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FINAL REPORT

of the

INTERNATIONAL FAMILY PLANNING PROJECT
Contract No. AID/csd-3623

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By The

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2010 Massachusetts Avenue, NW
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FINAL REPORT
"Family Planning Through Home Economics"
The International Family Planning Project
Contract No. AID/csd-3623

by
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SUMMARY

During the five-year period June 1972 through June 1977, \$1,892,997 was provided to the American Home Economics Association by the U.S. Agency for International Development to conduct a population-related demonstration project in selected developing countries. The project, implemented via a cost-reimbursement contractual arrangement (AID/csd-3623), was known as the "International Family Planning Project."

The goal of the Project was to institutionalize country-specific educational systems for delivery of integrated family planning information and services through home economics and related programs to families in selected developing countries. The Project's purpose was to establish population/family planning information and education as an integral part of home economics, and other related activities reaching families in selected developing countries.

In effect, the Project was designed to conduct a major international effort which would encourage key developing country home economists and home economics institutions to systematically integrate family planning/population education concepts into on-going home economics programs. Its six (6) specific objectives were to:

1. Motivate home economists in developing countries to provide family planning and population education information as an integral part of their regular professional work
2. Encourage home economists to promote family planning through effective use of the regular channels of their personal and professional contacts
3. Develop recommendations and effective ways through which home economists can include family planning/population education in their programs - formal and informal
4. Develop and adapt publications, informational materials, curriculum and teaching aids for home economists to use in integrating family planning/population education concepts within their programs
5. Identify family planning/population education resources and to develop cooperative relationships with groups working in family planning/population education

6. Create a network throughout the world of key home economics leaders who can give leadership to on-going efforts to integrate family planning/population education concepts into home economics programs and provide a means to minimize duplication of effort and maximize effectiveness in accomplishing Project goals

These six (6) major objectives created the framework for measurable outcomes of the Project's purpose.

The Project's design embraced several major components: (1) participant training; (2) materials development and dissemination; (3) leadership development; (4) cooperation with international population/family planning organizations and agencies; (5) research and evaluation, and (6) strengthening institutionalized home economics programs. These components were implemented via a variety of appropriate strategies, including, but not limited to workshops, seminars, committee meetings, training programs, curriculum revision, materials development, and consultations.

During the course of the Project, twenty-eight (28) developing countries representing three (3) major geographic regions participated at various levels in Project activities and programs. These countries were:

<u>AFRICA</u>	<u>ASIA</u>	<u>LATIN AMERICA/ CARIBBEAN</u>
Ethiopia	Afghanistan	Barbados
Gambia	India	Brazil
Ghana	Indonesia	Colombia
Kenya	Korea	Costa Rica
Liberia	Malaysia	Jamaica
Nigeria	Nepal	Mexico
Sierra Leone	Pakistan	Panama
Tanzania	Philippines	Trinidad/Tobago
	Sri Lanka	Venezuela
	Thailand	
	Turkey	

Among these 28 participating countries, eight (8) emerged as "emphasis countries"--those where a significant amount of project resources had been expended and where substantive activity had been conducted. These countries were Thailand, Nepal, Ghana, Sierra Leone, Panama, Korea, the Philippines, and Jamaica. The remaining twenty (20) countries represented a wide range of involvement, from minimum contact (e.g., dissemination of Project materials and information) to participation in regional

activities (e.g., summer institutes, workshops, consultation visit).

More than 3,000 home economists were involved with the Project.

The Project's Final Report, describes in detail the manner in which the project was implemented. It is organized into five (5) major parts, as follows:

- (a) Part I - Introduction
- (b) Part II - Project Design
- (c) Part III - Project Implementation
- (d) Part IV - Project Evaluation
- (e) Part V - Project Funding, Administration, and Management

The information reported herein has been extracted from Project records and published documents. A list of references and an appendix containing supporting materials is provided.

PART I

INTRODUCTION

Nature and Organization
of the Report

PART I

Introduction

In June 1971, the American Home Economics Association (AHEA) entered into a \$118,000 contractual agreement (AID/csd-2964) with the Agency for International Development (AID) of the United States Department of State, to conduct a ten-month study on the possible role of home economics in population education. As a first phase of the study, an international conference of home economists from developing countries was convened to discuss and make recommendations pertaining to the role of home economics in family planning. The conference, held in Chapel Hill, North Carolina (November 14-19, 1971), brought together fifty (50) home economists from thirteen (13) developing countries and the U.S. for the purpose of creating an awareness of the need for and challenging home economists to identify their role in family planning and population education programs. Prior to the Chapel Hill conference, few major activities or programs of a national or international scope relating family planning/population concepts to home economics concepts had been attempted. Several significant documents resulted from this first investigation into the relationships between home economics and family planning/population education, among them (1) a statement on family planning as a basic human right, and (2) a series of recommendations for the involvement of home economics in international family planning/population efforts. That view of family planning indicating home economists' concern for basic human rights, is reflected in the following statement:

- "- Couples have the right to choose freely and responsibly the number and spacing of the children they want and can afford, and the right to adequate education and information in this respect
- Children have the right to be born into families where they are wanted and loved, and into families that can give them the basic requirements of adequate nutrition, shelter, and education
- Planning for the size of a family is just one of the kinds of planning families can do to improve the quality of family life and contribute to a better community"¹

¹ "The Role of Home Economics in Family Planning, November 14-19, 1971, (contract #AID/csd-2964)." Washington, D.C.: American Home Economics Association, 1971.

Further, the conference participants drafted and issued the following preamble to the recommendations resulting from the conference:

"Home economists throughout the world are in an incomparable position to play a role in population programs (1) because of the places and ways in which home economists work with people, and (2) because our preparation as home economists uniquely qualifies us to approach family planning in its most comprehensive sense; that is, family planning as a decision-making process. . ."¹

As a direct result of this conference and a continuing dialogue between AHEA and AID, the International Family Planning Project (IFPP) was begun. Thus, in June 1972, AID and AHEA entered into a second contractual agreement to conduct an international effort to encourage key home economists and home economics institutions to provide the leadership necessary to integrate family planning/population education concepts into on-going home economics programs in (a) universities, colleges, secondary/elementary schools; (b) Cooperative Extension; and (c) community development. The resulting three-year contract (for the period June 1972 - May 1975) was subsequently expanded and funded through May 1977.

The Assembly of Delegates at the 1972 Annual Meeting of the American Home Economics Association, on behalf of the AHEA membership, approved involvement by the Association in international family planning efforts and passed a resolution to that effect. That resolution and accompanying information appears as Appendix A to this report.

The information contained herein is the final report of the activities conducted during the five-year period beginning June 1972 and ending May 1977 under the auspices of the AHEA/AID International Family Planning Project.

In reporting and assessing the results of any project, consideration of results should be made in relation to its purpose and objectives. The objectives of the AHEA International Family Planning Project were to:

¹Ibid.

1. Motivate home economists in developing countries to provide family planning and population education information as an integral part of their regular professional work
2. Encourage home economists to promote family planning through effective use of the regular channels of their personal and professional contacts
3. Develop recommendations and effective ways through which home economists can include family planning/population education in their programs - formal and informal
4. Develop and adapt publications, informational materials, curriculum and teaching aids for home economists to use in integrating family planning/population education concepts within their programs
5. Identify family planning/population education resources and to develop cooperative relationships with groups working in family planning/population education
6. Create a network throughout the world of key home economics leaders who can give leadership to on-going efforts to integrate family planning/population education concepts into home economics programs and provide a means to minimize duplication of effort and maximize effectiveness in accomplishing project goals

These six (6) major objectives created the framework for measurable outcomes of the Project's purpose, which was 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.

Nature and Organization of the Report

The information reported herein has been extracted from project records and published documents, and is based on project activities over a five-year period (June 1972 - May 1977).

The Project is organized into five parts which summarize the Project's (1) history, purpose and goals; (2) basic design; (3) manner of implementation (major country-specific Project efforts); (4) research and evaluation efforts; and (5) Project administration and management. An appendix containing supporting materials, is also included.

PART II

PROJECT DESIGN

PART II

Project Design

The AID-financed Project, "Family Planning Assistance Through Home Economics," was implemented by the American Home Economics Association under the title, The AHEA International Family Planning Project (IFPP), from the period June 1972 through May 1977. The goal of the Project was the institutionalization of country-specific educational systems for delivery of integrated family planning information and services, through home economics and related programs to families in selected developing countries. The Project's purpose was to establish population/family planning information and education as an integral part of home economics, and other related professional activities reaching families in selected developing countries.

As originally conceived, there were six objectives of the International Family Planning Project; they were to:

1. Motivate home economists in developing countries to provide family planning and population education information as an integral part of their regular professional work
2. Encourage home economists to promote family planning through effective use of the regular channels of their personal and professional contacts
3. Develop recommendations and effective ways through which home economists can include family planning/population education in their programs - formal and informal
4. Develop and adapt publications, informational materials, curriculum and teaching aids for home economists to use in integrating family planning/population education concepts within their programs
5. Identify family planning/population education resources and to develop cooperative relationships with groups working in family planning/population education
6. Create a network throughout the world of key home economics leaders who can give leadership to on-going efforts to integrate family planning/population education concepts into home economics programs and provide a means to minimize duplication of effort and maximize effectiveness in accomplishing Project goals

Throughout the duration of the Project, the goals, purposes and objectives remained the basis for the Project's design and implementation.

The Project's design included six (6) major components:

1. participant training;
2. materials development and dissemination;
3. leadership development;
4. cooperation with international population/family planning organizations and agencies;
5. research and evaluation; and
6. strengthening institutionalized Home Economics programs.

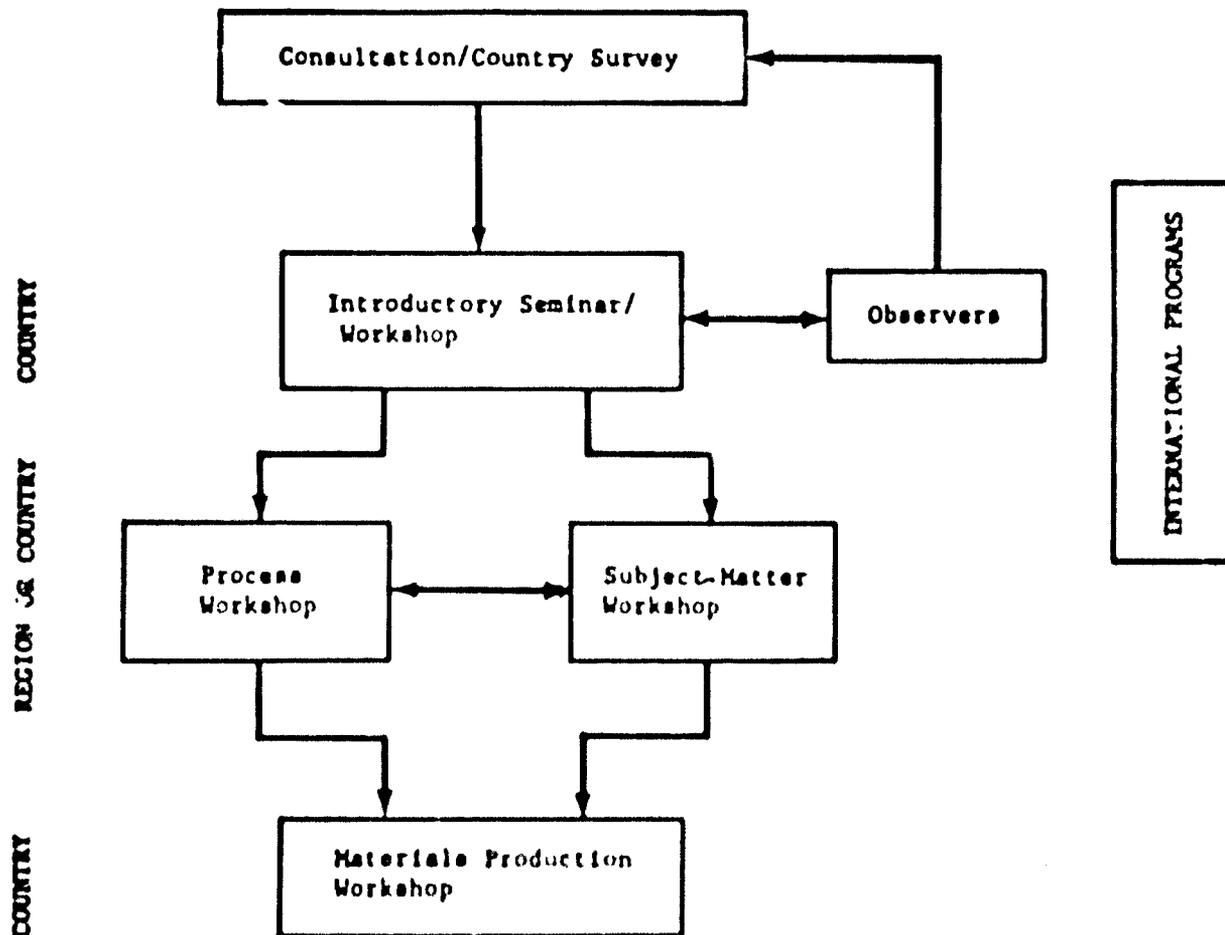
Implementation of these six components occurred through various forms, such as (a) in-country and international workshops, seminars, conferences, and institutes; (b) field testing of participant-produced materials; (c) formation or revitalization of home economics associations; (d) leadership training; (e) materials development, and (f) development of country-specific plans for Project activity.

The figures which follow illustrate the possible kinds of Project involvement available to developing countries; and demonstrate the sequence and flow of Project activity, moving from country-specific strategies to evaluation by Project objectives.

Part III of this report, Project Implementation, describes in detail each of the major program strategies used to implement the Project's design, and provides evidence of achievement of Project goals and objectives.

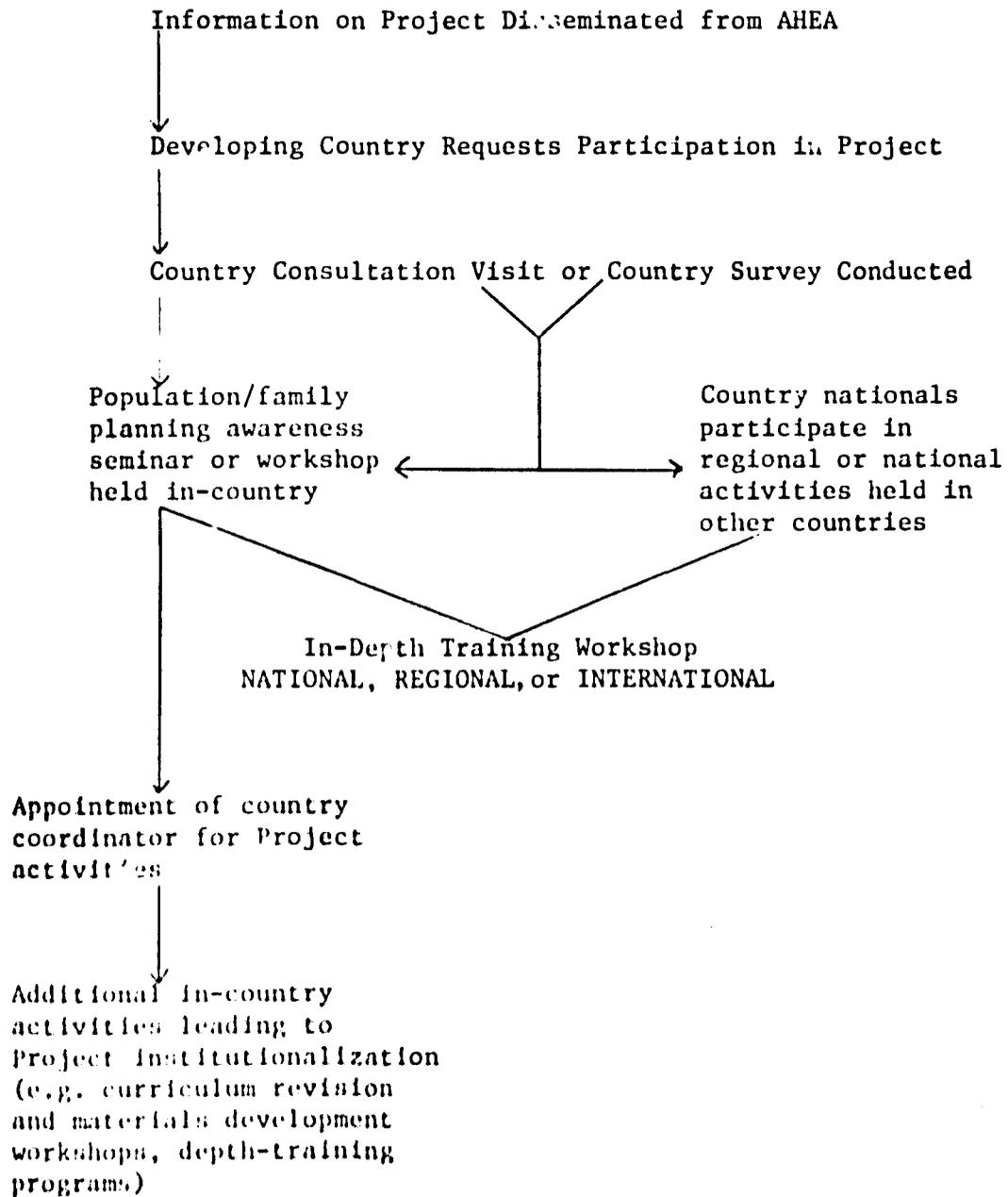
Figure 1

VEHICLES FOR INVOLVEMENT IN
THE INTERNATIONAL FAMILY PLANNING PROJECT¹



¹Annual Report of the International Family Planning Project (July 1, 1972 - August 31, 1973), Washington, D.C.: American Home Economics Association, 1973, p. 11.

Figure 2

FLOW CHART FOR PROJECT PARTICIPATION BY DEVELOPING COUNTRIES

PART III

PROJECT IMPLEMENTATION

- Program Activities
- Consultations, Workshops, and Seminars
- Summary of Country Activities
- Training Programs
- Materials Development
- Cooperation with External Population/
Family Planning Organizations and
Agencies
- Development of International Home Economics
Leadership and Programs

PROJECT IMPLEMENTATION

Program Activities

The major program activities of the International Family Planning Project included (a) consultations; (b) in-country workshops; (c) publications; (d) depth training programs; (e) revision of home economics curricula; (f) development of international home economics leadership; and (g) program evaluation. All of these activities involved training of country-national home economists, and each was implemented in accord with Project goals and objectives.

By May 1977, more than thirty (30) developing countries had been involved in some manner with the Project. This part of the final report describes the implementation of Project activities by type of major activity and country. Countries are listed in alphabetical order, and country-specific activities are presented in chronological order. The information herein focuses mainly on major activities, and are categorized as:

1. Consultations, Workshops, and Seminars
2. Training Programs
3. Materials Development
4. Cooperation with External Population/Family Planning Organizations and Agencies
5. Development of International Home Economics Leadership

A description of each of these components follows.

By and large, a minimum number of American personnel were used to carry out activities in developing countries. When it was necessary to involve American home economists, they were selected for their subject expertise and demonstrated competence in working with others in a supportive way, while their national counterpart provided leadership and expertise relative to the developing country. Where possible, consultants with previous cross-cultural experience were given priority; however, an effort was made to involve home economists of differing competences and experiences.

Table 1 which follows, summarizes the participation of twenty (20) selected countries in Project activities between January 1972 and December 1976, the period of greatest Project activity. Approximately thirty (30) countries were involved at various levels in project activity during its five-year span; more than 3,000 home economists were actively involved.

