relationship might be that until September, 1976, there were no official coordinators in Thailand. It appears that the absence of focused, local leadership slowed the outreach of this project into more areas than it already has covered.

## VII. USAID ATTITUDE TOWARD PROJECT

Due to prior travel commitments, the USAID's outgoing chief Population Officer was unable to meet with the evaluation team to discuss this project. The evaluation team did meet with the USAID's new Population Officer. We also met with the USAID Director and his deputy. The Population Officer indicated that he had been briefed on the project and had some prior knowledge of the AHEA's project activity in Latin America. However, because of his short time in Thailand, he could not comment very objectively on the project.

Mr. Charles Gladson, Mission Director, and Mr. James Williams, Deputy Director, expressed interest in the team's findings but stated they were not very familiar with the project. It did appear, though, that they would be prepared whenever possible to endorse the provision of reasonable Mission assistance for the project.

The USAID is assisting the Thailand Home Economics Association (THEA) to prepare \$150,000 project proposal (\$100,000 provided by the United States) to conduct demonstration nutrition work, which also will integrate family planning information. Such assistance indicates that the USAID has confidence in the leadership of THEA to successfully implement and administer programs.

## VIII. SUMMARY

Overall, the atmosphere for transmitting family planning information in general, and family planning through home economics in particular, is quite favorable. In spite of this favorable atmosphere, though, the AHEA seems to have had a major impact only in the area of vocational school training, where a population education course is now required for all home economics majors and is proposed to be required for all vocational high school students.

Family planning, or family life, is being integrated into home economics and physical education courses at some secondary schools, but there are no official guidelines, and no curricula have been developed or approved by the MOE.

At the university, technical institutes, and teacher's training colleges, family planning and family life have been integrated into the home economics courses. With relatively small numbers of home economics graduates each year, some considerations must be given to how much impact this has within the overall project. Finally, in the area of community development, there are approximately 1,200 home economics extension workers and 500 village women who are providing family information, and in some instances even providing pills and condoms to rural villages. Potentially, this program could provide very substantial impact on the reduction of fertility if the number of community development home economists and trained village women were greatly increased.