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Final Report

Family Planning Assistance Through Home Economics
Grant Number AID/DSPE-G-0010

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by the
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The INTERNATIONAL FAMILY PLANNING PROJECT
"Family Planning Assistance Through Home Economics"

FINAL REPORT

October 1, 1978 through March 29, 1982



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TABLE OF CONTENTS

<u>Title</u>	<u>Page</u>
I. Executive Summary	1
II. Introduction	3
A. Project Purpose, Objectives and Assumptions.	3
B. Project Design	6
C. Organization of the Report	7
III. Project Implementation	13
A. Country Programs	17
1. Tier Structure	17
2. Institutionalization	19
3. Factors affecting Implementation of the Field Program.	22
4. Selection of New Countries to Participation in Project Activities/Program	27
5. Country Programs	30
6. Summary of Project Activities by Region/Country.	39
7. Lessons Learned.	86
B. Materials Development/Dissemination.	87
1. Annotated Listing of Project Publications.	87
2. The Materials Development Process.	91
a. <u>Working With Villagers</u>	
b. <u>The LINK</u>	
3. Study of the Use and Effectiveness of <u>Working With Villagers</u>	99
C. Cooperation with Other Organizations	123
D. Establishment of an International Network of Home Economists for Family Planning and Population Education Activities	129
E. Research	131
Lessons Learned	140
IV. Project Management	141
Project Staffing	141

<u>Title</u>	<u>Page</u>
V. Finances	153
VI. Appendices	
Appendix A	173
Appendix B	187
Appendix C	209
Appendix D	219
Appendix E	249

I. EXECUTIVE SUMMARY

Since June 1971, 45 countries of Asian, Africa, Latin America and the Caribbean have shared the resources of a development assistance effort funded by the Office of Population of the United States Agency for International Development and implemented by the American Home Economics Association. The International Family Planning Project ("Family Planning Assistance Through Home Economics"), an information, education and communication (I.E.C.) demonstration project, was for nearly eleven years a vehicle for delivering family planning/population education information through home economics systems and subject matter to selected audiences.

The purpose of the International Family Planning Project was *"to institutionalize the integration of population and family planning knowledge and practice into formal and non-formal home economics educational and service systems in selected developing countries for the enhancement of family well-being."*

At the time of the Project's termination, the home economics networks in fifteen countries had been strengthened and effectively utilized to systematically reach rural and urban clientele with integrated family planning/population education/home economics messages. Since its inception, \$4,420,510 was provided by USAID for the Project's implementation.

A one-year contract in 1971 (AID/csd-2964) supported a pilot project to assess the potential and interest of the home economics community in less developed countries (LDC) in a development assistance effort which integrated home economics with family planning/population education. Successful implementation of the pilot project led to a five-year contract (AID/csd-3623) from 1972-1977, which had as a main thrust an expanded dissemination of the integrated family planning/home economics message in formal and non-formal home economics educational systems. The third contract covered a one-year period (AID/pha-C-1178) and focused on establishing mechanisms which responded to questions raised by an external evaluation of the Project. The final phase was supported by a grant (AID/DSPE-G-0010) which covered a three- and one-half year period (September 1978 through March 1982) and which focused on the institutionalization of home economics educational programs which integrated family planning/population education and home economics.

The ultimate end of the Project, through the efforts of home economists within the LDC's, was *changed attitudes about family size which might ultimately lead to reduced family fertility rates*. The basic home economics philosophy assumes that through education, improving the conditions of home and family life will create a concomitant improvement *in the quality of life* and the attitudes which result from this education will be passed from family member to family member, and from generation to generation. Thus, effective infusion of the integrated home economics approach which subsequently becomes institutionalized, can be reasonably expected to result in attitudinal changes over time.

AHEA, through the Project, provided a professional support system for home economists in developing countries. The Project encouraged collaboration between related community-based organizations and the local managerial capability to plan, administer and monitor programs. It promoted continuous collaboration with other international donors, and motivated home economists, through skill

training, research, evaluation, and special projects, as a basis for the institutionalization of programs which have become sustaining within the LDC structure.