TABLE 1
 THE AMERICAN HOME ECONOMICS ASSOCIATION
 International Family Planning Project
 Participation in Project Activities by Twenty Developing Countries
 January 1972 - December 1976¹

<u>Country</u>	<u>Approximate</u> <u>Total</u> <u>AHEA</u> <u>Funds</u>	<u>Home</u> <u>Economics</u> <u>Assocs.</u>	<u>Home</u> <u>Economics</u> <u>Assocs.</u> <u>Members</u>	<u>Country</u> <u>Survey</u> <u>or</u> <u>Consultation</u>	<u>Country</u> <u>Wkshps</u>		<u>Depth</u> <u>Training</u> <u>Wkshps</u> <u>and Curric.</u> <u>Development</u>	<u>Advisory</u> <u>Committees</u>	<u>Participants</u> <u>Attending</u> <u>Other Country</u> <u>Wkshps</u>
					<u>#</u> <u>Wkshps</u>	<u>#</u> <u>Participants</u>			
Afghanistan	14,375	No	NA	Yes	0	0	6	0	1
Bangladesh	6,100	No	0	Requested	0	0	2	2	0
El Salvador	2,000	No	0	No	0	0	1	1	0
Gambia	4,025	Yes	15	Yes	0	0	1	0	1
Ghana	34,450	Yes	250	Yes	1	62	10	3	0
India	31,800	Yes	5,000	Yes	1	34	17	1	0
Jamaica	28,550	Yes	100	Yes	2	210	9	1	1
Korea	50,303	Yes	4,000	Yes	6	455	15	2	0
Liberia	15,230	Yes	25	Yes	1	45	4	0	4
Malaysia	26,300	Yes	150	Yes	1	63	9	0	1
Nepal	36,995	No	0	Yes	1	36	14	2	2
Nigeria	20,860	Yes	200	Yes	0	C	14	1	2
Pakistan	12,000	Inactive	NA	Yes	1	80	2	1	2
Papua	23,500	Yes	100	Yes	1	182	6	3	0
Philippines	52,367	Yes	7,000	Yes	3	105	19	3	3
Sierra Leone	60,100	Yes	100	Yes	3	140	14	2	2
Thailand	106,750	Yes	1,000	Yes	16	1,268	32	3	3
Trinidad/Tobago	14,700	Yes	60	No	1	160	9	1	2
Turkey	29,550	Yes	300	Yes	4	120	8	2	0
Venezuela	12,250	Yes	600	Yes	1	20	1	0	0

¹All figures are approximate (un-audited)

Consultations, Workshops and Seminars

Consultations, workshops, and seminars were basically the major vehicles through which a country's participation in Project programs was initiated, and through which its growth and development occurred. These kinds of activities were conducted for developing country nationals in their own countries, and in the United States. The greatest number of such activities were conducted in participating developing countries.

Consultations

In-country consultations were generally of two types; the a) consultation visit, and b) country survey.

Consultation Visits

The consultation visit served a variety of purposes and was frequently a country's first step to substantive involvement in the Project. The concept was utilized to create awareness, provide information about Project activities and stimulate home economists to provide leadership in family planning/population education through their programs. These consultation visits were generally of short duration, usually 2-3 days.

In some instances a single Project staff member or AHEA member conducted the consultation to develop interest in the International Family Planning Project, to determine the potential home economics leaders on a specific event or matter relative to the project.

Country Surveys

The most extensive form of consultation was the country survey. The survey served as a means to increase the visibility of developing country home economists (in their own country) among other professional groups, government ministries, and private organizations concerned with family planning and/or population education activities. This was often the principal way to open avenues for cooperation among home economists and with other groups.

Specifically, the country survey was the method used to:

- identify home economics resources
- identify family planning/population education resources

- discover the stage of home economists' awareness and involvement in family planning and their interest in increasing activities
- create awareness on the part of family planning/population education leaders in government and private agencies and organizations of the potential strength and contribution of the various extant home economics groups
- initiate coordination of activities between home economists and others involved in family planning/population education

The country survey was most often conducted by a team of four home economists (two from outside the country, and two in-country home economists). To initiate a survey, a request was made to the Project by the national home economics association (where one existed), a home economist, or a group of home economists in leadership positions. The requests were made with the approval of the appropriate government officers.

The in-country home economists planned the survey, frequently using a committee, and arranged and scheduled interviews and meetings with officials/representatives from both governmental and private sectors, and with home economics association members. This latter meeting included planning for participation in future Project activities. The country survey generally was designed to be completed in two-to-three (2 to 3) weeks.

All consultation visits and country surveys received prior approval by AHEA, AID/Washington, and AID Mission officials in the specific country. A written report was prepared and submitted to the AID/Washington Project Manager for each consultation and/or survey completed.¹

Implications for Future Use of Consultation Strategies

The use of the short-term consultation visit and the country survey as strategies for involving home economists in the International Family Planning Project and for strengthening their potential in the work of family planning in their own countries appears to have been sound. The developing country home economists have proven their ability to provide leadership by organizing rigorous, thorough interview schedules. They were very aware of

¹A limited number of these reports are still available from AHEA.

the sources of influence and the mechanisms for becoming involved in their own countries. On the other hand, the presence of an "outsider" (professional home economist) frequently provided access to persons and offices otherwise unavailable. Following country surveys, home economists were more often requested to participate in events of other professional groups involved in family planning.

The existence of a viable home economics association in the developing country appears to have facilitated involvement in the Project. Generally, professional associations tend to provide a non-partisan leadership group, cohesion among professionals that transcends job location, legitimization of the group as spokespersons to the government and/or the public, and an increased ability to mobilize resources for any given project. These aspects appear to have been operational for the Project.

Whereas the primary objective of this phase of the AHEA International Family Planning Project was to encourage home economists in the developing countries to include family planning in their regular professional roles, an unpredicted by-product has been the cohesion produced among diverse groups of home economists because of their common concern for quality of life--a concern that continues. This effect of the Project can have unanticipated lasting results. Thus, another vehicle to accomplish broader family planning goals lies in the development and strengthening of the national professional organizations as institutions that will stand beyond the span of the Project and will serve to extend the primary objective.

Workshops and Seminars

In-country workshops and seminars implemented during the five-year period of the contract were conducted only where local home economists demonstrated an interest in and capability of their sponsorship. Further, for an in-country workshop or seminar to be held:

- *sponsorship must have been representative of the local home economics leadership
- *appropriate and necessary government approvals must have been obtained
- *host countries must have provided some in-kind support or contribution

With the advent of the workshop/seminar concept as a strategy for implementing the International Family Planning Project in the participating countries, the Project advanced rapidly. And, as the number of in-country seminars and workshops increased, the countries tended to move readily and successfully from general awareness of associated population growth problems and the role of home economists in family planning and population education programs to specific action for integrating family planning/population education into home economics programs at all levels of school, community development, and extension programs.

The leadership provided for these workshops/seminars and follow-up activities in a number of the countries provided evidence that home economists increasingly accepted responsibility for promoting family planning. They influenced curriculum and program development, and government decisions related to formal and informal educational programs. The initial AHEA Project funding and support frequently stimulated substantial support from governmental and non-governmental agencies and organizations.

Following is a summary reporting of all consultation visits and country surveys, and a random sampling of the kinds of in-country workshops and seminars conducted during the early phase of the contract.

The report lists countries in alphabetical order.

Summary
of
Country Activities

Consultation Visits, Surveys, Workshops, and Seminars

AFGHANISTAN

Consultation Visit

A consultation visit to Afghanistan was conducted November 4-7, 1974 at the invitation of a home economist who had attended the Philippine Home Economics/Family Planning Workshop at the University of the Philippines, Los Banos (April 28 to May 4, 1974).

Two country home economists planned and conducted the interviews with one AHEA Project staff person. Approximately 20 persons were interviewed. One meeting was held with a small group of home economists and others interested in family welfare. The consultation team reported that any involvement of women in family planning activities would be a significant step forward and recommended involvement of the home economics community, while recognizing that the home economics program in Afghanistan needed support and further development.

No country survey or in-country workshop was conducted for Afghanistan. Apart from consultations and support for Afghanistan home economists to revise home economics curricula and to participate in Project-sponsored workshops in other Asian countries, little participation occurred. Thus, Project activities in Afghanistan for the five-year period reported here are minimal.

COSTA RICA

Consultation Visit

A U.S. home economist served as consultant to Costa Rica (August 6-10, 1973), to discuss the possible involvement of home economists in the International Family Planning Project. During that time the consultant met with ten (10) leaders involved in home economics or family planning-related activities.

Subsequently, the consultant reported the following summary and recommendations:

Summary¹

Costa Rica has an active, diverse, and coordinated national family planning program which has been successful in lowering its population growth rate. Home economists have been involved through secondary school education and to a lesser extent in informal and adult programs. A home economics association exists which reaches some of the more highly trained home economists, and has the potential of reaching out to include "all people dedicated to improving the home."

Recommendations

1. Continue communication with the Latin American Center for Training in Communications in Population and Family Planning
2. Foster communications related to family planning between the American Home Economics Association and the Costa Rican Home Economics Association
3. Support special proposals related to family planning in home economics that might be presented by Costa Ricans
4. Sponsor visits to Costa Rica by home economists from other Latin American countries to observe how family planning is being incorporated into existing programs.

Several of the recommendations were implemented, particularly recommendations one and two.

International Family Planning Project activities in Costa Rica

¹Costa Rica: Report of a Consultation. Washington, D.C.: International Family Planning Project, American Home Economics Association, 1973, p. 7.

were sparse during the five-year period reported here. Although repeated efforts were made to involve Costa Rican home economists in regional activities and in-depth training workshops/seminars, little response was forthcoming.

GAMBIA

Consultation Visit

No consultation visit to Gambia was held prior to the country survey.

Country Survey

At the request of home economists from Gambia who attended the September 1974 Curriculum Development Workshop in Sierra Leone, a country survey was conducted in Gambia in May 1975. The survey team was composed of the senior and deputy domestic science organizers, a home economist from Ghana, and a consultant from the United States. The team interviewed thirty-four (34) persons in government ministries, health and welfare agencies, education, provincial administration, and home economics.

The survey team reported that there was widespread agreement in Gambia that home economists have an essential informational/motivational role in the family planning program of the country. All home economists interviewed expressed a need for training, information, and resource materials in family planning/population education. In the course of the week's survey, a meeting of home economics teachers was called in the Banjul area. At that meeting, the Gambia Home Economics Association was launched, especially for home economists to be better organized for more effective implementation of professional activities. The advent of a national home economics association and any subsequent involvement in population education/family planning programs was viewed as highly desirable, as the issuance of a national population policy and a revision of the home science curriculum was imminent.

GHANA

Consultation Visit

At the invitation of the Ghana Home Science Association, a five-day consultation was conducted in February 1973. Meetings were held with groups of home economists and plans developed for a country survey, requested for October or December 1973. The Ghana home scientists were interested in and capable of carrying out Project activities. With the support of the National Family Planning Programme, there was great potential for Project objectives to be carried out in activities organized by the Ghana Home Science Association and in cooperative activities with other agencies.

Country Survey

The country survey was requested and organized by the Ghana Home Science Association, an active group with approximately 200 members, which publishes a quarterly journal, the Home Scientist. Two Ghanaian home economists had participated in earlier Project activities (one attending the 1971 Chapel Hill Conference and the other serving as a member of the 1972 ad hoc Advisory Committee).

Two (2) U.S. home economists and four (4) counterparts from Ghana composed the team conducting the survey, during which a total of 47 persons were interviewed.

Results of the survey indicated that (1) home economists in Ghana desired to become more involved in family life education; and (2) the National Family Planning Association, and the Ministries of Education, Agriculture, and Social Welfare showed favorable support for involvement of home economists in family planning programs. However, many of the home economists felt inadequately prepared to participate in family planning/population education, and expressed a need for additional training.

The survey revealed that home scientists were employed in nearly all levels of school programs, pre-school through university. A strong home economics extension program reaching rural village families existed, and home scientists were employed as dietitians in food service and other businesses.

There was strong support for the potential contribution Ghanaian home scientists would make to total country efforts in family planning. Home scientists themselves felt the need to become more involved. The survey team indicated that Ghanaian home

scientists and the Ghana Home Science Association held great potential for becoming a powerful social force in national development efforts.

In-Country Workshops

The first Ghana workshop to be funded through the AHEA Project was sponsored jointly by the Ghana Home Science Association and the Home Science Department of Winneba Specialist Training College. The workshop's focus was teaching family life - family planning education through home science programs.

The planners and organizers of the workshops involved many supporting and auxiliary governmental and non-governmental agencies in the conduct of the workshop. Several representatives of the Ghana Teaching Service, University of Ghana, National Family Planning Secretariat, World Assembly of Youth, FAO/UN, Ghana Home Science Association and the Winneba Specialist Training College played active parts. Other participants included instructors and third/fourth year home science majors at Winneba, regional home science organizers (supervisors) and tutors. The home scientists who attended the workshop were, on the whole, individuals who would have both immediate and long-range influence on the success of the teaching of family life education through home science. In addition to approximately thirty (30) individuals who served as resource persons and members of the planning committee, fifty-eight (58) individuals participated in the workshop including one U.S. curriculum consultant.

A beginning was made through small group work to identify techniques for integrating family planning into home economics programs. It was recommended that planning proceed for follow-up action workshops to provide time for actual curriculum development.

INDIA

Consultation Visit

In December 1972, two (2) United States home economists attended the Eleventh Biennial Conference of the India Home Science Association held in Trivandrum, India. The India Home Science Association requested the consultation to provide an opportunity for discussion of the home scientist's role in family planning. The consultants visited selected home science universities and colleges to discuss ways in which Indian home scientists might effectively participate in the International Family Planning Project.

While there was evidence that both research activities and action-oriented programs in India involved home scientists in family planning, the consultants reported that in their perception, the prevailing attitude of the Indian government at that time regarding funds from external sources appeared to deter extensive involvement of India home scientists in Project activities. The two means suggested for the Project in India were 1) using home scientists in consultant roles, and 2) requesting the India Home Science Association to sponsor a regional seminar. Neither of the options appeared to have the potential of extensive involvement of a large number of home scientists.

In-Country Workshops

At the invitation of the home economists who organized the workshop, two (2) United States home economists participated in a workshop, "The Potential for Integrating the Better Family Living Concept into Home Science College Curricula." This activity sponsored by the India Home Science Association, was held in Udaipur, December 1-5, 1972. The two American consultants were among the key individuals involved in the final planning for the workshop.

The main purpose of the workshop was to explore ways through which home science colleges might become more involved in national development programs, particularly in the areas of family planning, increased food production, and improved nutritional practices. Thirty-four (34) representatives of ten (10) Indian home science colleges participated in the workshop.

As a direct outcome of the workshop, (1) several proposals for the integration of family planning and related concepts into child development, home management, and nutrition courses were developed, and (2) a follow-up committee for implementing the integrated program was formed.

JAMAICA

Consultation Visit

A formal in-country consultation visit to Jamaica was not conducted. However, previously one (1) home economist from Jamaica participated in the 1971 Chapel Hill Conference and five (5) attended the four-week in-depth training in family planning in Taiwan (February 1973).

Country Survey

A country survey was conducted October 8-27, 1973, at the request of the very active Jamaican Home Economics Association. Six (6) Jamaican home economists planned and conducted the three-week survey, assisted by two (2) U.S. home economists. Approximately forty (40) individuals, most of whom were employed in administration, were interviewed during the survey. The survey revealed evidence that home economics held the potential for an important role in family planning, family life and population education in Jamaica. It was recommended that the Jamaican Home Economics Association be encouraged to promote efforts which make it possible for home economists to be effectively involved in family planning programs by seeking funds to implement pre-service/in-service training programs and develop educational materials.

The survey also revealed that strong home economics programs in schools, training colleges, extension, and community development existed. The team recommended that Jamaican home economists be considered potential leaders to coordinate the home economics/family planning programs in the Caribbean region.

In-Country Workshops

A workshop, "Family Life, Population Education and Home Economics," was held June 23-29, 1974, in Jamaica. One Project staff member attended the workshop as a consultant. In addition to forty-six (46) participants from Jamaica there were three (3) observers, one (1) from Barbados and two (2) from Trinidad. The majority of the workshop participants were high school teachers. Other participants were faculty members at the Teachers' Colleges.

The main objective of the workshop was to create an awareness of the role and responsibilities of home economists in family life and population education. The program included lectures presented by local resource persons as background information. Panels, group and open discussion methods were used to explore the effect of over-population, implications for home economics, and integrated approaches to family planning and home economics. Slides, films

and film strips were shown, and other available resources for teaching family life education and family planning were identified.

A committee was formed to plan follow-up activities. Short-term, regional courses in integrating family planning/population education and home economics, as the follow-up strategy, were planned by the committee. Workshop participants served as resource persons and co-planners for the regional workshops. Subsequently, three (3) regional follow-up workshops (each one week in duration), funded by the Ministry of Education, were held October and November, 1974 for ninety (90) teachers of home economics in rural secondary schools.

A significant outcome of the family planning/population education activities of home economists in Jamaica was the formal introduction of family life and family planning education in the school curriculum. It has been estimated that home economics teachers in Jamaica reach about 34,000 students a year in the primary, secondary, and vocational schools.

KOREA

Consultation Visit

No consultation visit to Korea occurred.

Country Survey

The Korea country survey, requested by a group of Korean home economists in cooperation with the Korea Home Economics Association, took place March/April 1973. Two (2) U.S. consultants spent four weeks in Korea on this extensive survey.

Korean home economists were already involved in family planning, including the integration of family planning and population education concepts in curricula and textbooks. The advent of the AHEA International Family Planning Project served to facilitate and coordinate efforts of the home economists and to increase their visibility among other professional groups similarly involved.

Korea's home economics association was active and well-organized. In addition, there were at least 51 colleges and universities offering degree programs with a major in home economics; in 1972, a total of 3,069 students graduated with academic degrees in home economics. Further, through various government agencies and the Household Economics Association, home economists seemed to have easy access to Korean families.

The recommendations of the country survey noted the need for additional curriculum materials particularly relevant to the Korean Culture, in-service education programs, and cooperation of the home economists with the other agencies currently involved in family planning.

The survey report indicated strong leadership among Korean home economists, and recommended that this expertise be utilized on an international scope in future project activities (e.g., pilot projects, training programs).

In-Country Workshops

The home economics/family planning workshops in Korea were initiated by the Korea Home Economics Association. The workshops were designed as a coordinated series to reach various groups of home economics teachers and to begin the process of integrating

family planning/population education into home economics curricula at all levels, including the colleges.

The first of the workshop series was a two-day "awareness" and planning conference, held July 22 and 23, 1973. Ninety (90) home economics teachers and college professors participated. AHEA Project funds were initially requested but as the plans developed, local resources entirely covered the cost of this two-day conference, which initiated the workshop activity described below.

A second workshop, "Family Planning Education Through Home Economics," was held December 9 - 13, 1973. Ninety (90) home economists participated, including teachers from girls' high schools, inspectors from the Board of Education, school principals, and faculty members from colleges of home economics and teachers colleges.

Four participant sub-groups began work in curriculum development/revision in the following areas:

- *Clothing and family planning
- *Food and nutrition and family planning
- *Home management and family planning
- *Child education and family planning

Proceedings were printed and distributed.

The third workshop involved twelve (12) leaders who participated in the previous workshops and who were charged with the responsibility of compiling the previous work and developing specific teaching materials. The format and schedule for this third component of the series might be recommended for other situations where professional persons assume the additional responsibility of preparing materials to assist in the infusion of family planning into the regular home economics programs. Three separate but related work sessions were held:

December 20 - 22, 1973

Basic principles, classification and content for the preparation of materials on family planning and home economics

January 12 - 13, 1974

Review, analysis, and evaluation of materials being developed

February 20 - 22, 1974

Final determination of content of teaching materials and selection of writers

The resulting materials were printed in Korean in a book, HOME ECONOMICS AND EDUCATION ON FAMILY PLANNING, with the following chapters:

1. Necessity of Family Planning
 2. Food and Family Planning
 3. Clothing and Family Planning
 4. Housing and Family Planning
 5. Home Management and Family Planning
- Appendix: Birth Control Methods and Contraceptives

The book was distributed to junior and senior high school teachers in Korea.

LIBERIA

Consultation Visit

A one-week consultation was conducted by a Project staff member in June 1973. The Ministry of Agriculture coordinated the consultation and provided counterpart involvement.

The Liberian Home Economics Association had been inactive for a number of years and Liberian home economists appeared to lack a broad professional identity such an organization might provide. The AHEA International Family Planning Project was of interest to home economists in all ministries and was viewed as a mechanism for uniting the efforts of home economists. This suggested professional coordination was endorsed by many of the government officials interviewed.

The Ministry of Agriculture initiated programs to include family planning in its regular training programs for home economics field workers. Liberian home economists were included in regional activities sponsored by the International Family Planning Project.

In-Country Workshop

Liberia's first workshop, "Responsible Parenthood and Family Planning," was held February 16-19, 1976 in Monrovia. Although several Liberian home economists had previously attended workshops in Taiwan and Sierra Leone, this was the first in-country workshop activity; it was organized and sponsored by the new Liberian Home Economics Association. Essentially an orientation workshop, the program was built on a format involving morning speakers and afternoon discussion groups which focused on family issues in Liberia, including teenage pregnancy, drug abuse, and family relations. In their recommendations, the participants strongly endorsed the teaching of sex education and family planning to all children aged 9-11 and over. Follow-up activities included plans for preparing teaching materials in family planning, and curriculum development.

Approximately thirty-eight (38) individuals participated in the workshop (including one observer each from Sierra Leone and Ghana); \$3,000 in project funds was provided for workshop implementation.

MALAYSIA

Consultation Visit

A consultation visit prior to the country survey was not conducted.

Country Survey

During May-June of 1973, a four-week country survey was held in Malaysia in cooperation with Universiti Pertanian. Two (2) U.S. home economists and four (4) Malaysian home economists comprised the team conducting the survey.

The survey results indicated that home economics was recognized as having potential for making a significant contribution to Malaysia's development and to family planning. The survey team noted that strengthening the home economics association and coordinating home economics programs in the various government ministries offered two means for mobilizing that potential. It was felt that the geographic expanse of the country necessitated regional units in order to provide local cohesion. Further, the survey team recommended that colleges and universities for the education of home economists receive attention and support.

In-service education programs in family planning for home economists were suggested as a necessary first step. Particularly needed were short courses on content and methods of teaching family planning/population education concepts in home economics programs.

A workshop was suggested as the next activity for Malaysia. Malaysian home economists were involved in the seminars and workshops of other Project participant countries so that they might observe the organization, content, etc. of such activities.

In-Country Seminar

The first Malaysia Seminar, "The Role of Home Economists in Family Planning," held November 24 - 30, 1974 at the Universiti Pertanian Malaysia, was the first opportunity for a large group of home economists from different government ministries to meet and work as a group. Twenty-eight (28) persons from various geographical regions of Malaysia participated and twenty-five (25) second-year home economics students from the Universiti attended as observers.

The seminar objectives were to:

- create awareness of the importance of family planning as a means of improving quality of life
- create awareness of the role and responsibilities of home economists in family planning
- explore the prospects for integrating family planning concepts into home economics programs.

The seminar was a follow-up to recommendations of the country survey (May-June, 1973).

NEPAL

Consultation Visit

A consultation visit prior to the country survey was not conducted.

Country Survey

A country survey was planned and conducted by two (2) Nepalese home economists in cooperation with two (2) U.S. home economists, during September 17-23, 1973.

Thirty-eight (38) persons were interviewed to identify resources and home economists' interest in family planning and population education, in order to determine possible future contributions of the profession to Nepal's national development plan.

The survey revealed that the number of home scientists in Nepal was small--approximately 27 individuals with academic degrees in home economics. A number of others working in leadership positions had taken special courses, or had earned diplomas from India, the U.S., and the Philippines. There was a strong commitment to home economics and its leadership potential. The organization of the Ministry of Home Panchayat was such that trained volunteers reached village level families throughout the country. Home Science was taught in the school programs, but there was need for more teachers and in-service education.

The Nepal Home Economics Association was organized in 1959 but was not active due to a lack of financial support and leadership. It was assumed that Project activities would stimulate and strengthen the Association. The survey also revealed that home scientists were aware of the family planning programs and activities being conducted in their country; the majority felt that home economists were perhaps better prepared to teach family planning and population education than were other teachers. They indicated that special training in all aspects of family would be of great assistance to Nepalese home economists.

The survey created a heightened awareness of the potential contributions of home economists. Further, it provided the incentive to bring home economists together as a group to focus on common concerns and initiated active participation in subsequent Project activities.

A second consultation was conducted by the Project Director during an on-the-ground inspection tour of Project activities in 1976. This visit served as a catalyst for involvement of Nepal in future home economics activities.¹

In-Country Workshops

Nepal's first workshop was held at the Panchayat Training Center in Janakpur, November 18 to 21, 1974.

There were approximately thirty-two (32) participants, all leaders of home economics in Nepal and represented the University, Teacher Training Colleges, Women's Training Centers, and the Ministry of Education. While those individuals representing the Women's Training Center had been involved to some degree in introducing family planning, for many of the participants this was the first exposure to a consideration of the role of home economists in integrating family planning concepts into their on-going work.

This was one of the first opportunities for large numbers of Nepali home economists to meet together and plan substantive home economics programs. Follow-up plans were discussed for implementing regional workshops which involved groups of teachers and women workers in the Women's Affairs Training Centers.

¹See Part V, "Project Funding, Administration and Management."

PAKISTAN

Consultation Visit

At the request of the Principal of the College of Home Economics (Karachi), a staff member conducted a one-week consultation in August 1972, to explore procedures for Pakistani home economists to become involved in the Project.

Although Ministry personnel responded positively to potential involvement of home economists in family planning activities, the Project's outreach was limited by the extent of its contact with Pakistani home economists. At that point in time (1972) the Project had maintained continued contact with only one home economist.

Efforts were subsequently made to include other home economists in leadership positions either through involvement in seminars and workshops held in other Project participating countries or through an additional consultation (1976).

In-Country Workshop

This orientation workshop, "The Role of Home Economics in Family Planning," was held at the College of Home Economics in Karachi. It attracted eighty (80) participants from the four (4) home economics colleges in Pakistan (Peshawar, Lahore, Hyderabad, and Karachi) as well as Quetta and Darachi secondary school teachers; and 900 persons at the inaugural session. The two-day workshop was devoted to lectures and group discussions and represented the first involvement of Pakistani home economists in an in-country family planning activity. The workshop planners requested and received \$3,000 for implementing the workshop.

PANAMA

In-Country Seminars

A seminar on family planning was held in Panama City, Republic of Panama, February 7-14, 1973, for 182 teachers of home economics and home agents of the Ministry of Agricultural Development. The seminar was conducted under the direction of the Department of Home Economics, Faculty of Agronomy, University of Panama, with the participation of the Ministry of Education. An eight (8) person advisory committee included one AHEA consultant.

The major objective of the seminar as defined by the advisory committee, was "to orient home economists to the role they have in family planning in a time of change and enormous economic and social demands."

An analysis of data collected prior to and following the seminar on home economists' knowledge of and attitudes toward family planning indicated that home economists (1) were knowledgeable of family planning concepts; (2) included such concepts in their programs; and (3) integrated family planning/home economics strategy.

It was recommended that subsequent seminars (a) present topics in greater depth and (b) deal specifically with the development of teaching materials.

Panama was identified as a participant country with outstanding resources and leadership potential, and which could sponsor regional activities for Central and South American home economists.

PHILIPPINES

In-Country Workshops

"Increasing Family Planning Support Through Extension Home Economics Programs" was the focus of the first workshop sponsored via support from the AHEA Project. Planned and implemented by the Department of Home Technology, University of the Philippines and the Home Economics Program Division, Bureau of Agricultural Extension, thirty-four (34) home economists in extension, representatives from other ministries, colleges and organizations, six (6) home economists from Afghanistan, Malaysia, Nepal, Pakistan, one (1) U.S. consultant and one Project staff member participated in the workshop.

Outcomes of this activity have been far reaching. During the workshop, progress was made toward the integration of family planning into the extension home economics program. This was the first phase of a larger project proposal which had previously been presented for funding to the Philippine Population Commission but had not received support. Shortly after AHEA funding of this first phase and the successful completion of the workshop, the Philippine Population Commission awarded the Home Economics Program Division of the Bureau of Agricultural Extension substantial funds to complete the other phases of the original project proposal. Subsequently, development of home economics program materials to infuse family planning throughout the total home economics extension program accelerated.

This home economics family planning activity reached large numbers of village families. The avenue of outreach involved one (1) Home Economics Supervisor and six (6) Home Economics Extension Specialists in the Central Office, eleven (11) regions with one Home Economics Supervisor in each region, seventy-four (74) provinces with a Senior Home Management Director for each, and approximately 1,000 Home Management Technicians at the local levels. It is estimated that Home Management Technicians contact directly about 65,000 families per year.

A publication, INCREASING FAMILY PLANNING SUPPORT THROUGH EXTENSION HOME ECONOMISTS, resulted from this workshop. It has been widely distributed in the Philippines to home economists and others in governmental and non-governmental organizations.

A second Philippines workshop was organized and sponsored by CODHHEP (Council of Deans and Heads of Home Economics of the Philippines), October 10 to 12, 1974. The purpose was to initiate home economics curriculum revision in colleges and universities in the Philippines and to begin to integrate family planning/population education in some subject areas. Approximately thirty (30) college and university home economics administrators and faculty participated. Follow-up plans were initiated.

SIERRA LEONE

Consultation Visit

No consultation visit was conducted prior to the country survey.

Country Survey

At the request of the Sierra Leone Home Economics Association (SLHEA), two (2) U.S. consultants assisted in a two-week country survey conducted in June 1973. The Sierra Leone Home Economics Association had a long-established reputation as a dynamic professional organization. Its members expressed an interest in becoming substantively involved in the International Family Planning Project, and subsequently developed a proposal for a seminar on family planning to be held December 1973 for Sierra Leone home economists.

At the time of the survey, the Sierra Leone government did not have a stated national policy regarding family planning. One objective of the Sierra Leone Home Economics Association was to influence government issuance of a statement supportive of family planning.

The development of the home economics leadership base in Sierra Leone marked it as a potential country for pilot programs and other major Project activities.

Consultation

At the request of the Sierra Leone Home Economics Association (SLHEA), a Project staff member held a two-week consultation, on May 20-June 7, 1974. The major purpose of the consultation was to assist with the follow-up activities of the Sierra Leone Family Planning Seminar held in December 1973 (reported in the next section).

Several meetings were held with the President and Executive Committee of SLHEA. These home economists were very optimistic about the Project and had prepared a draft proposal for a follow-up workshop. They also felt that there was need to hold evening classes for rural housewives on family planning and indicated that the planning committee would implement this activity.

The details of the draft proposal were finalized and a request for AHEA assistance was made. The Executive Committee felt that a

curriculum development workshop for a few selected teachers and supervisors would be more meaningful to lay the foundation for action by the Ministry of Education and the Institute of Education.

The Director of the Institute of Education was highly supportive of the SLHEA's recommendation to the Institute to establish a curriculum revision unit. Though aware of the need for better family living education, the financial costs of curriculum revision were of concern to the Director.

It was anticipated that the scope of the planned curriculum revision would require trained personnel. The Executive Committee requested that selected members of SLHEA receive further in-depth training abroad on family planning/population education and communication, so that they might become leaders and resource persons for planning future IFPP activities in the country.

The possibility of regional cooperation was also discussed, and received a favorable response. A brief discussion with the President of the Planned Parenthood Association (PPA) confirmed that PPA would cooperate in any approved, substantive venture to promote family planning in Sierra Leone.

In-Country Seminar

The first seminar on planning for better family living, "The Role and Responsibilities of Home Economics in Family Planning," was held December 2 to 8, 1973. This activity was organized as a result of the participation of two (2) Sierra Leone home economists in the Family Planning Workshop in Taiwan and a country survey in Sierra Leone organized by the SLHEA in June, 1973.¹

The main objective of the seminar was to create an awareness and understanding of the role and responsibilities of home economics in family planning. Fifty-eight (58) participants, one U.S. consultant, and observers from Liberia, Ghana, and Kenya attended the seminar.

Topics explored during group discussions included (1) where and how home economists might contribute to family planning and population education programs, (b) training needed by presently

¹For additional information, see: Report of the Seminar on the Role and Responsibilities of Home Economics in Family Planning. Free-town, Sierra Leone: Sierra Leone Home Economics Association, 1973.

employed home economists to contribute to family planning and population education, and (c) the educational level at which family planning education should begin. During the seminar, audio-visual aids were prepared, particularly posters, radio scripts, and plays. During "look and learn" sessions, participants and observers examined and/or read various books and other materials on home economics, family planning, and population education.

Plans and recommendations for follow-up were presented, reflecting a high degree of commitment of SLHEA for future family planning activities. One of the recommendations was:

". . . That the Sierra Leone Home Economics Association should endeavor to support all efforts directed toward the formulation of a national policy on family planning and to participate actively in national development and planning."

The first seminar provided the incentive for two additional follow-up seminars:

"Integrating Family Planning Concepts into Home Economics" (September 16-27, 1974)

"Integrating Family Planning into Rural Development Home Economics Programs" (October 28 - November 9, 1974)

Twenty-five (25) Sierra Leone teachers and six (6) observers (two (2) each from Nigeria, Gambia, and Liberia) participated in the September seminar, which began the first steps toward curriculum revision to integrate family planning and population education concepts into the home economics school programs.

Family planning and rural development, the focus for the third seminar, involved approximately forty (40) persons in leadership positions in rural development work. The participants were home economics leaders and field workers from the Ministry of Social Welfare and the Ministry of Agriculture, with several representing women's volunteer organizations. The workshop was organized by a committee of ten (10) senior officers of the Ministry of Social Welfare.

Sierra Leone emerged one of the Project's strongest participating countries. Under the able leadership of several competent and enthusiastic home economists, and the well-established national home economics association, Sierra Leone, along with Ghana, served

as a pivotal point for a large portion of the Project's activity in Africa. Its Project-supported programs, activities, and publications became models for the efforts of other African, Asian, and Latin American home economists.

THAILAND

In-Country Workshops and Seminars

Thailand emerged as one of the most active Project participating countries. During the life-span of the Project, many workshops and seminars were conducted under the aegis of the Project and involved thousands of Thai professionals and paraprofessionals.

Following is a brief account of several of the Thai workshops.

1. The Vocational Education Department of the Ministry of Education sponsored a workshop in Bangkok, on April 2-10, 1972. A total of 130 teachers representing sixty-five (65) trade, vocational, and polytechnic schools that include home economics programs participated in this workshop.

The twelve (12) home economists who had attended the Home Economics International Family Planning workshops in Taiwan assumed major responsibility for initiating this and the General Education Department workshop. They participated as speakers, panel members, and work group leaders.

One immediate outcome of this workshop was the establishment of a committee to prepare a required new course for all boys and girls in vocational schools in their senior year. The course emphasized population education/family planning concepts with particular regard to planning for the future.

Following the workshop, 500 copies of the speeches, group discussions, and materials were printed in Thai for use by vocational teachers as a resource for planning courses. This publication was well-received and useful; an additional 5,000 copies were printed.

The co-directors of the workshop also conducted an orientation program on "Home Economics and Family Planning" for 500 new teachers. This program was one example of the residual effect of Project activities.

As a result of the Vocational Education Department's Family Planning Workshop, 400 high school girls participated in a family planning seminar on June 25, 1973. The seminar was arranged at Khon Kaen Vocational School with the cooperation of the Khon Kaen Women's Cultural Association, Planned Parenthood of Thailand, and selected medical personnel. In addition to the students, participants included government

and city officials. This seminar took place in a district of Thailand reported to have had the highest fertility rate, and was totally financed from Thai resources.

2. The General Education Department sponsored a conference (held April 9-14, 1973) for 112 teachers who represented the same number of secondary schools, and included at least one (1) teacher from each province in the country.

An AHEA consultant attended the Vocational Education Department and the General Education Department workshops at the request of both groups. (It may be important to note that in both cases, Thai ministries supported the activities and the media provided extensive coverage for both events.)

3. The College of Education and the Department of Teachers' Training of the Ministry of Education, in collaboration with the Thai Home Economics Association, held a seminar, "Population Education and Better Family Living," August 27 - September 1, 1973. The International Family Planning Project was one of six sponsors of this event, coordinated by a home economics teacher educator. The home economists reasoned that lasting curriculum changes in teacher education programs for home economics required institution-wide understanding and support; therefore, teacher educators from all areas of study were invited to participate. Two hundred and twenty (220) professionals participated in this seminar, including an AHEA staff member. Three (3) prominent home economists from the Philippines attended as observers.

During the week of the seminar, exhibits relating the various aspects of home economics to family planning were displayed. This exposition was open to the general public; it was viewed by approximately 1,000 persons per day. In addition to news coverage by the print media, public radio broadcast the final session.

The organizers of this seminar reported that 2,000 schools requested copies of the seminar report. Colleges and secondary schools have used the exhibit materials. At least three teacher training colleges have sponsored follow-up seminars on population problems and family planning. It is estimated that about 1,000 persons, including student teachers, supervisors, and parents, were involved in these follow-up seminars.

The seminar report suggested many other follow-up activities, which serve to indicate the commitment of the home economics profession in Thailand to family planning as a part of home economics. These activities also show the influence a well-organized profession can acquire and exert.

4. During 1974, nine workshops under the sponsorship of the Community Development Department, Home Economics Division, were held for young married women from the villages of the nine regions represented. (There are a total of nine regions under the community development organization in the country.) Two (2) young marrieds participated from each village represented. Community Development Home Economics Workers from each region also attended. Following is the workshop schedule and the number of participants in each:

TABLE 1

Schedule for and Participants in the Thai Workshops for
Young Married Women
1974

Workshop Date	Total Participating Young Married Women	Total Participating Community Develop- ment Workers
May 13 - 17	40	12
June 17 - 21	40	17
July 8 - 12	40	16
August 26 - 30	33	14
October 25 - 29	47	8
November 11 - 15	48	9
November 25 - 29	50	8
Others	100	11

A total of approximately 398 young married volunteers from at least 180 villages and 95 community development workers from the regions represented attended these workshops focusing on family planning and home economics.

Each young married woman attending the workshop was expected to return to her village and organize a group of at least ten (10) women. The International Planned Parenthood Office in

Bangkok worked with the Community Development home economists in the follow-up activities which occurred in the villages.

This program for reaching village families with family planning information through home economics programs may be a model useable by home economists in other participating countries, and by other professionals.

The workshop, "Population Education and Teaching Strategies for Vocational Teachers," was held April 19-27, 1976 in Bangkok. AHEA Project funds contributed 1/6th (\$2,300) of the cost of the workshop, sharing costs with the Asia Foundation and the Government of Thailand. Sixty-three (63) individuals participated in the workshop, of whom forty-two (42) were home economists.

Because the Thai Department of Vocational Education had developed a new curriculum for population education to be offered as a separate required course in sixty (60) vocational schools that provide courses in home economics, this workshop was designed for training teachers in the use of the new curriculum, teaching aids and materials.

Among the Asian countries participating in Project activities, Thailand, Korea, and the Philippines were most active. Many of the activities and programs implemented, were funded in part or wholly by private and governmental sectors of these countries. Thailand served as the site for the field-testing of a major project publication, Working with Villagers, and was a model for the development of non-formal project programs.

TRINIDAD & TOBAGO

In-Country Seminar/Workshop

A seminar-workshop, "Family Life Education for Better Living," was held in Port-of-Spain, June 12-15, 1975. This three-day workshop, sponsored by the Trinidad and Tobago Home Economics Association attracted seventy (70) participants, including nine (9) observers from Montserrat, Guyana, St. Vincent, Barbados, Antigua, W.I., and St. Kitts-Nevis. The objectives of the workshop were to create awareness of population issues and to stimulate thinking about the role of home economics in family life education. Along with principal addresses on these issues, participants in group discussions considered and made recommendations on subject areas and age levels appropriate for the introduction of family life education into the curriculum.

There were several other encouraging aspects of this workshop:

1. the Caribbean Home Economics Association was revitalized and new officers elected;
2. participants recommended that a Family Life Education Coordinator be appointed and attached to the Ministry of Education to implement the Trinidad and Tobago Cabinet decision to integrate Family Life Education into the curriculum;
3. a 15-minute, prime-time nationwide television interview of one of the Project staff took place during which the purposes of the Project were explained, and;
4. a participant in one of the Project-sponsored summer institutes demonstrated how various media and methods could be used in teaching family planning and population education.

TURKEY

In-Country Workshops

The Ministry of Agriculture of Turkey sponsored two workshops similar in format. The first, June 11-23, 1973 involved forty (40) participants from the Ministries of Agriculture and Education. Forty-six (46) participants from those ministries were involved in the second workshop, July 2-14, 1973. All were home economics home agents or mobile teachers for village women.