The Project provided a non-traditional delivery system for family planning/population education by integrating it with selected home economics subject matter (especially nutrition, child care and development, family health, family resource management). Through the training of local home economics administrators, teachers and related workers in schools, rural extension work, community clubs, and youth programs, rural and urban poor audiences were systematically reached with the integrated information.

The Project achieved its greatest success in the following countries:

- Korea
- Philippines
- Thailand
- Jamaica
- Ghana
- Sierra Leone
- The Gambia
- Tanzania

Some degree of success was achieved in Guatemala, El Salvador, Liberia, Nepal and Panama. A detailed record of the manner of implementation and accomplishments of the Project follows.

II. INTRODUCTION

During the period beginning June 30, 1971 and ending March 29, 1982, a major development assistance effort was undertaken by representatives of the international home economics community.

Financed by the United States Agency for International Development, "Family Planning Assistance through Home Economics" was implemented by the American Home Economics Association (AHEA) in cooperation with colleagues from 44 countries of the developing world. Popularly known as the "International Family Planning Project" (IFPP), and later "The Project," it began and remained a unique development assistance program which focussed on women, youth and families.

Three former contracts and one grant in combination formed this demonstration project. Thus, this grant had three predecessor contracts. Originally entitled "Family Planning Support through Home Economics,"¹ other versions of the title appeared with subsequent contracts and grants: "Family Planning Promotion through Home Economics,"² "Family Planning through Home Economics,"³ and "Family Planning Assistance through Home Economics."⁴

Project Purpose, Objectives, Assumptions

Purpose

The purpose of this grant was to institutionalize the integration of population and family planning knowledge and practice into formal and non-formal home economics educational and service systems in selected developing countries for the enhancement of family well-being. Its directive was two-fold:

- To establish population/family planning information and education as an integral part of home economics; and
- To train a cadre of home economists in the use of integrated family planning/home economics materials and educational strategies.

Objectives

To achieve this ultimate purpose, six (6) broad objectives were delineated. The Project's purpose and objectives collectively formed the basic framework from which the programs and activities of the Project emanated. These objectives were to:

¹ Contract Number AID/CSD-2964, June 23, 1971 to October 30, 1972.

² Contract Number AID/CSD-3623, June 30, 1972 to June 30, 1977.

³ Contract Number AID/pha-C-1178, September 30, 1977 to September 29, 1978.

⁴ Grant Number AID/DSPE-G-0010, October 1, 1978 to March 29, 1982.

- Motivate home economists in developing countries to provide family planning and population education information as an integral part of their regular professional work;
- Encourage home economists to promote family planning through effective use of the regular channels of their personal and professional contacts;
- Develop recommendations and effective ways through which home economists can include family planning/population education in their programs--(formal and non-formal);
- Develop and adapt publications, informational materials, curricula and teaching aids for home economists to use in integrating family planning/population education concepts within their program;
- Identify family planning/population education resources and to develop cooperative relationships with groups working in family planning/population education; and
- Create an international network of key home economists who can provide leadership to ongoing efforts to integrate family planning/population education concepts into home economics programs and provide a means to maximize effectiveness in accomplishing Project goals.

Assumptions

Throughout its eleven-year tenure, the six (6) assumptions reported below undergirded the Project:

1. Family and the well-being of its individual members form the core of home economics; hence, family planning is an essential element of home economics
2. Continuing and strengthening effective home economics/family planning/population programs will be supported by national governments and non-governmental institutions
3. Home economics can become an integral component of country-specific information/education delivery systems for family planning programs in (the selected) developing countries
4. Because home economists reach rural women and their families through a variety of school, extension, health and community development programs, they represent a strong development force already

established, accepted, respected and trusted by family members; and thus provide a unique vehicle for communicating integrated family planning/home economics/population information and services to village and rural families

5. Viewed as vehicles of the development process, women's associations which focus on family planning, education, maternal/child health, nutrition, etc., are particularly effective in encouraging lowered fertility practices and in enhancing the status of women
6. Expansion of family planning programs to concentrate in rural areas will tend to reduce fertility rates and improve the quality of life of the rural poor, thus reducing the potential incidence of problems commonly associated with migration, population growth and other factors of the development process

Subsequent to entering into the initial contractual agreement in 1971 with USAID's Office of Population, the role of the American Home Economics Association in population activities had its origins in a conference in November 1971 when home economists from 13 developing countries and the United States met in Chapel Hill, North Carolina, to consider the "Role of Home Economics in Family Planning." They agreed that "...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..."