The program dealt with the population situation in Turkey and possible home economics family planning responses and strategies. Field trips were included as an integral part of the program.

In-Country Seminars

Home economists in the Turkish Ministry of Agriculture sponsored two seminars similar to the two workshops held in June and July of 1973. The first (November 19 to 24, 1973), involved 27 participants, home economics teachers and specialists from the Ministry of Agriculture and the Ministry of Education. Twenty-six (26) supervisors and home agents participated in the second seminar (November 26 to December, 1973). The program dealt with the Turkish population situation and national policies. The possibilities of integrating family planning and population education concepts in several areas of home economics was explored.

Analysis of evaluation questionnaires indicated that the degree of participation in discussions, role playing, puppetry, and story writing during the seminars was high. Participants expressed their need for family planning teaching materials such as brochures, slide/film strips, etc. Following the seminars, 3,000 copies of the workshop proceedings were printed in Turkish for the participants and others as a resource for their future work.

Venezuela

Consultation Visit

No consultation visit was conducted in the country prior to the November 1974 country survey.

Country Survey

Two (2) Venezuelan home economists coordinated and planned the country survey, in cooperation with one (1) U.S. home economist. The survey was conducted during a ten (10) day period, November 20-30, 1974. The survey included interviews, two (2) committee meetings with leaders and specialists in health, education, rural development; and a conference with home economists and home economics-trained teachers in order to:

- 1) determine the resources available and the current level of activity in family planning/population education,
- 2) promote the involvement of Venezuelan home economists in such programs, and
- 3) identify specific next-steps and complete the action plans for participation in Project activities.

As a result of the survey, Venezuelan home economists initiated plans to form a national Venezuelan Home Economics Association. Family planning served as the focal point for this action.

The survey revealed that there was great potential for home economics contributions to family planning in Venezuela. The home economics outreach was considerable. For example, in 1973, it was then estimated that 44,000 rural families were served by the extension program. Further, the clientele directly served by home economics programs included approximately 18,000 rural youth (10,000 girls, 8,000 boys) and nearly 12,000 homemakers. Information obtained during the survey indicated that more than 2,000,000 students were enrolled in home economics in either primary or secondary schools in Venezuela.

Following the survey, a proposal for a Family Planning workshop was prepared and submitted to the Project staff for approval. Subsequently, the workshop was conducted in November 1975.

Training Programs

Another important aspect of the Project's design was depth training programs. The training programs served to involve large numbers of developing country home economists in intensive programs, as opposed to other types of programs for fewer persons. The purpose of this aspect of the program was to provide intensive training on a regional or international basis to prepare home economists for leadership roles in integrating family planning/population education into home economics in their countries.

During the earliest years of the International Family Planning Project, two major depth training thrusts were the (1) home economics international family planning workshops (conducted at the Chinese Center for International Training in Family Planning) and (2) the summer institute program for home economics students from developing countries studying in the United States (conducted at selected U.S. institutions with degree programs in home economics).

Home Economics International Family Planning Workshops

International Family Planning Workshop (Taiwan)

When a site for this program was selected, priority was given to location within a developing country. There were no centers offering this type of educational program for home economists, and developing country home economics institutions at that time did not appear to have the family planning expertise needed for such a program. Taiwan was the site chosen. Although Taiwan has not been considered a developing country, it was the perception of the Project staff and AID/Washington officers that the general cultural setting was more appropriate for Project purposes than an American location. Prior to selecting the Chinese Center for International Training in Family Planning (Taichung, Taiwan) as the site for the first two international workshops, a staff member visited the Center to discuss possible program options for home economists. The emphasis of the Taiwan program was on health aspects and birth control delivery systems of family planning programs. The emphasis was broadened for the home economics workshops.

Two workshops were held (January 8 to February 1, 1973, and March 18 to April 13, 1973) and involved 48 home economics leaders from 9 developing countries. The majority of the participants were from Asian countries; however, there were also participants from Africa, the Caribbean, and Central and South America. Table 1 on the following page depicts the national representation at the Taiwan workshops. The participation of one (1) home economist from Taiwan was sponsored by the Asia Foundation.

TABLE 1

Number and National Origin of Participants
in the International Family Planning Workshops (Taiwan)

<u>Country</u>	<u>Taiwan I Workshop</u>	<u>Taiwan II Workshop</u>
Korea	2	8
Liberia	-	2
Malaysia	-	3
Thailand	12	5
Sierra Leone	-	2
Chile	1	-
Panama	2	-
Turkey	6	-
Jamaica	-	5
	<u>23</u>	<u>25</u>

Taiwan was used as a case study to examine the dimension of population programs and to project probable roles for home economists. The staff of the Center provided the basic population and family planning concepts while United States home economics consultants adapted and applied the information to home economics programs. In both workshops time was devoted to discussion and work groups exploring family planning implications for home economics programs. Plans for implementation of Project activities were prepared for the country of each participant.

Recommendations from the consultants and participants strongly suggested continuation of this type of program at the regional level, a conference follow-up within one year, and the development of programs of a similar nature to meet specific needs of home economists with differing professional roles and/or subject matter emphasis.

Implications for Subsequent Use

The International Family Planning Workshop, as a strategy for involving and educating home economists, was both useful and successful. The persons involved in the two (2) Taiwan workshops initiated and provided leadership for major project activities in seven (7) of the nine (9) countries represented. The workshops not only provided instruction in concepts and strategies for program implementation, but also a global perspective and professional support for involvement in such activities. For future activities, the cost of transporting persons from diverse parts of the world must be considered and weighed against the (1) short- and long-term benefits to family planning programs and (2) the location and availability of other centers capable of conducting such programs. It appears, based on the Taiwan I and II workshops, that such programs were cost-effective.

For subsequent international and/or regional workshops, existing centers in developing country settings were used. Home economists in several countries developed sufficient depth and breadth in program content and implementation strategies that with interdisciplinary cooperation and support they acquired the capability to sponsor depth programs. An effort was made to identify regional centers for training home economists in population education and family planning, preferably in interdisciplinary programs.

Other recommendations for subsequent in-depth training include:

- a) Depth training programs for home economists should include education for decision making. This is one of the unique aspects of the home economics perception on family planning.
- b) The selection of professionals for involvement in in-depth training programs must be given careful consideration, both in terms of number and position. The involvement of a single person with the expectation of project activity follow-up often conferred a great deal of power on one person; effort should be made to involve a sufficient number of persons who held positions of influence.

Those countries making the greatest progress toward professional independence in family planning activities were those with several home economists involved in the depth training aspect of the International Family Planning Project.

Home Economics/Family Planning Summer Institutes

Eight (8) summer institutes were conducted at seven (7) United States universities between June 4, 1972 and August 22, 1973. The institutes ranged in length from five to six weeks. The university sites were selected from among 22 home economics institutions submitting proposals for conducting such programs. Academic credit was awarded to students for successful participation in the institutes.¹

To insure coordination of the program, the institute directors met at AHEA Headquarters, Washington, for two planning sessions prior to the beginning of the institutes.

The major objectives of the summer institutes were to (1) initiate a perception of home economics/family planning programs as educational intervention strategies to help define values, goals, and roles for women and families; and (2) to identify ways of attaining and adopting those values and goals. Within this broad context, institute directors developed specific goals and models for implementation. The institutes varied considerably in area of emphasis, organization, and format. There were common components for emphasis such as (a) in-depth and breadth of conceptual development, (b) use of country studies conducted by the students prior to enrolling in workshops, (c) field experiences, (d) collection of educational materials specifically relating home economics and family planning, and (e) development of culminating projects by each student or small group of students.

One hundred and nine (109) developing country students enrolled in U.S. institutions and twenty (20) American students comprised the total group (see Table 2 on following page). The developing country students were awarded scholarships (financial support) for attendance at the institutes, three (3) students were awarded scholarships by the Asia Foundation; the other students were sponsored by the Project. The students were pursuing undergraduate or graduate degrees in home economics at various universities in this country at the time of the summer institutes.²

¹These summer institutes were held at Clark College (Atlanta, Georgia); Howard University (Washington, D.C.); The University of Tennessee (Knoxville), The Pennsylvania State University (University Park); The University of Nebraska (Lincoln); Michigan State University (East Lansing), and Iowa State University (Ames).

²See for example: Cooper, Jean. AHEA Family Planning Workshops: A Cooperative Venture in Teaching and Learning. Washington, D.C.: American Home Economics Association, 1972.

TABLE 2

Participation in the
International Family Planning Project
Summer Institutes, 1972-73

<u>Date</u>	<u>Number of Workshops at U.S. Universities & Colleges</u>	<u>Number of Developing Country Participants</u>	<u>Number of U.S. Participants</u>
1972	Three	42 (from 21 develop- ing countries)	7
1973	Five	67 (from 26 develop- ing countries)	13

To provide data for evaluation of this aspect of the project, a consultant administered pre- and post-tests to all institute participants. These measures of attitude, knowledge, and certainty of knowledge, and a quality of life measure, were also administered at a six-month follow-up interval. In addition, the consultant visited each institute twice to observe the dynamics and interaction of the group. The evaluation results indicated that the five institute groups were not statistically different from each other on any of the three measures. At the end of the institutes there were changes in attitudes, knowledge, and certainty of knowledge. However, the groups were still alike, with the exception of one group which did not change in attitude. The institute participants made statistically significant gains in knowledge of elementary family planning concepts and in the certainty of their knowledge and statistically significant positive changes in attitude.

The great diversity of ideologies and in educational and experimental levels represented in each institute, and the high degree of emphasis given to interactions and cross-cultural exchange suggest that these positive gains in knowledge and attitude may represent affirmative states of knowledge and attitude.

Each participant was asked in the pre-test questionnaire to provide ten (10) items of information about his/her own country. In general, participants had acquired very little accurate information at the beginning of their experience, but had a somewhat more accurate picture of the population/resource situation in their own country by the end of the institute.

The post-test included a question regarding the participant's degree of commitment to future activities associated with family planning endeavors. On a seven-point scale with seven points connoting high commitment and one little or no commitment, the mean value for the 82 participants who completed the post-test was 5.6 and the median value was 6.0. Of particular significance, 88 percent of the ratings were five, six, or seven, indicating that at that specific point in time a high degree of positive effect was being expressed.

Following the completion of the 1973 summer institutes, the institute directors met in Washington for two days with the evaluation team and International Family Planning Project staff. The meeting provided for a general reporting of the institute programs, and for consideration of further development of a comprehensive summer program. The recommendations from this group suggested continuation and diversification of this aspect of the depth training programs. Several specific recommendations pertaining to program personnel and student selection were presented.

In 1974, three additional U.S. Summer Institutes were held at three different universities with a total of 27 home economics students from sixteen (16) developing countries participating. The Institutes ranged in length from five (5) to six (6) weeks, with dates staggered in order to accommodate varying summer schedules of participants and institutions. Each institute offered undergraduate and graduate credit.

The 1974 Summer Institutes were planned for greater specialization than were the institutes in previous years. The Drexel University Institute was specifically designed as had been the former workshops and therefore included orientation to family planning and population education and the role for home economists.

An advanced program was planned for the Oregon State University Institute. Overall goals were sought in a framework which viewed both the status of women and the role of the professional home economist as functions of the stage of demographic transition of the country in which they lived and worked. The students were guided to develop curricula for family planning/population education appropriate to their actual or anticipated professional role and to develop innovative instructional media for use with the curricula they developed.

The Iowa State University Institute was also an advanced workshop on family planning in home economics which emphasized program planning in extension and community development. This workshop devoted special attention to field experiences and the development of materials for teaching family decision making.

Countries represented in these Institutes included, Brazil, Colombia, El Salvador, Ethiopia, Ghana, India, Iran, Sri Lanka, Swaziland, Thailand, America, Kenya, Liberia, Malawi, Nigeria, Trinidad and Tobago. All of the participating students were pursuing undergraduate or graduate degrees in home economics at various universities in the U.S. Several students were planning to return to their home country in the fall of 1974.

Overall evaluation of the institutes concluded that they were an effective strategy for intensive training of potentially influential home economists from developing countries.

Other Major In-depth Training Programs and Activities

As a result of the experiences of the international family planning workshop and summer institutes, intensive training on a regional or international basis to prepare home economists became a strong component of the Project's implementation plan. Further, as a means for moving the Project toward institutionalization in the participating countries, the in-depth training workshop provides a viable model for future development projects of a similar nature.

During the course of the Project the number of regional and country-specific in-depth training programs provided for Project participants increased. As separate reports of those training activities are still available, following is a brief accounting of several of the major activities.

A. Philippines Regional Family Planning Workshop for Home Economists in Asia (Marikina, Philippines)

This first regional workshop of the project was planned and administered by the Philippine Home Economics Association and held May 4-24, 1975 for colleagues who were less familiar with the purposes of the project and who desired orientation and experiences in incorporating family planning/population education in their work. There were 12 participants from Nepal, 4 from Sri Lanka, 6 from Afghanistan, 3 from Indonesia, 12 from the Philippines, 5 resource persons from Thailand, and one (1) AHEA Consultant. In addition to analyzing general population issues in relation to home economics, each country group analyzed the population situation in its own country and cultural influences affecting the family. Group and individual experiences in creating new teaching resources, communications methods, and curriculum plans were provided.

B. African Regional Workshop (Accra, Ghana)

The first all-African regional workshop was held April 11-14, 1976 in Accra. Eighteen (18) home economics leaders from Ethiopia, Gambia, Ghana, Kenya, Liberia, Sierra Leone and Sudan, participated in the conference, which was supported by \$7,500 in Project funds and the Ghana Ministry of Education.

The purpose of the workshop was to propose future directions for the Project in Africa and to discuss the possibilities for regional in-depth training. The group envisioned a training center for East Africa and for West Africa, along with the appointment of an African Committee on Family Life Education to prepare a reference manual and other Africa-specific materials. Uncertainty about future Project funding was a concern and a deterrent to specific planning. Participants were keenly aware of the great

need for strengthening their family life education programs, the lack of available curriculum materials, the need for in-country training and resource development. The exchange of information, particularly on Africa-specific resources, was considered a high priority.

The workshop was planned to overlap the annual meeting of the Ghana Home Science Association, providing the workshop participants an opportunity to observe the program attended by approximately 200 Ghanians.

C. Iowa State University Workshop to Prepare Prototype Cooperative Extension Materials (Ames)

In 1975, the AHEA Project awarded a two-year subcontract to the College of Home Economics at Iowa State University to conduct summer workshops for the development and testing of prototype home economics extension materials which incorporated family planning concepts.

The workshops were held in July 1975 and 1976. In July 1975, an international team developed home economics lessons for use by trainers of field workers. The lessons were based on three (3) areas of home economics subject matter (nutrition, child development and family relations), and were field-tested in Jamaica and Venezuela. The materials were revised as a result of the field testing.

The second summer workshop held July 6-30, 1976 was the phase two of the contract with Iowa State University.

At the 1976 summer workshop, extension and community development supervisors from the Philippines, El Salvador, Thailand, Pakistan, Turkey, Jamaica, and Ghana adapted the materials (developed and field-tested as a result of the 1975 workshop) for use as prototypes for field staff to use with village families.

Participants worked both in groups and individually as they developed and adapted lessons. Evaluations were used throughout the workshop to determine whether workshop objectives were being met.

The ISU workshops were managed by two (2) co-directors, and eight (8) volunteers (all ISU staff members) who served as resource persons in home economics/family planning integration, communication theory, population education, problem solving, and program evaluation.

A major Project publication resulted from the Iowa State University subcontract, Integrating Family Planning and Home

Economics: Resource Handbook (Parts I & II). The handbooks have been widely disseminated to participating countries and to home economists and related professionals in other countries.

D. East-West Center Communications Institutes (EWCI)/AHEA Project on Modular Materials Development (Honolulu)

The joint project on Modular Materials Development was held August 2 - September 10, 1976, at the East-West Communication Institute in Honolulu. Challenged by an often-expressed need for the availability of training materials for village-level workers, the Project contracted with the Institute for development of instructional materials integrating family planning and home economics concepts with communications processes, production of low-cost audio-visual aids; and guides for using the materials. Specialists in group processes and low-cost media worked six weeks on the production of modules, which were subsequently field-tested at a workshop in Thailand. After field-testing, the materials were revised and published.

The East-West Center Workshop focused on the development of materials for the training of fieldworkers in effective group process teaching methods, and skills development for fieldworker production of low-cost media.

World Education cooperated with the Institute and AHEA in this effort by providing a consultant on communications processes. Institute participants included seven (7) home economics leaders from the Philippines, Sierra Leone, Korea, Pakistan, Thailand, and Nepal; two (2) U.W. consultants on adult education learning process; one (1) low-cost media consultant; two (2) U.S. home economics consultants; and two (2) staff each from AHEA and the EWCI. Approximately \$24,000 in Project funds (excluding international travel costs) supported the training program.

The first two weeks were spent in reaching agreement on content level and its implications, group process strategies to be used, media needs, and developing an outline for the total materials package. The group then divided into teams which drafted (a) lessons for 80 hours of training in teaching fieldworkers problem solving, participatory learning methods, and lesson development; (b) 30 hours of media activities and a supplementary skill exercise book, recipe book, and trace-art book to give fieldworkers basic skills and tools to construct their own teaching visuals; and (c) 17 simply written prototype lessons which incorporate participatory problem-solving approaches and innovative use of media for use with village audiences. Family Planning concepts were thoroughly integrated through the

training and lessons. During the workshop, the participants from Thailand, Korea, and Pakistan translated some of the materials to determine their adaptability; there was frequent total group review of the materials as they were produced. Tentative plans were also made for review and testing of the materials and for the final revision.

With the expert assistance of the assistant director of the East-West Communication Institute, a testing model was developed for the materials which can be used for both in-country testing and revision of the materials as well as for the field testing of future prototype materials produced by the Project. This model was used in Thailand testing of the prototype lessons. Five teams spent one week in different areas of central Thailand, collecting baseline data through interviewing and administering post-tests to village women who participated in the lessons. The results were carefully evaluated and provided the basis for revisions.¹

The popular instructional package, Working with Villagers, resulted from this in-depth training program. The materials have been widely distributed, and have been translated into Korean and Thai.

¹A complete report of the development and field testing of Working with Villagers is available from AHEA.

Materials Development

Another part of the project's design was the development of informational and educational materials. The purpose of this component was to "encourage the development of educational materials prepared and published by home economists emphasizing family planning as an integral part of home economics educational programs - formal and informal."

Materials development and production, as earlier indicated, was planned as one of the highest forms of project involvement. This component was an integral part of workshops and depth-training programs and included a broad spectrum of activities from the development of informational brochures, flyers, and news articles to the preparation of scholarly articles and reports and audio-visual aids.

A brief review of the kinds of materials produced during the five-year span of the Project indicates the following:

- * informational/promotional brochures
- * articles for professional journals
- * articles for newsletters, newspapers, etc.
- * reports of consultations, surveys, workshops, and seminars
- * reports of in-depth training programs
- * newsletters
- * instructional materials packets
- * audio-visual promotional materials
- * curriculum guides
- * resource handbooks
- * multi-media packets
- * reference books
- * guidelines for strengthening and developing country home economics associations

One of the earliest project publications was a promotional brochure, "The Time is Now," produced in 1972 by Project staff to create an awareness of the need for home economics participation in family planning/population education concerns. A copy of that brochure is enclosed, and appears on the following page.

Major Project Publications

An annotated listing of selected major Project publications, by type of publication, follows.

Instructional Aids, Packets, and Materials

1. Family Planning: Home Economics (I). Washington, D.C.: American Home Economics Association, 1973.

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As a home economist you can

- become informed about
 - your national population/family planning policy and program
 - your local family planning programs and services
- know the facts about
 - population problems in your country and their implications for individual, family, and community welfare
- know your local resources
 - visit population centers and become familiar with their training, research, and information facilities
 - identify local leaders and professionals with whom and through whom you can work
- participate in seminars and lectures on population education and family planning, both as a learner and as a family life resource person
- initiate family life/population education workshops, short courses, and discussion sessions for home economists and other professionals and paraprofessionals serving families
- integrate population/family planning education concepts into
 - home economics curricula for formal and informal programs
 - primary and elementary school programs
 - research, communication, and extension activities
- develop meaningful field experiences for home economics students and co-workers
 - in rural villages or towns and urban ghettos, maternal and child health and family planning clinics, community centers
 - as volunteers in national and international programs and projects
- collaborate with other professionals involved in population education and family planning programs such as nutrition, health, education, social welfare

**FAMILY PLANNING PROJECT:
AHEA-AID**

The American Home Economics Association International Family Planning Project, funded through the Agency for International Development, includes activities such as field visits and consultations, country level workshops, fellowships, informational materials, and cooperation with international organizations involved in family planning and population education. Specific enquiries regarding this program may be addressed to:

American Home Economics Association
International Family Planning Project
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Other Resources

Information about population education and family planning programs, policies, and resources is available from the following:

Planned Parenthood—World Population
810 Seventh Avenue
New York, N.Y. 10019

National Center for Family Planning Services
U.S. Department of Health, Education and Welfare
Rockville, Maryland 20852

The Population Council
245 Park Avenue
New York, N.Y. 10017

The Population Reference Bureau Inc.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Various universities, population centers, national institutes, and agencies of the United Nations.

American
Home Economics
Association
2010 Massachusetts Ave., N.W.
Washington, D. C. 20036

THE TIME IS NOW!

Home
Economists
and the
World's
Population
Problem



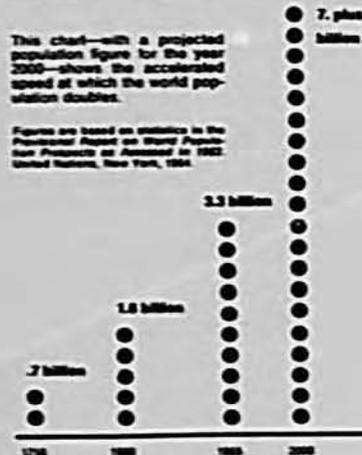
THE POPULATION PROBLEM— A UNIVERSAL CONCERN

Around the World

- the rapid rate of population growth is adversely affecting the quality of living
- there is serious imbalance between family resources and family size
- if present growth rates continue, the number of people will double by the year 2000

This chart—with a projected population figure for the year 2000—shows the accelerated speed at which the world population doubles.

Figures are based on statistics in the *Proceedings of the United Nations Conference on World Population and Prospects to the Year 2000*, United Nations, New York, 1964.



In countries in the process of industrializing national development plans are severely hampered by rapid population growth rates. Efforts to provide basic necessities for living—food, shelter, and clothing—are being canceled out because the gross national product (GNP) grows slowly while the population size grows rapidly.

In the more industrialized countries the shift from rural to urban living has made cities overcrowded already, resulting in the inadequacy of schools, hospitals, and other services families need. And in some areas, both rural and urban, there is a critical gap between family income and family size.

Family Planning—A Basic Human Right

Couples have a right to choose freely and responsibly the number and spacing of the children they want and can afford.

Children have a right to be born into families where they are wanted and loved.

Planning for the size of the family is just one of the kinds of planning families can do to improve family living.

Significance for Home Economists

For professional home economists the population crisis raises significant questions about:

- its effect on family and community living
- the relevance of family planning education to the traditional components of home economics
- professional involvement

The Unique Contribution of Home Economics

For combating the population problem, the family focus of home economics programs provides a

very special avenue of service for helping family members understand

- how rapid population growth rates affect living conditions for families
- family planning as a decision-making process related to rights of parents and children
- the "why's" of family planning so that they will want to ask about the "how's"
- adult concepts and responsibilities in family planning and the relationship to each individual's potential for a healthy, satisfying life.

Home economics programs already reach families with relevant information about many aspects of family living. Integrating population education into these programs will help families appreciate more fully the relationships between family goals, family resources, and family size. In many countries, for example, nutrition is an element of the curriculum in the early primary grades. Thus, opportunity is provided to affect the young child's view in relation to family planning and each individual's responsibility. Home economists throughout the world are in an incomparable position to apply family planning concepts to learning experiences for families that are meaningful in their own culture and society.



One World



Courtesy of George H. Stathes
Carolina Population Center
Chapel Hill, N. C.

Home economists can further increase their contribution through

Training—learning about population/family planning concepts and facts in order to add this dimension to home economics programs

Curriculum and program development—integrating population education into curricula and programs and providing practical applications for students and families

Communication—exchanging relevant information with families, opinion leaders and professionals—in personal contacts, in groups and by media

Research—assessing family/community needs, and barriers and gateways to social change, for program development and evaluation

Cooperation with other agencies—working with others who are reaching families so that efforts will be coordinated and duplication prevented.

A kit of eight assorted leaflets designed by home economists from developing countries to serve as models for family planning materials that can be adapted to different cultures.

2. Family Planning in Home Economics (II). Washington, D.C.: American Home Economics Association, 1974.

Thirteen assorted prototype teaching resources, including radio scripts, posters, games, and film/filmstrips to suggest innovative ways of communicating population concepts through home economics.

3. Working with Villagers. Washington, D.C.: American Home Economics Association and East-West Communications Institute, 1977.

A comprehensive and innovative set of training materials for use in pre-service and in-service training of village-level workers. There are three elements to the kit: a manual for trainers, a set of 16 prototype lessons, and a media resource book. The materials were developed jointly by AHEA and the East-West Communication Institute, and were field-tested in Thailand.

The materials have three principal objectives: (1) to teach field workers how to work with villagers in a participatory way that encourages them to discuss and engage in problem-solving; (2) to help field workers integrate family planning concepts into their regular work in a way that is understandable by villagers; and (3) to give field workers competencies for making their own teaching visuals.

4. Handbook of Home Economics Lessons Incorporating Family Planning, Population Education, and Quality of Life. Washington, D.C.: American Home Economics Association, 1974, 198 pages.

Draft document containing 54 lessons for instruction in home economics subjects related to population education and quality of life. Designed for teaching teenagers and/or adults.

5. Handbook of Teaching Strategies and Techniques for Use in Implementing Lessons Relating to Family Planning, Population Education, and Quality of Life. Washington, D.C.: American Home Economics Association, 1974, 50 pages.

A manual of suggested classroom organizers, activities, and materials for incorporating variety and novelty in the teaching of population education. The manual is the companion to the handbook of lessons described in #4 above.

6. Integrating Family Planning and Home Economics: Resource Handbook - Parts I & II. Washington, D.C.: American Home Economics Association, 1976, 84 pages.

A handbook designed and developed to help meet the need for family planning educational materials specifically related to home economics.

Part I is written for use by supervisors, teachers, and others responsible for training home economics village-level workers. Part II is designed for use by field workers in their work with village audiences.

Resource Materials

1. Home Economics and Family Planning: Resource Papers for Curriculum Development. Washington, D.C.: American Home Economics Association, 1974. 76 pages.

Eight original papers by home economists relating international population and family planning concerns to clothing, nutrition, food supply, economics, decision making, and quality of life.

2. Women's Roles and Education: Changing Traditions in Population Planning. Washington, D.C.: American Home Economics Association, 1975, 86 pages.

A collection of readings on women's status, roles, education, rights, and opportunities specifically on women of Asia, Africa, and Latin America.

3. Resource Catalog: Family Planning and Population Education in Home Economics. (revised) Washington, D.C.: American Home Economics Association, 1977, 32 pages.

An annotated bibliography of recent books, kits, films, brochures, etc., available from international agencies, private publishers, and foundations that are especially appropriate for home economics work in family planning/ population education.

This is a revised edition of the 1975 Resource Catalog and contains 45 new listings. Resources are listed in five categories: orientation, population education, extension/family planning, curriculum development, and communications.

4. Guidelines for Forming Home Economics Associations. Washington, D.C.: American Home Economics Association, 1976, 27 pages.

A procedural manual discussing how to form an association, how an association functions, how to vitalize an association with programs and projects, and how to affiliate with the International Federation for Home Economics.

Audio-visual Aids

1. Partners in Change: Family Planning and Home Economics. Washington, D.C.: American Home Economics Association, 1975.

Forty slides, and a cassette tape and script which highlight the role developing world home economists are playing in population programs. Produced in Spanish, English, and French, in cooperation with the International Planned Parenthood Association.

Newsletter

1. The Link. Washington, D.C.: American Home Economics Association, 1973-77; 4-6 pages per issue.

Quarterly newsletter of the International Family Planning Project. Serves as an information exchange on Project activities, new resources, and research.

Brochures

1. The Time Is Now. Washington, D.C.: American Home Economics Association, 1972.

Promotional tri-fold brochure for disseminating information on and creating interest in the Project.

2. Enriching Family Life. Washington, D.C.: American Home Economics Association, 1976, 16 pages.

A promotional brochure describing the response home economists have made to the population issue via the

International Family Planning Project; how it began, what form it is taking, and what has been achieved.

Reports

1. International Family Planning Project Participant Follow-up Survey. Washington, D.C.: American Home Economics Association, 1976, 117 pages.

Report of an evaluation of the AID-sponsored AHEA International Family Planning Project five years after its inception. The survey was designed to learn how the home economists who had become involved in the Project worked, what audiences they reached, and how family planning ideas were integrated into their programs.

2. Evaluation Report on Family Planning Promotion Through Home Economics (AHEA-AID/csd-3623). Washington, D.C.: American Public Health Association, 1976.

The report of the external evaluation team which conducted an on-the-ground inspection of the AID-financed AHEA International Family Planning Project in 1976.

3. IFPP Project Reports. Washington, D.C.: American Home Economics Association, 1972-77.

Annual and semi-annual reports of Project activities over a five-year period.

4. Consultation and Country Survey Reports. Washington, D.C.: American Home Economics Association, 1972-77.

Separate reports of all consultations and country surveys conducted under the auspices of the Project.

5. Workshop/Seminar Proceedings and Reports. Washington, D.C.: American Home Economics Association, 1972-77.

Separate reports of all Project-funded activities or activities conducted under the auspices of the Project.

Dissemination of Materials

In each case, materials developed under the auspices of the Project were widely disseminated, especially via:

- 1) home economists in participating and non-participating Project countries who were forwarded copies of the Project with suggestions for using the materials, a request to share the materials with others, and frequently with an invitation to request additional copies of selected materials,
- 2) international population education/family planning agencies and organizations, especially those which had cooperated with AHEA in some aspect of Project implementation (e.g., World Education, IFPP UNESCO, etc.),
- 3) developing country home economists and other country national representatives who visited the AHEA/Project headquarters office in Washington,
- 4) AID/Washington and AID/Mission Population officers,
- 5) home economics faculty at U.S. and developing country colleges and universities, and
- 6) country family planning/population organizations and groups.

All materials were disseminated free-of-charge to developing country home economists, home economics programs and population education/family planning organizations. Request for materials were handled on an individual basis; the AID/Washington Population Office assisted in and facilitated the dissemination of materials, especially where mailing costs were prohibitive.

Cooperation with External Population/Family Planning Organizations and Agencies

From its beginnings, the Project sought cooperation with other agencies working in population. And, increasingly, the Project's efforts were recognized, especially for contributions made in innovative approaches to non-formal education, in the integration of family planning concepts into the home economics discipline, and to women-in-development concerns. In turn, the Project emphasized the importance of home economists at the national level in taking the initiative in coordinating their population activities with those of other agencies.

One of the functions of the International Family Planning Project staff and other participants was to establish and maintain contacts with other population education/family planning projects and organizations. This liaison on behalf of home economists throughout the world, served several purposes. Through these contacts, other professionals working in related areas were informed of the concerns and expertise of home economists; correspondingly, home economists become aware of other on-going projects. Such knowledge permits cooperation rather than duplication of effort. All home economists coordinating activities in-country were encouraged to be similarly aware of and to cooperate with individuals, agencies, and organizations within their country.

Specifically, the International Family Planning Project sought to:

- * Exchange information with home economics sections of the United Nations agencies and with other international organizations working in population in order to better coordinate efforts
- * Cooperate in joint projects, such as regional or country training centers, in order to benefit from specialized talent and facilities in the field as well as their capability for channeling funding to country groups
- * Demonstrate, through cooperation at the international level, possible cooperative arrangements at the country level
- * Initiate, when necessary, and serve as facilitators of coordination among international agencies.
- * Strengthen the International Federation for Home Economics and increase the number of members among developing countries in order to improve its potential for leadership in home economics/population activities

Thus, to reinforce the work of the Project, reduce or prevent duplication of efforts, and enhance the perception of others on the role of home economics in family planning programs, the Project participants and staff developed close links and worked cooperatively with other agencies involved in home economics and/or population.

As the Project gained in recognition, opportunities for collaboration with other groups involved in population work increased and expanded. Project leaders in various countries became increasingly adept at seeking assistance and collaboration with private and public organizations within their own countries. Consequently, the element of public information was added to the Project's basic implementation plans.

During the five-year span of the Project, various contacts with external organizations were made by the Project staff and country national home economists. Prominent among them were:

1. Food and Agricultural Organization of the United Nations (FAO)
2. United Nations Educational, Scientific, Cultural Organization (UNESCO)
3. World Health Organization (WHO)
4. International Planned Parenthood Federation (IPPF)
5. Family Planning International Assistance (FPIA)
6. World Education
7. Asia Foundation
8. East-West Communications Institute
9. Population Council
10. International Federation for Home Economics (IFHE)

As a result of its involvement with other agencies, several Project participant home economists were sponsored by those organizations to participate in regional and international conferences and consultations.

Examples of the kinds of inter-agency cooperation which occurred follow.

UNESCO

AHEA staff members and the UNESCO home economist in Paris, held three consultations during the 1973-74 contract year to develop plans for requesting funding for a training center for home economists in population education/family planning. Criteria for location, scope of program, participants, and strategies

for seeking funding were the major topics of discussion during these meetings. Subsequent to these consultations, Project staff members met with UNFPA officials to discuss the feasibility of funding such centers.

Consultations between UNESCO and Project staff continued throughout the five-year period. In 1977, a joint regional workshop (IFHE/UNESCO) on communications strategies for home economics/family planning was planned for implementation in the 1977-78 funding year. The workshop was supported by UNFPA/Division of Development and Application of Communications, and the AHEA Project.

Asia Foundation

In 1973, AHEA received a grant from the Asia Foundation for the purpose of funding attendance of Asian graduate students or scholars at Project-sponsored summer Institutes in Family Planning/Home Economics, and other training programs.

Further, the Foundation also funded overseas travel for Asian country nationals to attend international workshops and programs as recommended by the AHEA Project, but not necessarily funded by the AHEA Project.

International Planned Parenthood Federation (IPPF)

Aware of the need to broaden its approach in education, IPPF actively sought collaboration with other organizations and with professions such as home economics. It also sought to demonstrate to its national affiliates the importance of cooperation in the field.

A slide/cassette tape program on the role of home economics in family planning was jointly produced by AHEA and IPPF. AHEA provided the majority of the slides and the script, while IPPF produced, tested, and packaged the audio-visual. Sixty (60) percent of the funding for the production of the audio-visual was provided by IPPF and forty (40) percent was provided by AHEA. "Partners in Change," the popular promotional/informational program, was the result of this collaboration. The production was distributed to all IPPF national federations in order to encourage cooperation with local home economists.

IPPF and AHEA jointly sponsored the African Regional Workshop held in Sierra Leone in March 1977, to introduce the field-worker training kit to both home economics and family planning

supervisors of Ghana, Liberia, Gambia, Nigeria, Sudan, Kenya, Ethiopia, Tanzania, and Sierra Leone. To further test the usefulness of the fieldworker's training kit, IPPF arranged for a family planning supervisor/trainer to participate in the testing of the materials in Thailand. In other developments, at the request of the editor, an article on home economics and rural development was written for PEOPLE, the IPPF quarterly.

Additionally, AHEA Project staff visited IPPF offices in London to review IPPF film and other resources for possible inclusion in the Resource Catalog. The resulting AHEA Resource Catalog carries several entries of IPPF materials.

East-West Communications Institute

Prominent among the kinds of cooperative ventures of AHEA and other population education/family planning organizations is its efforts in conjunction with the East-West Center. The production of Working with Villagers, a set of innovative training materials for village-level workers, resulted from this collaboration. The materials were designed in three parts, including a (1) manual for trainers, (2) a set of prototype lessons, and (3) a media resource book. This cooperative effort of materials development was jointly funded by the AHEA Project and the East-West Center.

International Federation for Home Economics (IFHE)

Although the Association has a long record of providing support for the International Federation for Home Economics (IFHE), the nature and extent of that support was considerably expanded through the Project.

The establishment of a field staff position in Paris enabled the Association and Project to have continuous contact with the IFHE headquarters office and to facilitate IFHE's awareness of the potential role of the international home economics community in family planning/population education and women-in-development concerns.

Further, the Project funded the participation of several developing country home economists in IFHE meetings and conferences. This has subsequently led to more visible and active involvement of minority home economists and developing country home economics associations in IFHE programs.

To summarize, many of the Project's most significant achievements in strengthening the international home economics community, projecting a more substantive image of home economics, and in producing innovative curriculum and informational materials resulted from its cooperation with other population/family planning organizations and agencies.

Development of International Home Economics Leadership and Programs

The development of a cadre of effective, competent home economists capable of expanding the role of home economics and women in international development efforts has been an objective of the Project since its inception. During the five-year span of the Project, such a network of developing country home economists was established. Through various dimensions of the Project, leadership development among country nationals was actively encouraged and supported. Among these were the:

- 1) establishment of the Project Ad Hoc Advisory Committee
- 2) appointment of Country Coordinators for participating countries
- 3) formation of the IFPP network
- 4) formation and/or revitalization of country Home Economics Associations

Advisory Committees

The Project Ad Hoc Advisory Committee was established in the early stage of the Project to provide an opportunity for leaders among the individuals most responsible for implementing the Project in the host country to participate in Project planning and direction. One such (the second) meeting of the Ad Hoc Advisory Committee¹ occurred in Ankara, Turkey (March 3-10, 1974). Home economists from fifteen (15) countries participated in the one (1) week strategy-planning/orientation meeting hosted by home economists in Turkey and supported by the Project.²

A report of that Advisory Committee's meeting was prepared, and has been submitted to AID/Washington. A subsequent Advisory Committee meeting occurred during 1976 (Washington, D.C.). Individuals selected for participation in the meeting were determined by joint agreement among AID/Washington, Mission and IFPP Project Staff, and the country governments and home economics associations. While the Committee membership changed from time to time, this was viewed as necessary, and was used as a vehicle for expanding and strengthening the involvement of country home economists.

¹The first meeting of the Ad Hoc Advisory Committee occurred July 19-21, 1972 in Helsinki, Finland at the meeting of the International Federation for Home Economics (IFHE).

²Countries represented at the Advisory Committee meeting were: Korea, Turkey, Kenya, Ghana, Thailand, Panama, India, Colombia, Philippines, Nepal, Canada, Bangladesh, Jamaica, Sierra Leone, and the United States.

Country Coordinators

As the Project began to take substantive form, the need for continuous communication via a reliable vehicle became paramount. This need was addressed through (1) the establishment of the country coordinator concept and the subsequent appointment of seven (7) country coordinators in five (5) developing countries; and (2) the establishment of an International network of home economists assuming leadership roles in key positions in their home countries.

Table 1 below identifies those countries for which country coordinators were named. The coordinators selected as the key Project contact, were responsible for the initiation and implementation of all Project activities in their home country. A small monthly honorarium (\$100 U.S.) was paid the country coordinators for their efforts on behalf of the Project. The 1976 Participant Follow-up Study, reported in Part IV, Project Evaluation, of this report and in the separate volume,¹ reveals the extent to which the country coordinator concept was deemed as an extremely effective Project component.

TABLE 1
IFPP Participating Country Coordinators
1972 - 1977

<u>Country</u>	<u>Individual</u>
Korea	Dr. Sumi Mo
Thailand	Mrs. Pintip Boriboonsook Mrs. Srinuan Komolavonij
Philippines	Dr. Aurora G. Corpuz Dr. Amparo Rigor
Sierra Leone	Mrs. Pamela (Thompson-Clewry) Greene
Panama	Misa Maria de los S. Villarreal

¹The 1976 IFPP Participant Follow-up Study, Washington, D.C.: American Home Economics Association, 1977.

International Home Economics/Family Planning Network

In addition to and in concert with the country coordinator concept, a longer network of key contacts for each developing country expressing interest in the Project was established. Several (2-4) individuals (home economists) in positions of influence in the host country were identified and requested to serve in the capacity of "network contact" for the dissemination of family planning/population/home economics information and materials. The list of network participants, as of May 1977, appears on the following pages.