Further, the Association's role in population/development assistance efforts was approved by its national assembly in June 1972. The following resolution sets forth the Association's authority and direction for such involvement:

AHEA Resolution on Family Planning¹

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, adequate 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

¹ Adopted by AHEA Assembly of Delegates, Detroit, Michigan, June 29, 1972.

WHEREAS, family planning takes into account the rights of families to make their own choices, including the rights to space childbearing 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.

Project Design

The Project's design was modified over time to accommodate needed systematic changes, and as appropriate recommendations from advisory groups, external and internal evaluations and staff. However, throughout the Project's duration, the basic design remained in tact. For example, while the original six (6) broad objectives were retained throughout the Project's life, seven (7) more specific objectives--based on the original six (6)--were introduced in the later phases. The operational objectives were:

- 1) Strong home economics country programs for population and family planning education and practice developed via the three major program aspects, in up to 10 emphasis countries.
- 2) The integrated curriculum change process strengthened to introduce and/or develop relevant population/family planning concepts for formal and non-formal home economics settings as an important Project output in emphasis country programs, as well as in Tier II and Tier III situations.
- 3) Educational materials adaptation, translation, and utilization with judicious development of new materials to fill gaps as they are demonstrated in support of Tier I, II and III countries.
- 4) Training programs in integrated home economics/family planning for education and social outreach for reaching target populations in urban and rural poor areas will be expanded in up to ten emphasis countries.
- 5) Publications to support the world-wide network of home economics individuals and institutions in their population/family planning and related development activities.
- 6) Close cooperation and collaboration with IFHE, FAO, UNESCO, IPPF and other international and national groups and agencies that use home economists and/or impinge on the teaching and use of home economics and population/family planning.
- 7) Evaluation, continued field study and research for revision of organizational and operational strategies and activities to achieve the sustained integration of population/family planning into home economics.

The Project's design included seven (7) major components:

1. training;
2. materials development and information dissemination;
3. leadership development;
4. curriculum development;
5. cooperation with international population/family planning organizations and agencies;
6. research and evaluation; and
7. strengthening institutionalized home economics programs.

Figure 1, which follows, depicts the Project's integrated system of operation and demonstrates how the integrated message was communicated from the core staff to the ultimate audience.

The strategies for implementing these major components took many and varied forms; chief among them were:

- in-country and international workshops, seminars, conferences and institutes;
- co-sponsorship of specialized activities;
- field testing of participant-produced materials;
- grants to groups and agencies to conduct specialized research and/or demonstration activities;
- formation or revitalization of home economics associations;
- resource exchange (personnel, materials, etc.); and
- curriculum revision and development.

Figures 2, 3, and 4 which follow illustrate the possible kinds of Project involvement available to developing countries; demonstrate the sequence and flow of Project activity, moving from country-specific strategies to institutionalization and depict the Project's developmental process.