Country Home Economics Associations

The role of formal organizations in maintaining professions and professionals has long been established. Such bodies have traditionally provided opportunities for research, theory development, advancement of the individual and profession, and dissemination of information. They have also provided a viable means to implement ideas via efficient use of grouped resources.

During the course of the Project, there was considerable focus on the development and/or vitalization of country home economics associations. Where country home economics associations or organizations existed, as appropriate their revitalization was encouraged. Where no such organization or association existed, their establishment was encouraged and supported.

To facilitate the advent of country home economics associations, the Project sponsored the development of a procedural manual discussing how to form an association, how an association functions, how to vitalize an association with programs and projects, and how to affiliate with the International Federation for Home Economics (IFHE). The manual, Guidelines for Forming Home Economics Associations, was prepared by a home economist from a developing country and produced and paid for by the Project.¹

Table 2, which follows, lists the status of Home Economics Associations in twenty-four (24) Project participating countries. As is indicated, an Association was established in fifteen (15) countries.

¹Thompson-Clewry, Pamela. Guidelines for Forming Home Economics Associations. Washington, D.C.: American Home Economics Association, 1976, 27 pages.

Table 2
Professional Home Economics Associations
In Developing Countries Participating in the AHEA Project^a

COUNTRY	NAME OF ASSOCIATION	NUMBER OF MEMBERS
BANGLADESH	*	
BARBADOS	Barbados Home Economics Association	75
COLOMBIA		
EL SALVADOR	NONE	0
ETHIOPIA		
GHANA	Ghana Home Science Association	300
HAITI	NONE	0
INDONESIA	Indonesian Home Economics Association	330
JAMAICA	Jamaica Home Economics Association	90
KOREA	Korean Home Economics Association	700
LIBERIA	Home Economics Association of Liberia	30
MALAYSIA	Persatuan Pembangunan Keluarga	150
NEPAL		
NIGERIA	Home Economics Teachers Association of Nigeria (HETAN) Home Economics Association of Nigeria	NA NA
PAKISTAN		
PANAMA	NONE	0
PARAGUAY	NONE	0
PHILIPPINES	Philippine Home Economics Association Council of Deans and Heads of H.E.	900 200
SIERRA LEONE	Sierra Leone Home Economics Association	80
THAILAND	Thai Home Economics Association	748
TRINIDAD-TOBAGO	Trinidad & Tobago Home Economics Association	56
TURKEY	Turkey Home Economics Association	350
UPPER VOLTA	UPAVEF: Union d'és Professeurs et des Agents Ultraigues d'Economie Familiale	50
VENEZUELA	Asociación Venezolana de Demonstradoras de Hogar**	600

^aAs reported by IFPP Home Economics Network Leaders in 1976-77

*In process of organizing

**Made up of demonstrators who have studied home economics at medium level

Source: "Country Profiles, A Review of Project Activities by Country, June 1972-June 1977." Washington, D.C." International Family Planning Project. American Home Economics Association, 1977.

INTERNATIONAL NETWORK OF HOME ECONOMISTS FOR FAMILY PLANNINGAND POPULATION EDUCATION ACTIVITIES

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International Home Economics Programs

A country-by-country study of the status of home economics in the developing world was conducted during summer 1977 under the sponsorship of the Project. Two (2) U.S. home economists serving as project consultants conducted the study and prepared the final report.¹ Information was collected through mailed questionnaires via the Project Network leaders. Representatives from twenty-four (24) developing countries responded to the survey.

The study was designed to provide baseline data on a country-specific basis with respect to the following:

- extent of influence of home economics in Project participating countries
- number and type of institutions involved in home economics education, extension, community development and youth programs (formal and informal)
- estimated number of persons needed through the Project in each country.

Although the information contained in the country profiles was obtained by network leaders, it should be recognized that the level of accuracy of the data is less than 100%. This is occasioned by the fact that records of home economics activities were systematically kept in some countries, and not at all in others. The data does represent, however, a fair estimate of the status of home economics in twenty-four (24) developing countries. Tables 3 through 8, which follow, provide a picture of the status of home economics in formal and non-formal programs.

¹"Country Profile, A Review of Project Activities by Country, June 1972 through June 1977." Washington, D.C.: International Family Planning Project, American Home Economics Association, 1977.

Table 3

**Colleges and Universities Offering Bachelor's and Master's
In Developing Countries Participating in the Project^a**

Country	No. of Colleges and Universities Offering Bachelors Degrees in Home Ec.	Total No. of College and University Home Ec. Teachers	Total No. of College and University Home Ec. Students	Approx. No. Receiving Bachelors Degrees in Home Ec. in One Year	No. of Colleges and Universities Offering Masters Degrees in Home Ec.	Approx. Number Receiving Masters Degrees in Home Ec. in One Year
BANGLADESH	1	26	660	80	1	25
BARBADOS	0	0	0	0	0	0
COLOMBIA	1	5	400			
EL SALVADOR	0	0	0	0	0	0
ETHIOPIA						
GHANA	1	15	60	6	0	0
HAITI	0	0	0	0	0	0
INDONESIA						
JAMAICA	0	0	0	0	1*	
KOREA	45	270	13,700	3,425	NA	NA
LIBERIA	0	0	0	0	0	0
MALAYSIA	1	9	90	30	0	0
NEPAL	0	0	0	0	0	0
NIGERIA	2	12	185	36	0	0
PAKISTAN	4	125	1,950	NA	NA	NA
PANAMA	1	8	251			
PARAGUAY						
PHILIPPINES	271	775	4,052	1,335	5	5
SIERRA LEONE	1	6	40	8	0	0
THAILAND	6	80	619	220	**	
TRINIDAD-TOBAGO	0	0	0	0	0	0
TURKEY	1	51	500	NA	1	57***
UPPER VOLTA	0	0	0	0	0	0
VENEZUELA	0	0	0	0	0	0

^aAs reported by Home Economics Network Leaders in the Countries, 1976-1977

*M.S. in Community Nutrition

**M.S. in Home Ec. will be offered within next 2 years ('77 or '78) at Kasetsart University

***Number of M.S. and Ph.D. students enrolled

NA-Not available to respondent

Home Economics Diploma or Certificate Programs
In Developing Countries
Participating in the Project^a

COUNTRY	Total No. of Schools With Home Economics	Total No. of Home Economics Teachers	Total No. Students in Home Economic Classes In One Year	Total No. Students Receiving Diplomas or Certificates in One Year
BANGLADESH	13	17	938	300
BARBADOS	1	11	56	56
COLOMBIA				
EL SALVADOR	0	0	0	0
ETHIOPIA	33	72	795	245
GHANA	144	385	14,817	490
HAITI	0	0	0	0
INDONESIA				
JAMAICA	6	NA	NA	NA
KOREA	45	83	22,800	11,400
LIBERIA	4	10	NA	NA
MALAYSIA	22	4	1,360	890
NEPAL	5	24	512	510
NIGERIA	17	86	2,488	477
PAKISTAN	NA	80	4,000	NA
PANAMA	5	13	1,778	NA
PARAGUAY				
PHILIPPINES	NA	NA	NA	NA
SIERRA LEONE	18	40	930	161
THAILAND	117	981	21,296	4,995
TRINIDAD-TOBAGO	6	12	280	135
TURKEY	NA	192	800	NA
UPPER VOLTA	0	0	0	0
VENEZUELA	2	12	300	80

^aAs reported by Home Economics Network Leaders in the Countries, 1976-1977; based on the vocational schools, technical institutes, teachers, colleges, training colleges/schools or other schools offering diplomas or certificates in home economics
NA-Not available to respondent

Table 5

Home Economics Trained Persons in Education
Ministries, and as Supervisors in Provincial, Regional
or District Levels in Developing Countries
Participating in the Project^a

Country	Number of Home Economics Trained Persons at the Education Ministry Level	Number of Home Economics Supervisors at the Provincial, Regional, and the District Levels
BANGLADESH	1	0
BARBADOS	3	2
COLOMBIA		
EL SALVADOR		12
ETHIOPIA	60	20
GHANA	10	133
HAITI	3	0
INDONESIA		
JAMAICA	4	*
KOREA		
LIBERIA	NA	35
MALAYSIA	4	7
NEPAL	0	2
NIGERIA	7	27
PARISIAN		
PANAMA	1	
PARAGUAY		
PHILIPPINES	20	150
SIERRA LEONE	5	4
THAILAND	40	109
TRINIDAD-TOBAGO	2	
TURKEY		
UPPER VOLTA	1	8
VENEZUELA	3	0

^aAs reported by Home Economics Network Leaders in the Countries, 1976-77

*Each officer is responsible for a region

NA-Not available to respondent

Numbers of Primary & Secondary Schools, Teachers,
and Students in Home Economics in Developing
Countries Participating in the Project^a

Country	Number of Schools with Home Economics	Number of Home Ec. Teachers	Number of students in Home Economics
BANGLADESH	20	155	6,000
BARBADOS	46	108	7,411
COLOMBIA		87	6,800
EL SALVADOR			
ETHIOPIA	32	68	760
GHANA	1,274	741	61,637
HAITI	106	155	9,250
INDONESIA			
JAMAICA	46	159	5,689
KOREA	NA	3,825**	NA
LIBERIA			
MALAYSIA	596	1,821	170,299
NEPAL	1,276	1,302	96,593
NIGERIA	2,559	1,334	340,886
PAKISTAN	990	NA	212,748
PANAMA		599	
PARAGUAY			
PHILIPPINES	16,974	17,500	1,300,000
SIERRA LEONE	53	145	32,800
THAILAND	426	2,590	796,640
TRINIDAD-TOBAGO	50	171	22,550
TURKEY	3,189	7,230	169,816
UPPER VOLTA	13	17	325
VENEZUELA	12,374	60,094	2,444,282

^aAs reported by Home Economics Network Leaders in the Countries, 1976-1977; based on primary, middle, general & vocational/technical high schools & mobile units offering home economics

**Includes 543 principals whose major field is home economics
NA-Not available to respondent

**Non-Formal (Extension) Home Economics Programs
in Developing Countries Participating in the AHEA Project^a**

Country	At Ministry Level		At Supervisory Level		At Village Level	
	No. of Home Ec. Workers	Total No. of Persons Reached In A Year	In Districts/Provinces/Regions		Total No. of Home Ec. Workers	Total No. of Persons Reached in A Year
			Total No. of Home Ec. Workers	Total No. of Persons Reached In A Year		
BANGLADESH	3	NA	NA	NA	NA	NA
BARBADOS	7	6,000	9	15,000	9	5,100
COLUMBIA			15	2,250	12	3,600
EL SALVADOR	12		93	6,000	93	2,000
ETHIOPIA	6	NA	20	NA	300	50,000
GHANA	6	517	90	8,760	385	57,641
HAITI	2	41	3	38	38	4,173
INDONESIA	5	75	317	6,000	315	36,930
JAMAICA	2		36	1,000	100	
KOREA	8	NA	330	NA	400	1,256,269
LIBERIA		NA	NA	NA	36	1,971
MALAYSIA	4	324	57	2,012	983	43,496
NEPAL	3	NA	14	NA	275	20,000
NIGERIA	119	10,843	241	4,496	2,199	1,924,945
PAKISTAN			17	6,000		
PANAMA	6					
PARAGUAY	2	130	36	4,000		
PHILIPPINES	18		148		1,828	348,580
SIERRA LEONE	6	35	35	165	185	3,500
THAILAND	41		160		1,393	82,066
TRINIDAD-TOBAGO			2	12	20	1,370
TURKEY	41				773	55,000
UPPER VOLTA	5		10		150	8,000
VENEZUELA	6	600	32	3,400	350	70,000

^aAs reported by Home Economics Network Leaders in 1976-1977
NA-Not available to respondent

Table 8

Home Economics Classes, Teachers/Leaders, Students, and
Out-of-School Programs in Developing Countries

COUNTRY	HIGHER EDUCATION (beyond secondary-includes diplomas, certificates)			PRIMARY, VOCATIONAL, SECONDARY, & TECHNICAL			EXTENSION, COMMUNITY, DEVELOPMENT & YOUTH (out-of-school)		TOTALS	
	Schools Offering Home Ec.	Home Ec. Teachers	Students Enrolled in Home Ec.	Schools Offering Home Economics	Home Ec. Teachers	Students Enrolled in Home Ec.	Home Ec. Workers	Persons Reached	Home Ec. Workers and Teachers	Persons Reached
BANGLADESH	14	43	1,589	20	155	6,000	3*	*	201*	7,598*
BARBADOS	1	11	56	46	108	7,411	25	26,100	144	33,567
COLOMBIA	1	5	400	*	87	6,800	27	5,850	119*	13,050*
EL SALVADOR	0	0	0				198	8,000	198	8,000
ETHIOPIA	33*	72*	795*	32	68	760	326	50,000	466*	51,555*
GHANA	145	400	14,877	1,274	741	61,637	481	66,918	1,622	143,432
HAITI	0	0	0	106	155	9,250	43	4,252	198	13,502
INDONESIA							637	43,005	637	43,005
JAMAICA	6	*	*	46	159	5,689	138	1,000*	297	6,689*
YUGOSLAVIA	90	353	36,500	*	3,825	*	738	1,256,269	4,916*	1,297,769*
LIBERIA	4	10	-				36	1,971	46	1,971*
MALAYSIA	23	13	1,450	595	1,821	170,299	1,044	45,832	2,878	217,581
NEPAL	5	24	512	1,276	1,302	96,593	94	*	1,420	97,105*

Table 8 (continued)

Country	Schools Offering Home Ec.	Home Ec. Teachers	Students Enrolled in Home Ec.	Schools Offering Home Economics	Home Ec. Teachers	Students Enrolled in Home Ec.	Home Ec. Workers	Persons Reached	Home Ec. Workers and Teachers	Persons Reached
NIGERIA	19	98	2,673	2,559	1,334	340,886	2,559	1,940,284	3,991	2,283,843
PAKISTAN	4*	205	5,850	990		212,748*	17*	6,000*	222*	224,598*
PANAMA	6	21	2,129		599		6*		626*	2,129*
PARAGUAY							38	4,130	38	4,130
PHILIPPINES	271*	775*	4,052*	16,974	17,500	1,300,000	1,994	348,580	20,269*	1,652,632*
SIERRA LEONE	19	46	970	53	145	32,800	226		417	37,470
THAILAND	123	1,061	21,915	426	2,590	796,640	1,594	82,066	5,245	900,621
TRINIDAD-TOBAGO	6	12	280	50	171	22,550	22	1,382	205	24,212
TURKEY	1*	243	1,300	3,189	7,230	169,816	814	55,000	8,287	226,116
UPPER VOLTA	0	0	0	13	17	325	165	8,000	182	8,325
VENEZUELA	2	12	300	12,374	60,094	2,444,202	388	74,000	60,494	2,518,582
TOTALS	773*	3,404*	95,657*	40,024*	98,101*	5,654,486*	11,613*	4,032,339*	113,118*	9,812,482*

^aAs reported by Home Economics Network Leaders in the Countries, 1976-77

*Information is not complete or was not available to respondent.

A blank space means that no response was received from the respondent on that section of the questionnaire.

PART IV

PROJECT EVALUATION

- Internal Evaluations
- External Evaluation
- Participant Follow-up

PART IV

PROJECT EVALUATION

Mechanisms for periodic Project review and evaluation were included in the Project's design. Among these:

- a) informal internal program evaluations by AHEA Project consultants
- b) external on-the-ground evaluations by AID/Washington staff and consultants
- c) participant follow-up

Each evaluation was conducted in an attempt to determine the extent to which the Project had been implemented in accord with Project purposes and objectives and to identify strengths and weaknesses in the Project's design.

Some informal evaluation was a part of each activity of the Project, via attitude and knowledge questionnaire surveys (conducted prior to, during, and after workshops, seminars, etc.), and workshop rating sheets. These informal evaluations were generally included as part of the written reports of project activities (e.g., country survey, workshops, and training program reports).

Internal Evaluations

Internal evaluations were required by the AID Contract and were executed in accord with contract specifications. In each case, Evaluation specialists from Home Economics programs at major U.S. institutions conducted the evaluations. Records of each of these internal reviews are available in separate reports (e.g., report of the 1972 summer institutes, report of Project evaluation, 1972).

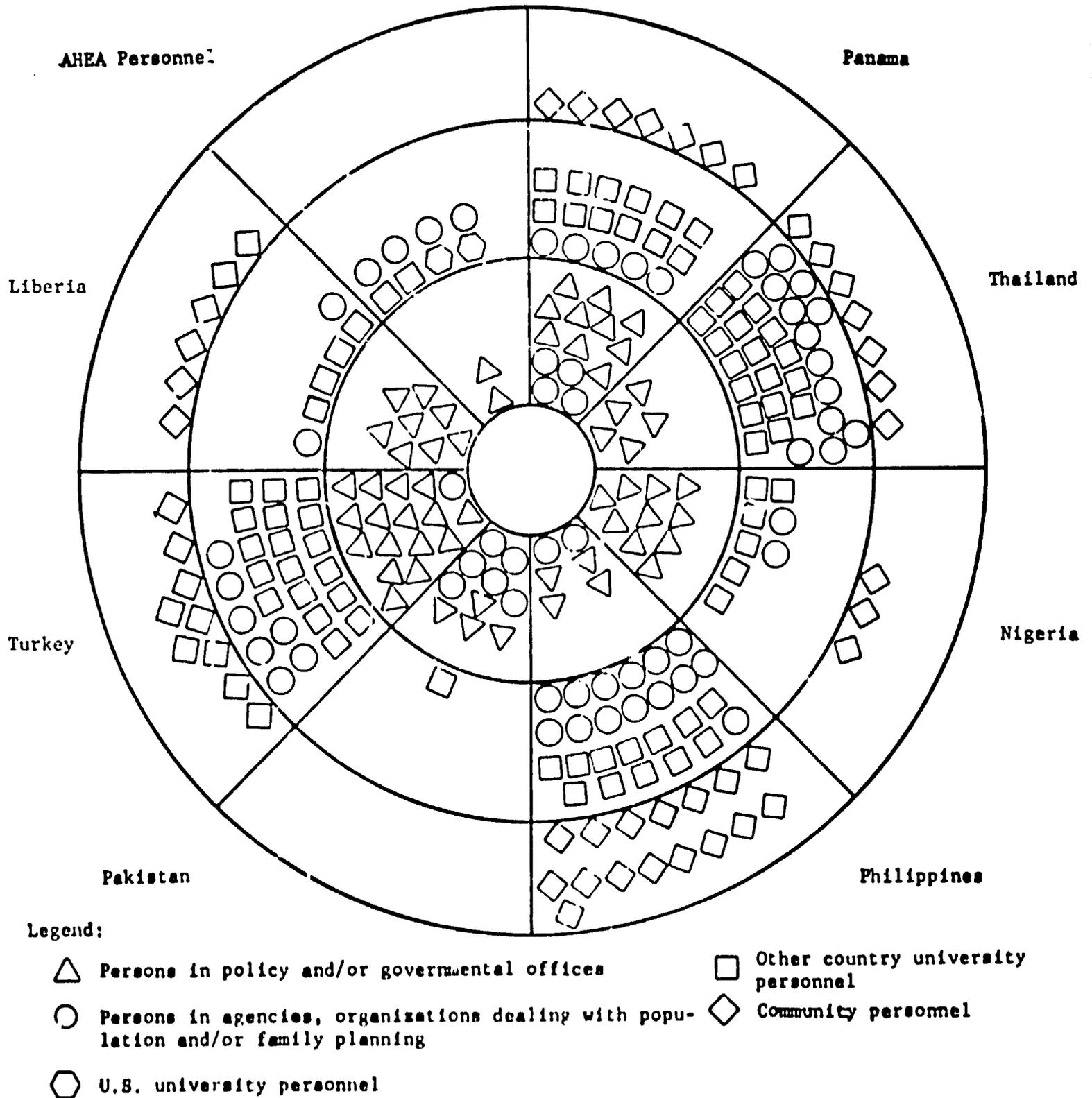
One such specific review for the 1972-73 contract year was an evaluation of all Project activities implemented through December, 1972.

The evaluation model used was based on the premise that the major task of the International Family Planning Project was the communication of home economics involvement in family planning. The data were collected from printed materials, reports, and correspondence associated with Project activities. Charts indicating who was involved in the communication efforts were developed. Figure 11 indicates a summary of contacts made through consultations which took place by December 1972.