Organization of the Report

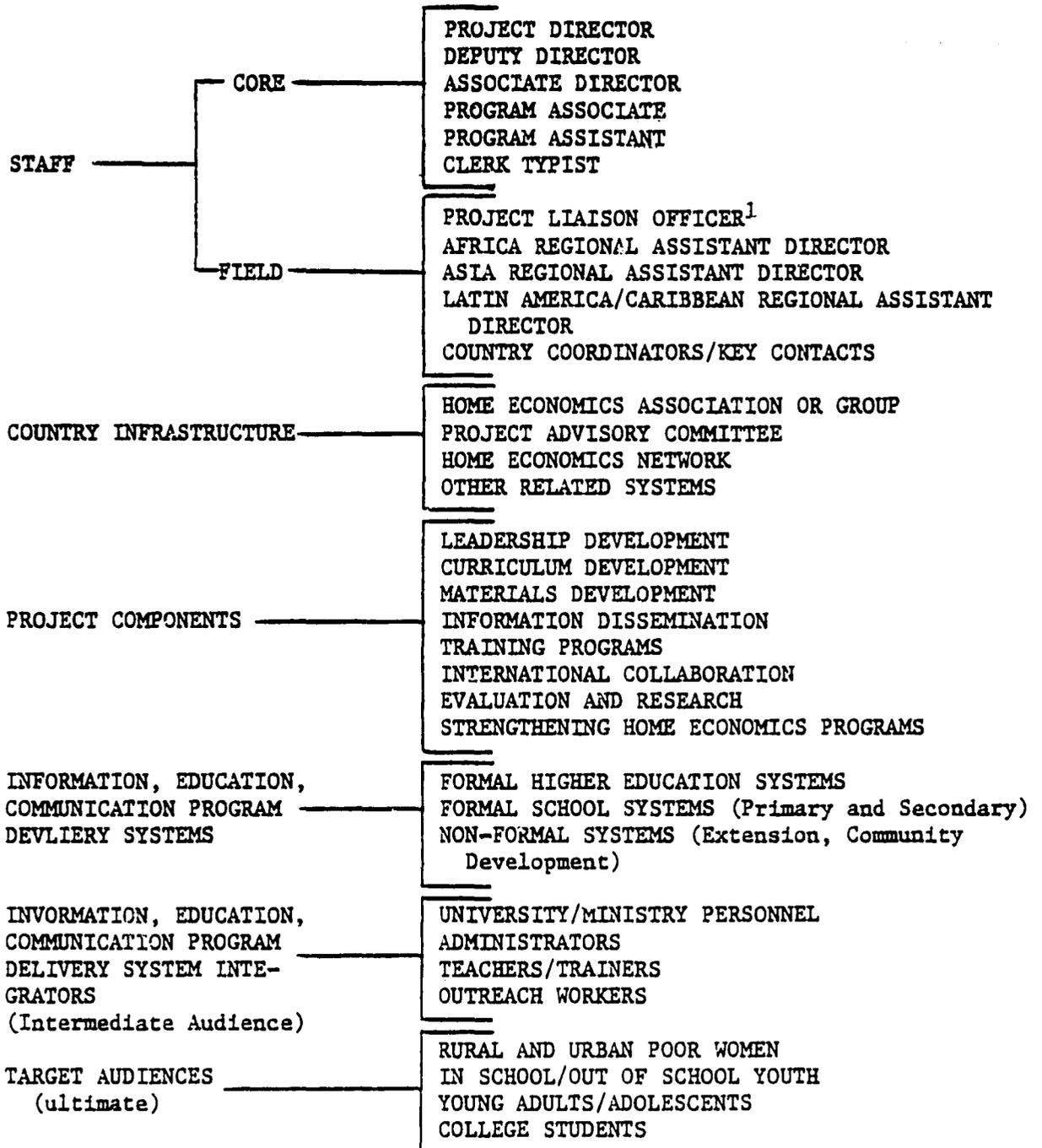
Apart from the Executive Summary, this report has four major divisions and an appendix. Each division describes a subset of activities involved with some aspect of "The Project." In brief,

For information related to	Refer to the division labeled
● Project history, purpose, objectives and design	● Introduction
● Participating countries, field activities, materials development, use and dissemination, research/evaluation, cooperative relations, and the like	● Project Implementation
● How the Project was staffed, managed and monitored	● Project Management