INTERNATIONAL FAMILY PLANNING PROJECT

COUNTRY SURVEYS, FIELD STUDIES, AND CONSULTATIONS

IN DEVELOPING COUNTRIES, 1972¹



¹ From Annual Report, International Family Planning Project: July 1, 1972-August 31, 1973. Washington, D.C.: American Home Economics Association, 1973 p. 26.

Data were collected by mailed, pre-coded questionnaires from the participants and analyzed by computer. In the absence of baseline data, evidence of program development was sought in the data collected through obtaining frequencies and correlation coefficients.

The report indicated that through December 1972, 38 countries had been contacted. There had been documented contact with 53 agencies, departments, and organizations concerned with family planning and/or population programs. The evaluation report concluded:

The evidence as synthesized for this report makes it abundantly clear that the American Home Economics Association does have within its membership the resource potential, the outreach, and the ideologic credibility to mobilize home economists in developing countries. In addition, they have the administrative, educative, and leadership resources to assist home economists in the less developed countries as they reorient their programs to give priority attention to the advancement of family planning and population education.¹

¹Elizabeth Ray. Evaluation Report: The International Family Planning Project. Washington, D.C.: American Home Economics Association 1972.

External Evaluation

In accord with specifications of the AHEA-AID Contract (csd-3623), an external evaluation of the International Family Planning Project was developed by AID. The evaluation, conducted by a three-member team under the auspices of the American Public Health Association, occurred during the period October 11, 1976 through January 21, 1977, and had as its purposes the following:

- (1) ". . .to determine the extent to which the American Home Economics Association (AHEA) and its Project counterparts in less developed countries (LDC's) have achieved Project purposes
- (2) to identify strengths and weaknesses of the Project as guides for future action
- (3) to recommend to the Agency for Internal Development whether the Project should be continued in present or modified form or terminated at the end of the contract funding period."¹

Supported by AID funds, the external evaluation team executed its task using an evaluation design approved by the AID Office of Population. In completing the evaluation, the team (1) held discussion with the AHEA headquarters staff and officials at AID/Washington; (2) conducted an in-country and on-the-ground inspection of seven (7) participant countries and; (3) examined Project reports, correspondence and publications.

As has been indicated earlier, a written report of the external examination was prepared and submitted to AID and AHEA for preliminary review. The report was revised and became a significant component of the record of implementation of the International Family Planning Project.

A summary of findings and recommendations taken verbatim from the Evaluation Report (pp. 4-13) is appended (see Appendix B). In summary, the evaluation concluded that during its five-year term of existence, the AHEA-implemented Project had been moderately successful in meeting the goals of the original Project design as indicated. In reviewing the involvement of 28 developing countries in various aspects of Project activity, eight (8) countries were identified by the evaluation team as "emphasis countries"--those

¹Evaluation Report on Family Planning Promotion Through Home Economics (AHEA-AID/csd-3623). Washington, D.C.: American Public Health Association, 1977, p. 1.

countries where a significant amount of resources were expended and substantive activity conducted. These countries were: Thailand, Nepal, Ghana, Sierra Leone, Panama, Korea, Philippines, and Jamaica. The involvement of the remaining twenty (20) countries represented a wide range from little contact (e.g., dissemination of information on the Project) to involvement of home economists in regional activities (e.g., workshops, sessions, summer institutes).

Participant Follow-up

The 1976 Participant Follow-up Study

The purpose of this survey was to determine how home economists throughout the world who had been involved in the AHEA International Family Planning Project had integrated family planning into their programs of work.

A survey of IFPP project participants was conducted during November through February 1975-76. Approximately 1,575 individuals, representing twenty-eight developing countries, participated in the study.¹ Table 1 on the following page shows the number of survey participants by country.

Survey Design and Implementation

A consultant, an American home economist with on-the-ground development experience, was employed to develop the survey process and instrumentation. Subsequently, an evaluative study was designed to obtain baseline data on (1) how home economists who had become involved in the Project worked, (2) what audiences were reached and (3) what methods were used to integrate family planning concepts into their programs, especially during the five-year (approximate) period beginning June 1971 and ending February 1976.

A 74-item pre-coded questionnaire was developed for use as the basic data collection instrument. The items included in the final instrument were selected from approximately 100 items reviewed by 23 individuals who had extensive involvement with the Project over the five year period, and who were familiar with the kind of information desired from a project of the nature of the IFPP. Using the Q-Sort research technique, these 23 individuals sorted the 100 items into three categories: (1) Very Important to Know; (2) Important to Know; and (3) Not Very Important to Know. Analysis of the categorized responses from the individuals resulted in 74 items being recommended for inclusion in the questionnaire.

The questionnaire was based on the need to obtain information on the following dimensions:

- (1) Employment of participant
- (2) Nature of clientele reached

¹A final report of the follow-up study has been published and disseminated, (See Barbara A. Holt, International Family Planning Project Participant Follow-up Survey. Washington, D.C.: American Home Economics Association, 1976, 117 pp.). Copies of the report are still available.

TABLE 1

Country and Number of Participants in IFPP Follow-up Study

COUNTRY	NUMBER OF PARTICIPANTS
Afghanistan	2
Bangladesh	2
Barbados	27
Chile	1
Colombia	3
Gambia	1
Ghana	49
Guyana	2
India	16
Indonesia	3
Jamaica	87
Kenya	1
Korea	136
Liberia	9
Malaysia	104
Nepal	26
Nigeria	3
Pakistan	1
Panama	60
Philippines	57
Sierra Leone	57
Sri Lanka	3
Taiwan, Republic of China	21
Thailand	741
Trinidad and Tobago	77
Turkey	100
Venezuela	4
Zambia	1

Number of Countries: 28

Total Number of Participants: 1,575

- (3) Participant Involvement in Project
- (4) Strategies used to integrate Family Planning/Population Education into participant's work
- (5) Amount of work-time spent in Family Planning/Population Education activities (before and after involvement in Project)
- (6) Promotion of Family Planning/Population Education activities
- (7) Nature of Family Planning/Population Education concepts being integrated into home economics
- (8) Nature/number of contracts and referrals made
- (9) Methods and materials used to disseminate Family Planning/Population Education information
- (10) Future plans for Family Planning/Population Education activities via home economics
- (11) Perceived influence on lives of others via IFPP

A draft questionnaire was developed, and pilot tested during summer 1975 with a group of 16 international home economists attending an IFPP-sponsored family planning workshop at The Pennsylvania State University. The pilot test, conducted by the follow-up study research consultant, led to further revisions in the instruments. The final version of the questionnaire was then completed. The questionnaire was prepared in English.

Instructions for using the questionnaire and reporting the data were written and sent to home economists who were members of the IFPP network. These individuals were requested to review these instruments to ascertain if (1) the directions, questionnaire, and procedures for reporting the data were clear and understandable, and (2) if the information could be easily translated (as appropriate/necessary) from English to the country's language.

Upon return of this information from the network participants, the final revisions were made and the instruments were printed (color coded) and mailed to the network home economists, who would then direct the follow-up study in the country.

Where English was the language of the respondents, the instruments were mailed in bulk. Where a language other than English was involved, one copy of the instruments was mailed and the network home economist was requested to have the instrument translated, back-translated, and then to reproduce the translated version in bulk. This process was included to reduce the probability of error. Approximately 2,417 questionnaires were mailed to key network home economists in 28 countries. Table 2 reveals the number of questionnaires sent, and the number and percent of return, by country.

The complete set of the instruments used to conduct the study is included in the final report of the follow-up study. A limited number of the reports are still available from AHEA.

Sample

Two sample groups were used. The largest consisted of 1,209 professionals from all the countries, and was made up (primarily) of teachers, extension workers, professors and administrators. The data analysis was designed to compare experiences of the professionals by six (6) geographical regions of residence.

The second group involved 366 paraprofessional village leaders from Thailand who had participated in a pilot program to disseminate information about family planning at the village level.

Survey Results

The analysis and summary of the data revealed that the International Family Planning Project had a substantial impact on the respondents.

The group of professionals worked primarily with clientele who were literate adolescents and young adults, both male and female, from all areas of their countries. Family planning had been integrated into their programs, or had been included in revised programs by the majority of the professionals. Eight percent (8%) including a large number of administrators, were highly involved through teaching special courses, guest lectures, planning programs, preparing materials and training personnel in family planning.

Participants reported that they were most active in promoting family planning through helping their co-workers, or convincing groups to include family planning in their programs, and in other ways. They were not very active in working in family planning

TABLE 2

Participant Response to Survey Questionnaire, by Country and Percent

COUNTRY	NUMBER QUESTION- NAIRES MAILED	NUMBER QUESTION- NAIRES RETURNED	PERCENT RETURNED
1. Afghanistan	10	2	-
2. Bangladesh	2	2	100
3. Barbados	37	27	73
4. Chile	1	1	100
5. Colombia	3	3	100
6. Gambia	8	1	13
7. Ghana	89	49	55
8. Guyana	2	2	100
9. India	48	16	33
10. Indonesia	4	3	75
11. Jamaica	87	87	100
12. Kenya	3	1	33
13. Korea	194	136	70
14. Liberia	33	9	27
15. Malaysia	114	104	92
16. Nepal	58	26	45
17. Nigeria	16	3	19
18. Pakistan	2	1	50
19. Panama	189	60	32
20. Philippines	88	57	65
21. Sierra Leone	126	57	45
22. Sri Lanka	4	3	75
23. Taiwan, Rep. of China	5	2	40
24. Thailand	592*	375*	63
25. Trinidad and Tobago	166	77	46
26. Turkey	146	100	68
27. Venezuela	23	4	17
28. Zambia	1	1	100
TOTALS	2,051	1,209	

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*An additional 366 questionnaires were used with Thailand para-professionals. Thus, the total number of questionnaires returned is 1,209 (professionals) plus 366 (village leaders) or 1,575. The percent of total participant response to the survey questionnaire was 65%.

clinics or distributing contraceptives. Administrators were the most active of all professional groups in promoting family planning, especially through curriculum or program revision and forming courses, seminars, workshops, or conferences related to family planning and population education.

Concepts related to family planning given the most emphasis in programs were responsible parenthood, family planning and health, family planning and nutrition, and other concepts closely related to home economics content areas. Given least emphasis were those concerning demography, contraception services, and reproduction; however, each of these was given emphasis by at least one in 10 persons. The degree of importance given to various concepts appeared to vary by the roles performed by the participants and by geographical regions.

Approximately eight out of nine respondents had talked with someone during the previous year about birth control, and about one-third had talked with more than 100 people. About half had referred someone to a family planning clinic in the past year, and about seven percent had made at least 100 such referrals.

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

Among the most definite future plans respondents indicated for continued involvement with family planning activities were to: (a) ask their clientele what they wanted to know about family planning; (b) help their co-workers teach it in their programs; (c) make suggestions to their supervisors for including it in the program; and (d) invite someone from a family planning agency to contribute to their programs. The respondents appeared least willing to write an article or do research in family planning, and were reluctant to indicate whether they would contribute to another agency's efforts.

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

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

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

A second group of 366 paraprofessional village leaders from Thailand also were studied and when results of the data obtained from interviews with them were analyzed, a slightly different picture emerged from that of the professionals.

Village leaders may be most useful in rural areas for clarifying information that people have about family planning and for providing a rationale or motivation for them to use the services known to be available to them. From responses to the survey, it appeared that individuals heard about family planning on the radio and from their neighbors, and were aware of services in the community. The educational roles being performed by the village leaders trained in family planning were those of motivation, clarification, and providing correct information through personal contacts with neighbors and acquaintances. Demographic effects of population growth, relationships of family planning to aspects of family well-being, child spacing, and the types and uses of contraceptives available were concepts that leaders learned during their training, and about which they were informing their neighbors at home. Another role being performed by 81 percent of the village leaders was that of providing contraceptive devices.

Contacts made by village leaders were not as extensive as those made by the professional home economists, but may compare favorably when the nature of their work is considered, and when the cost of their short-term training is calculated. Their diverse roles as farmers, housewives, and workers may give them a variety of opportunities to interact with others in the community on an informal and sustained basis which would not be possible for the professional.

The village leaders reached a clientele which may not be fully contacted by the professional home economists--the rural, less educated, female homemakers. In summary, this comprehensive evaluation concluded that the Project was indeed achieving its objectives of the multiplier effect, utilization of the unique expertise of home economists, using country-specific information and strategies for effective teaching, and successfully integrating family planning concepts into home economics.

The follow-up study concluded that home economists should consider promotion of family planning as one of the strongest tools to help families prevent problems, and that family planning has been firmly integrated into the programs of many home economists throughout the world. Further, family planning was considered by participants in this study to be a vital factor in their work of helping people to improve the quality of their lives.

Recommendations

Several recommendations for future Project direction resulted from the analysis of the survey responses from the two groups of participants. These recommendations follow:

- (1) Periodically use the method of collecting data used in the participant-follow-up study for other follow-up studies to measure changes in Project effectiveness
- (2) Give high priority in Project activities to the needs of program implementers (e.g., home economists such as teachers and extension agents working directly with target groups)
- (3) Continue efforts to (a) reach all groups of home economics professionals within the (Project) countries, especially those where population pressures are most crucial; and (b) encourage cooperative efforts in integrating family planning into programs
- (4) Include additional Project efforts in pre-service and in-service training in family planning for home economists, especially in order to sustain the effects of the Project over time
- (5) Investigate the feasibility of using paraprofessionals in family planning programs designed to reach rural families in Project countries (in addition to Thailand)
- (6) Continue primary focus on adolescents and young adults as the prime target groups and recipients of Project activities, and encourage home economists to design programs/projects based on characteristics and expressed needs of their specific clientele
- (7) Include skills in group dynamics and counseling techniques as important parts of educational efforts to prepare home economists to integrate family planning into their programs
- (8) Identify or produce and make available for distribution teaching materials which best suit the needs of home economists employed in specific work situations
- (9) Foster further contacts between home economists and agencies concerned with family planning especially at the community level, in order to best coordinate efforts, utilize resources, and share information.

PART V

**PROJECT FUNDING, ADMINISTRATION,
AND MANAGEMENT**

- Project Funding
- Project Staffing
- Project Management

PART V

PROJECT FUNDING, ADMINISTRATION, AND MANAGEMENT

Project Funding

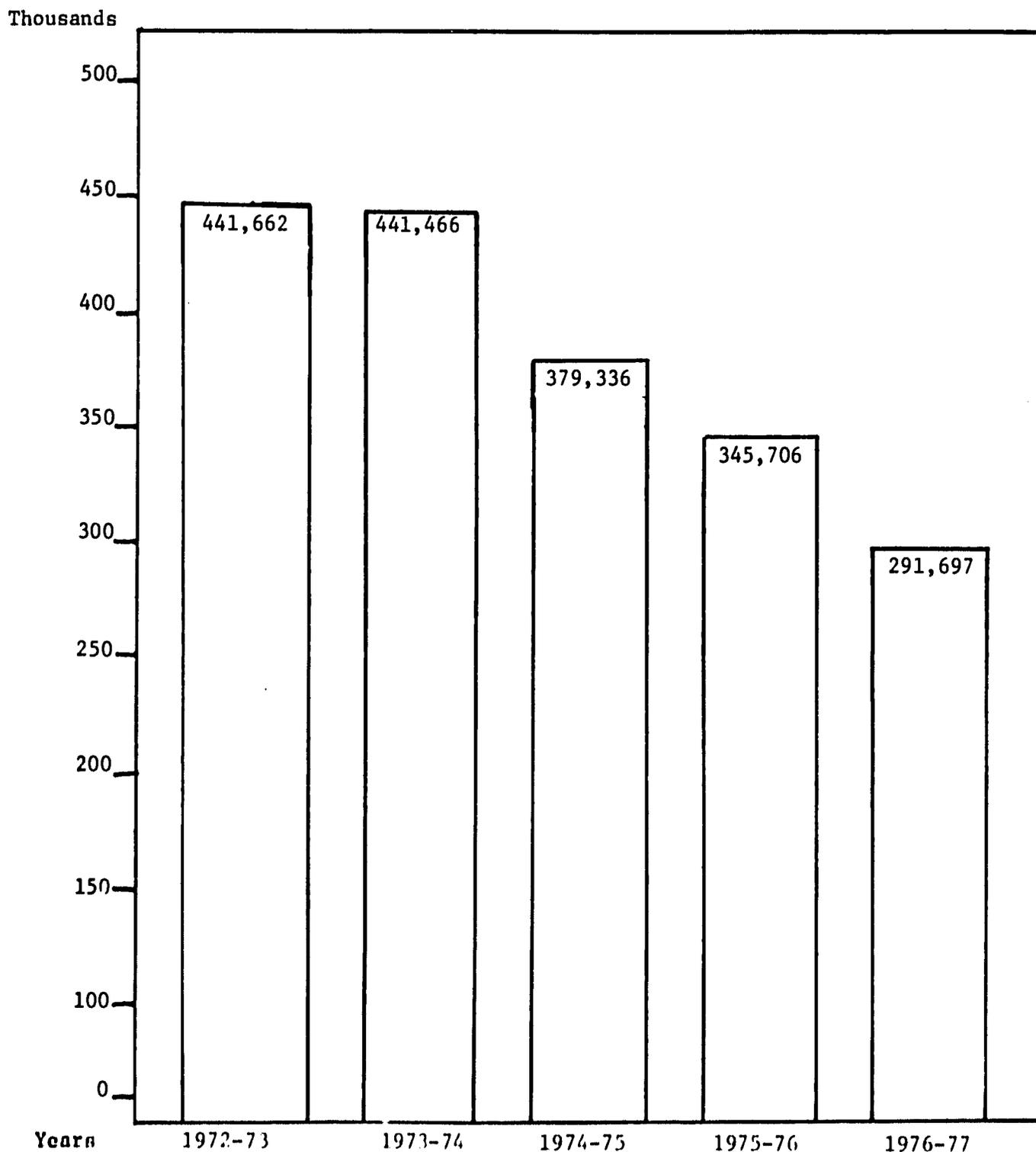
From its inception in 1972 to its termination in 1977, approximately \$1,893,000 was awarded for the implementation of an integrated family planning/population and home economics program. The AID-funded Project has been the largest single source of external program implementation funds received by AHEA in recent history.

Following the awarding of an initial feasibility grant of \$118,000 (#csd/2624), the International Family Planning Project was begun via a three-year contract (AHEA-AID/csd-3623). The contract had eight (8) amendments, and was extended from the original three years to five years; between August 1, 1972 and June 30, 1977, \$1,892,997 was received by AHEA to implement the Project. Figure I on the following page shows a profile of Project funding. The profile indicates that the years of greatest Project funding was fiscal years 73 and 74 when the total amount was \$441,662 and \$441,466 respectively. As could be expected, the year in which the least amount of funding occurred was fiscal year 77, the year the Project was terminated. Throughout the five-year span, however, there was a gradual decline in funding.

A summary of how these funds were disbursed, by budget category, appears in Table 1. Inspection of the table indicates that the categories (a) Salaries and wages, (b) Travel and per diem, (c) Participant training, and (d) Indirect costs were budgeted at the highest levels. Total expenditures in these categories were under budget, except participant training, where expenditures exceeded the budgeted amount by \$192,980, or 51%.

At the close of the Project, a cost overrun of \$27,786.98 existed. This situation is also reflected in Table 1, which indicates the difference in the total budgeted and expended amounts. Although the Project incurred a cost overrun, it (the overrun) was small, less than 2% of the total Project budget. Further, in the opinion of AHEA, the Project was adequately funded throughout its duration, and sufficient latitude to shift funds among categories was provided. This was increasingly important as the Project advanced and its foci changed from year-to-year.

AHEA INTERNATIONAL FAMILY PLANNING PROJECT FUNDING
 FIVE-YEAR PROFILE
 1972 - 1976



Note: Amounts shown represent requested contract funds totaling \$1,899,867. Actual amount received was \$1,892,977. Actual amount expended was \$1,920,783.98. The Project ended with a cost overrun of \$27,786.98.

Source: Official Project Documents: (1) Amendments to Contract #AID, and-3623 and (2) Revised Voucher #59

Table 1

Summary of Disbursement of Project Funds
by Funding (Budget) Category
1972-1977

Funding Category	Total Budgeted Amount	Percent Total of Budgeted Amount	Total Expenditures	Percent Total of Expenditures
Salaries and wages	405,614	21.4%	363,777.30	19.0%
Fringe Benefits	34,970	1.8%	32,965.75	1.7%
Consultants	137,828	7.3%	106,630.13	5.6%
Travel and Per Diem	252,960	13.3%	218,909.83	11.4%
Material and Supplies	90,200	4.8%	186,665.46	9.7%
Participant Training	375,774	19.9%	568,754.30	29.6%
Subcontracts	75,000	4.0%	--	--
Other Direct Costs	71,250	3.8%	11,013.99	.06%
Overhead (Indirect Costs)	449,401	23.7%	432,067.22	22.5%
TOTALS	1,892,997	100%	\$1,920,783.98	100%

Project Staffing

The Project was administered principally from the Washington, D.C. office by a Project headquarters staff although its field-based aspect expanded as the Project developed. The original Project was staffed by individuals in four (4) full-time positions. These positions were:

- 1) Project Director
- 2) Project Assistant Coordinator
- 3) Project Assistant Administrator
- 4) Project Secretary

The number of positions was expanded in FY 74 (1973-74) from four (4) full-time positions to eight (8) full- and part-time positions.

<u>Position</u>	<u>Number Full- Time Staff</u>	<u>Number Part- Time Staff</u>
Project Director	1	0
Project Assistant Administrator	1	0
Project Assistant Coordinator	1	0
Project Program Associate	2	1
Project Secretary	1	0
Project Regional Coordinator and Paris Liaison	0	1

With the exception of the Project Regional Coordinator which was a position based in Paris, France, seven (7) of the eight (8) Project staff positions were located in Washington, D.C. office. These eight (8) positions, held by nine (9) individuals, represent the greatest number of positions at anytime during the Project. A summary of the major responsibilities associated with these positions appears on the following page (see Table 2).

As the Project advanced, the position titles and descriptions were changed accordingly. For example, for the period September 1975 through August 1976, the Project core staff included a Project Director, two (2) Project Assistant Directors, and a Project Secretary--all full-time employees; and a Project Liaison and Regional Coordinator (Africa) both half-time positions. The functions and duties of the Project's Director, Secretary, and Liaison were unchanged. However, the Assistant Directors were each responsible for specific aspects of the field--(Asian and Latin American in-country) and U.S.-based operations, while the Regional Coordinator for Africa, was responsible for initiating, conducting, and monitoring programs in Africa.

Figures 2 and 3 present a graphic representation of the Project's staffing pattern for the five-year period reported here. The greatest number of individuals (full- and part-time) were employed during Fiscal Year 1974, as reflected in Figure 3.

Table 2

Project Administrative Staff

Position	Major Responsibilities
Project Director	Project development and implementation, including administrative, managerial and financial accountability, personnel decisions; supervision of Project core and field staff; conduct on-the-ground inspection of Project activities.
Project Assistant Administrator	Project administration and management (i.e., in absence of Project Director); development of field-based programs and activities; review/approve country requests for Project funding and/or Project sponsored activity; conduct on-the-ground inspection of Project programs.
Project Assistant Coordinator	Recommend areas of involvement for Project; coordinate U.S.-based Project activity; direct participant follow-up activities including program evaluation; conduct on-the-ground inspection of Project programs; initiate AID/Washington approvals; establish cooperative relationships with national and international population-related agencies.
Project Program Associate	Write and edit reports of country-specific and/or other Project activities; articles for publication by AHEA (i.e., <u>Action, Journal of Home Economics</u>) and population-related agencies; disburse funds to participant countries; coordinate logistical arrangements for participants attending field-based activities; direct dissemination of Project materials; coordinate U.S.-based IFHE activities and maintain U.S./IFHE membership records; secure AID/Washington approvals; observe U.S.-and field-based programs.

Project Secretary

Type correspondence, reports, copy for publications; handle all Project mailings; maintain office files and all Project records; secure office supplies; maintain Project mailing lists; disseminate Project materials; retrieval of Project records/information.

Project Liaison

Writing and editing official documents (semi-Annual and Annual Reports) of Project activities; coordinating the collection of information and writing copy for LINK, (Project Newsletter); assist staff of the International Federation for Home Economics; establish cooperative relationships with international population-related agencies.

TOTAL NUMBER OF FULL-TIME CORE STAFF EMPLOYED
BY THE
INTERNATIONAL FAMILY PLANNING PROJECT
August 1972 - June 1977

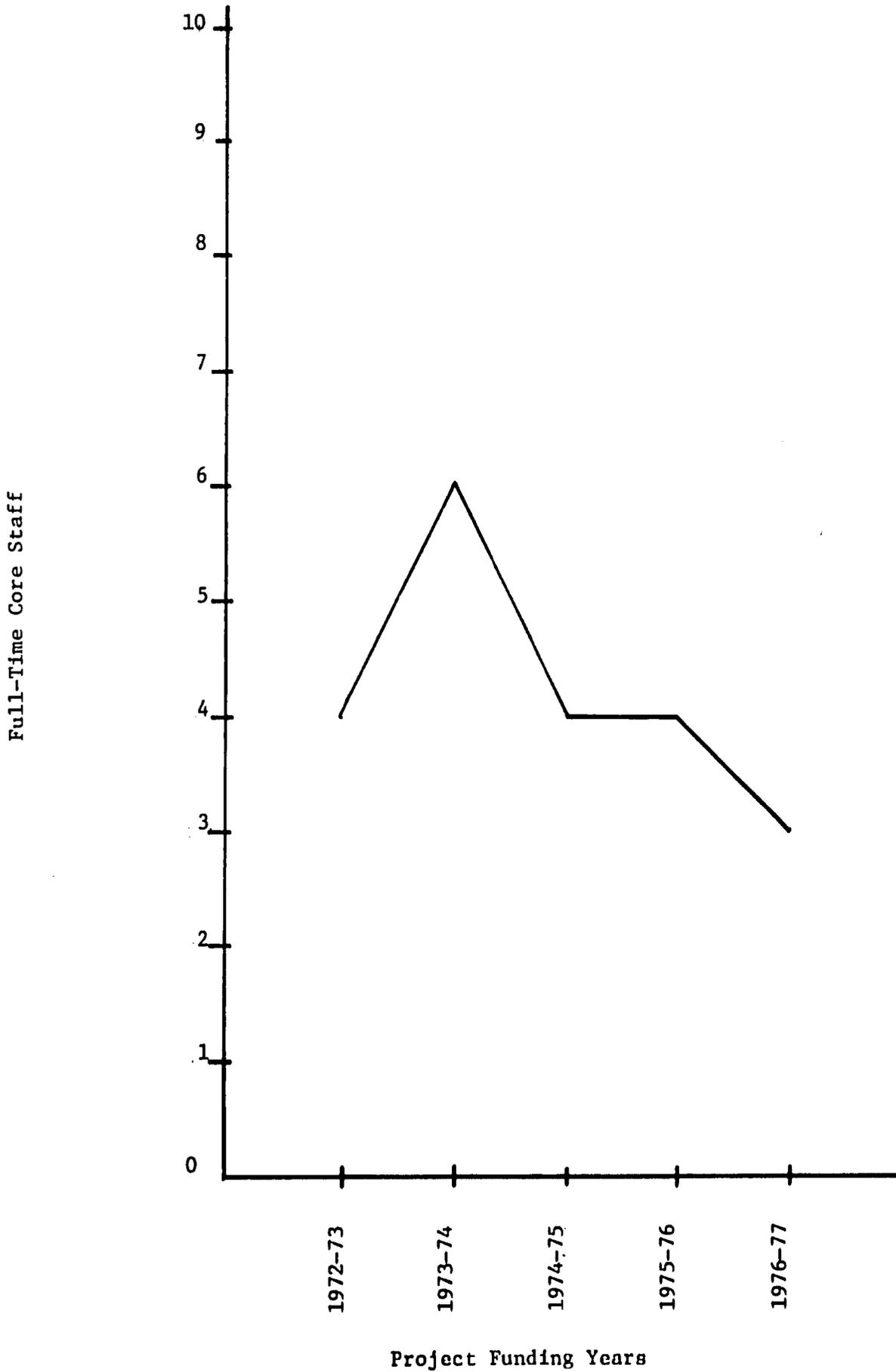
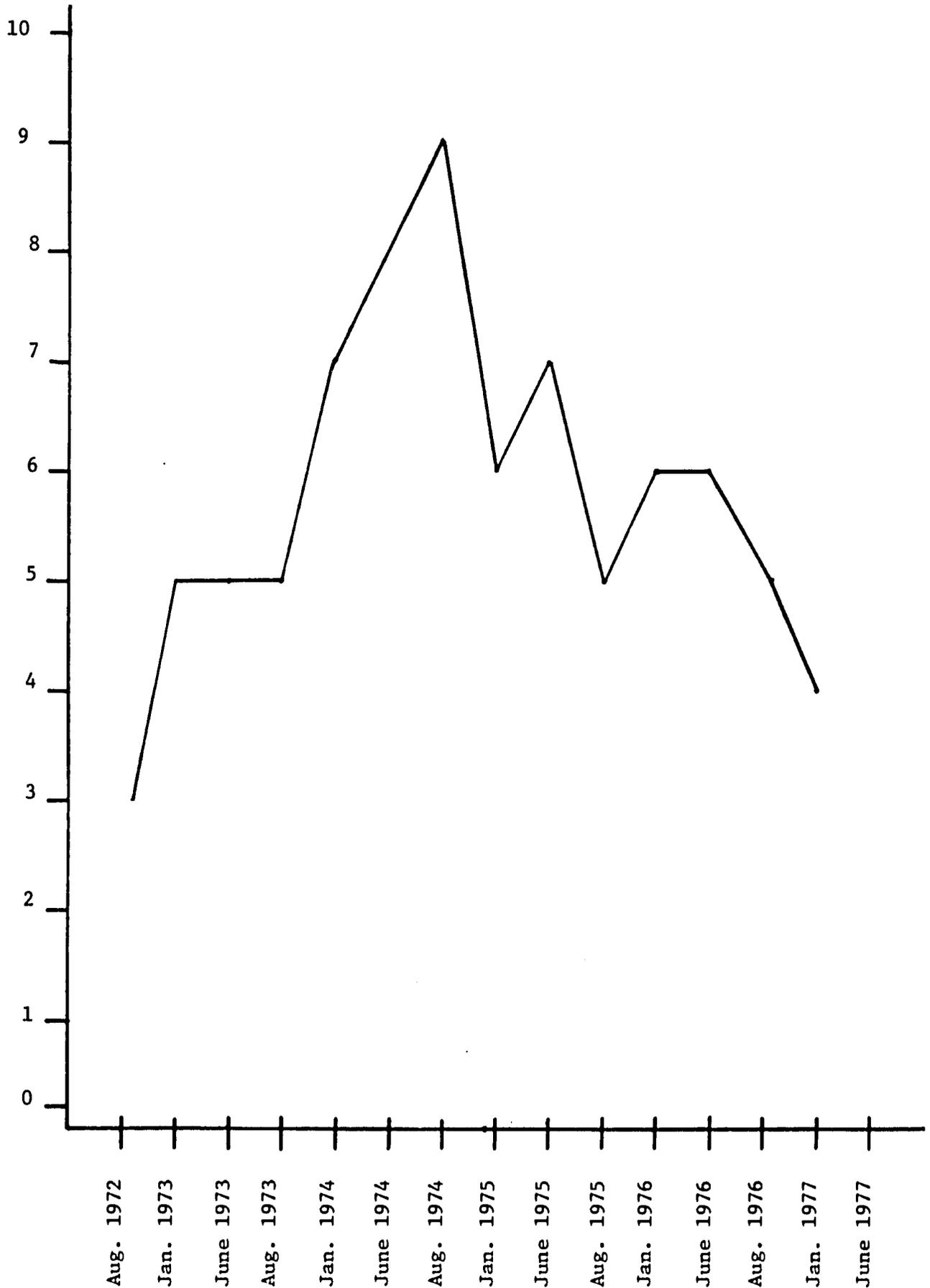


FIGURE 3

TOTAL NUMBER OF CORE STAFF (FULL- AND PART-TIME EMPLOYED*)
BY THE
INTERNATIONAL FAMILY PLANNING PROJECT



Note: Does not include short-term consultants or individuals paid on short-term hourly basis. Reflects full- and part-time employees.

Project Management

On-the-Ground Inspection Tours

One of the ways through which Project activities in the countries was monitored was the on-the-ground inspection tour. Generally, a member of the Project staff would visit all on-going Project programs in a region as well as other countries where home economists had made some indications that the Project might be begun.

One such inspection occurred during January-March, 1976. The Project Director conducted an on-the-ground inspection of programs in Asia, visiting six (6) Asian countries where Project activity had been initiated. A brief report of that inspection tour follows.

Afghanistan. A second consultation was held. Prior to this second consultation, previous Project involvement had been limited to the consultation in 1974 and the sponsorship of six (6) Afghan home economists to attend the 1975 Philippines Regional Family Planning/ Home Economics Workshop.

Because this second consultation found encouraging involvement of home economists in country population programs, it was recommended that the Project support a survey of home economics programs and personnel to be conducted by two (2) Afghan home economists. Plans were discussed for a probable two-week consultation to analyze the survey report and to help in planning the follow-up activity.

Nepal. Home economics in Nepal had a core of strongly motivated, well-educated persons in leadership and supervisory positions. A number of these individuals had participated in Project training and there had been one Project-sponsored workshop in Nepal. On this two-day visit, the Project Director was able to review the impressive follow-up activities in population programs of Nepal, especially in extension training and work. The outstanding need identified was for a curriculum development workshop for the integration of family planning into home economics syllabi for the formal education program. Since there was increased emphasis on making primary education available to all village children, and since rural school teachers teach, among other subjects, nutrition and family planning in the classroom and in the adult literacy program, the need for such curriculum development was apparent.

Korea. The home economics program in Korea was a strong, well-developed profession that had been very involved in Project activities (since September 1975, Korea had had a Project coordinator). On this consultation, discussions were held with the Coordinator and key leaders of the Korean Home Economics Association to plan an in-

depth training workshop for home economics leaders in all provincial home economics programs (formal and non-formal) which would then result in "Transmittal" or "Echo" workshops for their workers. This was viewed as a step in phasing out Project-financed activities in Korea. Another need identified was village-level publications which interrelate family planning with other quality of life factors--since Korea is a highly literate country.

Pakistan. On the occasion of the Project Director's visit, the first country workshop on Family Planning and Home Economics explored with government officials and home economics leaders the feasibility of establishing a pilot project for training village women leaders, utilizing non-employed home economics graduates, since there is no extension program in the country. The Home Economics College of Karachi volunteered to conduct a country-wide survey to locate these non-employed home economists.

Philippines. A four-day consultation to review home economics programs in population, including materials development and training occurred in March 1976. Since an initial Project grant in 1974 for a conference and publication in the extension field, a three-year program for the integration of family planning into all levels of extension work had been funded via national resources (POPCOM). Meetings were held with key home economics personnel in the Bureau of Agricultural Extension, the Department of Education and Culture, the College of Home Economics of the University of the Philippines at Diliman, the Board of the Philippines Home Economics Association; and a one-day visit made to the village area of San Leonardo to observe in-service training for village club leaders. Two home economics leaders were recommended as co-consultants of Project-related activities in the Philippines.

Thailand. During this six-day consultation, the Project Director had conferences with home economics officials in Ministries of Vocational Education, Agriculture Extension, Community Development, and the Department of General Education in order to identify progress and next steps in the integration of population education/family planning into home economics. This integration was being accomplished at all levels--college programs, vocational education, community development, and extension. The Project Director also met with officials of the Thailand Home Economics Association, World Education, ESCAP, FAO, and AID; and visited Pattanee, a rural poverty area in the south, to observe home economics courses being introduced at Prince of Songkhla University, which had a strong outreach program for village families. As a result of this consultation, two home economics leaders were recommended as co-coordinators for ongoing Project activities in Thailand.

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APPENDIX A

AHEA POPULATION EDUCATION/FAMILY PLANNING RESOLUTION

The Time Is Now!

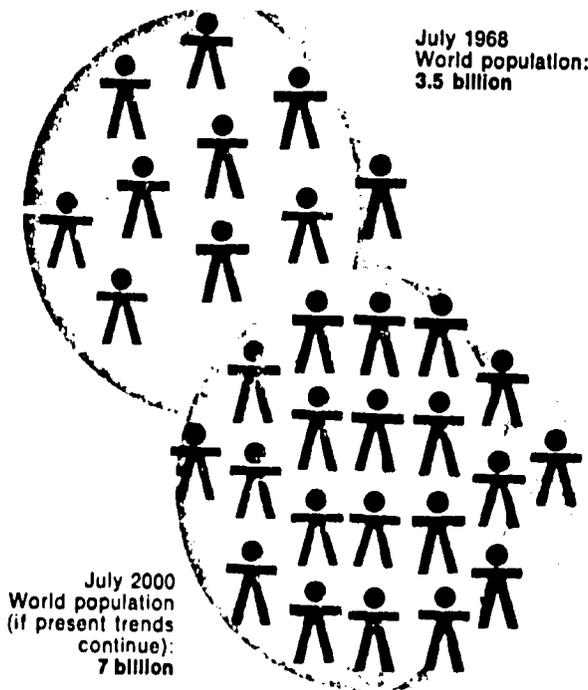
The involvement of home economists toward a solution of the population crisis has become one of the Association's most vital concerns since we first reported a grant from the Agency for International Development (AID) a year ago. Now AID has provided funds for our continued activity over another 3-year period. The components for the next phase are:

- An ad hoc committee, with a majority of the committee members from developing countries, to advise and plan for this upcoming phase
- Country workshops, initiated by home economists within each country concerned
- Field consultations to assess needs and resources and to stimulate action
- Indepth training
- Compilation and development of training aids, publications, informational materials, "promising practices," curriculum study papers
- Evaluation and assessment of home economics contribution and professional responsibility

Our primary goals will continue to be the stimulation of interest among our members, identification of the means by which they may contribute their expertise, and the encouragement of international leadership.

Are you already involved, and if so, how? Through work with young people? With adults? In schools? Business? Community programs? In your state home economics association? Student member section? What have been your problems? Your successes? What instructional aids have you found particularly useful?

If you have information to share, please do write to: The American Home Economics Association, International Family Planning Project, 2010 Massachusetts Avenue NW, Washington, D.C. 20036.



WHEREAS, The rate of population growth in many countries around the world far exceeds the rate of economic growth, and

WHEREAS, A rapid population growth without a compensatory rise in economic gain threatens to spread poverty by increasing the demands on the already scant resources of many families, and

WHEREAS, The poverty that deprives families of sufficient nourishment, good housing, adequate health and child care, and a decent education for all may also perpetuate a poverty cycle from one generation to the next, and

WHEREAS, The purpose of family planning is not to limit population *per se* but rather to improve the quality of life for families individually and society collectively, and

WHEREAS, Family planning takes into account the rights of families to make their own choices, including the rights to space child-bearing and to plan family size compatible with family resources and goals, and

WHEREAS, Home economists have a strong professional network around the world, the opportunities to reach families, and the special competencies to assist them; therefore, be it

Resolved, That the American Home Economics Association encourage national and international home economics leadership in support of family planning programs based on sound population policies which respect the rights of individuals and recognize cultural and religious differences.

**Resolution Passed by
AHEA Assembly of
Delegates, June 29, 1972**

APPENDIX B

SUMMARY OF FINDINGS AND RECOMMENDATIONS OF USAID
EVALUATION OF THE AID/AHEA INTERNATIONAL FAMILY
PLANNING PROJECT (1977)

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 (8) 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 twelve (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 (8) 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 (2) West African countries showing the least progress. The team observed that in each of the three (3) 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 were instrumental even in getting similar action in a much wider study area than home economics. The Project's 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 (7) 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 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

or prospects for good further progress, lead the team to recommend that the Project should be continued, but changed and strengthened in the four (4) 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 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 education 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 (8) 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 (8) emphasis countries, the Project director should consult with PHA/PC'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 (8) 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 the 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 LDCs 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 cope, 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 com-

munity 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.

RECOMMENDATION. 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 board 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, TPA, 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 1 and Tier 2 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.