Figure 1

AHEA International Family Planning Project

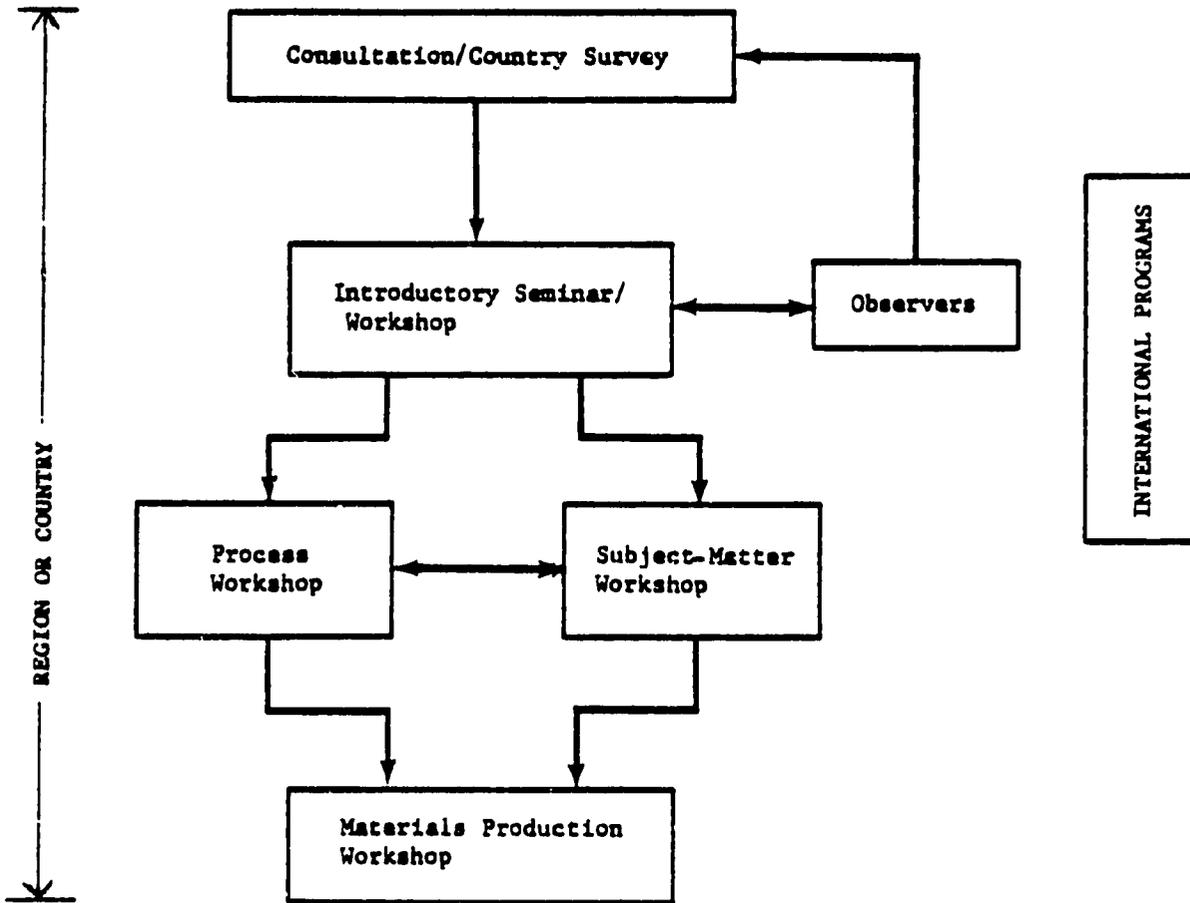
INTEGRATED SYSTEM OF OPERATION



¹Later termed the International Relations Coordinator.

Figure 2

VEHICLES FOR INVOLVEMENT IN
THE INTERNATIONAL FAMILY PLANNING PROJECT¹



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

Figure 3

FLOW CHART FOR PROJECT PARTICIPATION BY DEVELOPING COUNTRIES

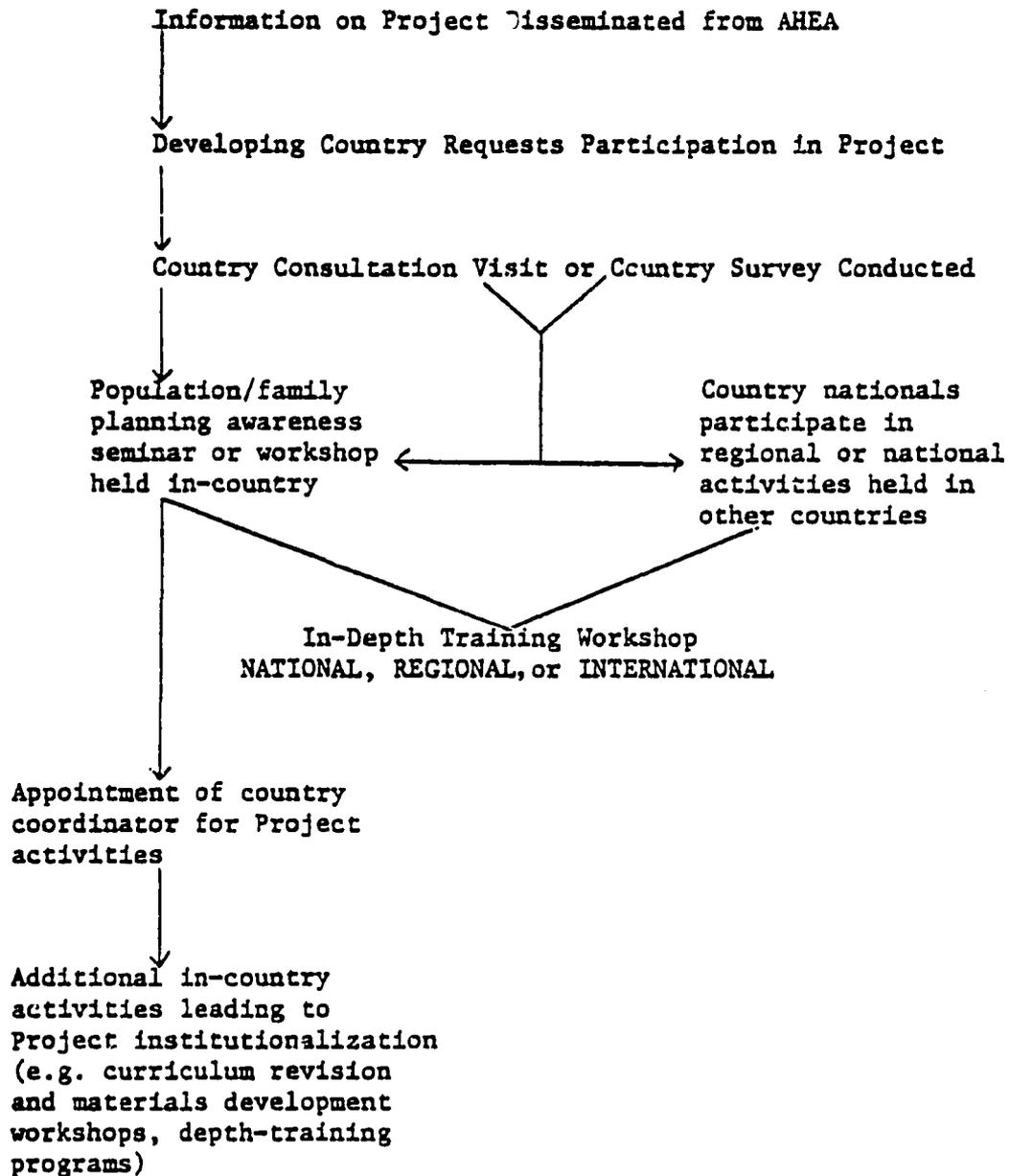
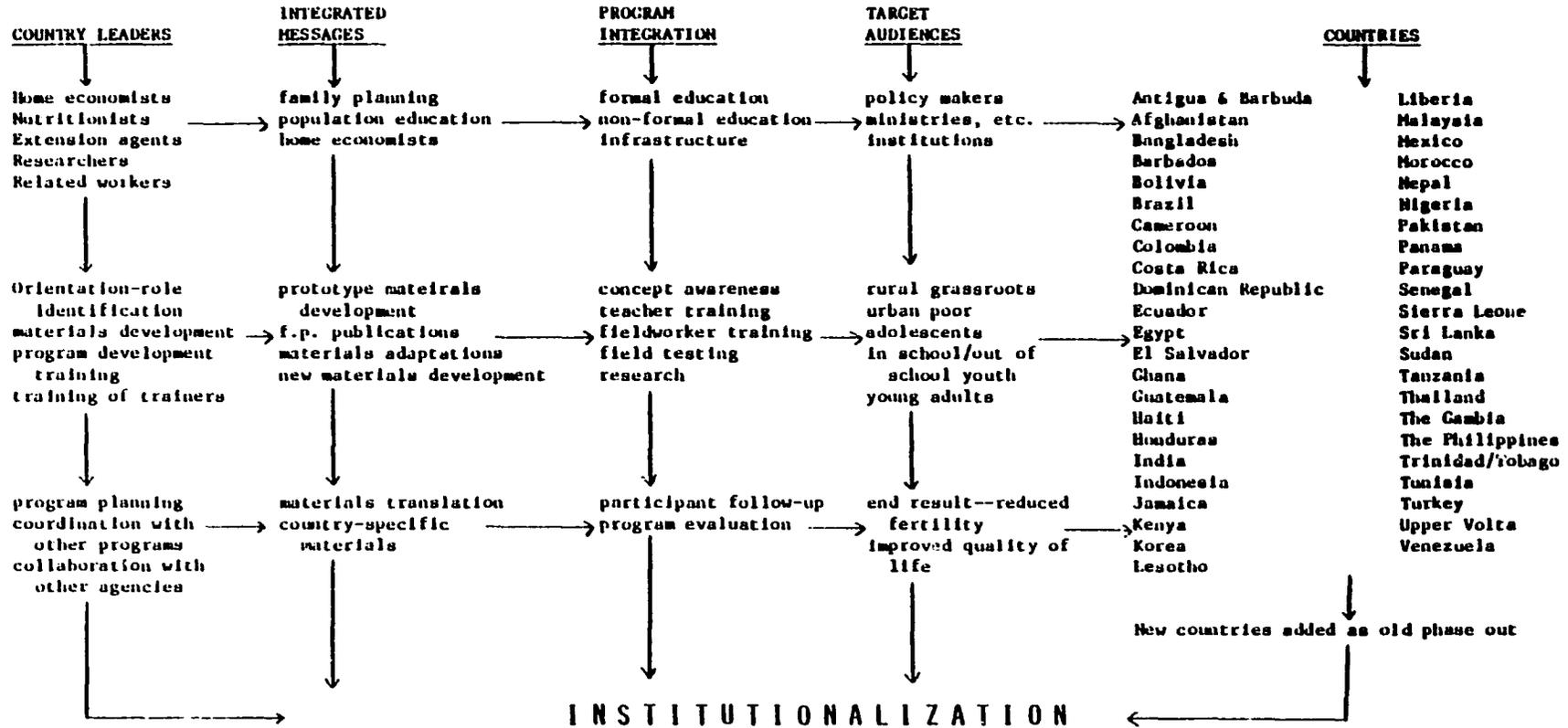


Figure 4

DEVELOPMENTAL PROCESS OF THE INTERNATIONAL FAMILY PLANNING PROJECT



- Funding
- Position descriptions, survey questionnaires, forms, and the like
- Finances
- Appendix

While this report is principally a record of the programs funded under grant number AID/DSPE-G-0010, the reader is reminded that because the grant was the final phase of a multi-year effort begun in 1971; previously issued reports will need to be consulted for a more complete picture.

III. PROJECT IMPLEMENTATION

As has been previously indicated, the final phase of the International Family Planning Project was conducted under a grant, number AID/DSPE-G-0010. The awarding of a grant (as opposed to a contract) marked a major change in the manner in which the Project was funded. The grant document provided USAID/Office of Population funding for a three-year period (October 1978 to September 30, 1981), at \$500,000, \$697,942, and \$783,701 respectively.

The purpose of the grant was to "provide partial support to the American Home Economics Association to institutionalize the integration of population and family planning knowledge and practice into formal and non-formal home economics educational and service systems in selected developing countries for the enhancement of family well-being." Changes made in the original purpose statement were largely editorial; the Project's basic conceptual framework was not changed, and the Project design earlier indicated in this report (see Introduction) also continued during this final phase.

Six specific objectives were identified. *Although the objectives differed from those identified in the second and third contract periods, they did not alter the historic focus of the Project. However, the objectives did, to some extent, help to refine the Project's direction.*

Project Objectives

The specific objectives of this grant were as follows:

1. *Strong home economics country programs for Population and Family Planning Education and practice developed in up to sixteen (16) emphasis countries. These programs are designed to:*
 - a. *reach urban and rural families, including the poor, by permeating existing home economics extension and community service systems with Population/Family Planning (P/FP) information, using extension agent and community leader training, supply of teaching methods and materials, with continuing encouragement and supervision, to achieve sustained non-formal instruction that supports the effective means of fertility control which are available,*
 - b. *provide large numbers of adolescents with P/FP knowledge through school systems (primary and secondary), by supplying curriculum consultation, adaptation and translation of teaching methods and materials, and teacher stimulation through education, refresher training and follow-up to achieve in-depth and extensive utilization of P/FP material through the formal home economics process, and*
 - c. *sustain and expand the competence, vigor and commitment of professional home economics leaders of the countries in the generation and use of P/FP concepts and practices in curriculum development, teaching and research at the college and university level to enhance the quality of family life and of individual and family well-being.*
2. *Curriculum change; to introduce and/or develop relevant P/FP concepts for formal and non-formal home economics educational settings as an important project output in emphasis (Tier I) country programs, as well as in Tier II and Tier III situations.*

3. *Educational materials adaptation, translation, and utilization, with the judicious development of new materials to fill gaps as they are demonstrated, in support of Tier I, II, and III countries.*
4. *Publications to support the world-wide network of home economics individuals and institutions in their P/FP and related development activities.*
5. *Close cooperation with IFHE, FAO, UNESCO, IPPF, and other international and national groups and agencies that use home economists and/or impinge on the teaching and use of home economics and P/FP.*
6. *Continued field study, evaluation and revision of organizational and operational strategies and activities to achieve the sustained integration of P/FP into home economics.*

While the conceptual framework of the Project was largely unchanged, the nature of the primary implementation process was a major departure from that delineated in predecessor contracts. Paramount among the changes were these:

- The establishment of the three (3) regional offices and concomitantly, the regional assistant director field staff position, and the granting of authority to regional assistant directors to direct and be responsible for regional programs.
- The hiring of additional full-time professional and administrative personnel to staff the Project's Washington office.
- An increase in travel to the field by headquarters staff.
- The establishment of refined record-keeping and evaluation procedures for documenting Project performance and outreach.
- A significant increase in the annual amount of funding.
- A change in the method of reporting project progress and a change in the number and nature of reports required.
- A delineation and categorization of the countries eligible and approved for participation in Project activities.
- The establishment of upper and lower limits for the numbers of countries which could substantially participate in the Project.
- The deletion of the key personnel clause.
- The deletion of five items from the Standard Provisions.

Each of these changes affected the Project's implementation, as will become apparent.

This section, Project Implementation, describes the nature of the field program, and manner in which the Project was managed. The information is summarized under the following headings:

1. Country Programs the field program including the Tier Structure, country programs, Project activities by region/country
2. Materials Development, Production, and Dissemination the types and numbers of materials developed, the nature and extent of dissemination, an analysis of the utility of Working With Villagers and The Link
3. Cooperation with Other Agencies the nature and manner of cooperation, a listing of the agencies/organizations with which cooperative relations were established
4. Leadership Development the methodologies used to train individuals to be leaders; the numbers of individuals trained
5. Development of the Home Economics Network the process employed in developing the international network of home economists involved with family planning/population education programs
6. Research and Evaluation a summary of research funding requests, research projects funded

Each of these components carries a "lessons learned" section, with suggestions for improving the implementation of similar projects. Recommendations appear at the close of the section.

The reader is reminded that there exists final reports for each of the predecessor contracts to this grant, and final reports for each of the country activities. These reports are included in the Project permanent records housed at AHEA, and are also available from the Office of Population, USAID/Washington.

Among the reasons identified by Project staff for lack of Project-sponsored activities in more of the 44 Project countries were:

- political unrest/reasons in the country (i.e., war, coups, or threat of the same, as was the case with Liberia, Afghanistan, Bangladesh, Pakistan, El Salvador, Egypt)

- changes in U.S. relations with country (e.g., Venezuela, Trinidad and Tobago, Korea, Nigeria, Turkey, Pakistan)
- Project resources inadequate to respond to volume of requests
- lack of AID mission support (e.g., Malaysia, Nepal, Sri Lanka)
- no response or sporadic response to Project inquiry from country home economics community (e.g., Zambia, Ethiopia, Kenya, Guyana)
- sporadic overtures to country by Project staff (e.g., Barbados, Haiti, Paraguay)
- weak home economics network, or extant network evolved around individuals outside the home economics power or resources structure
- other reasons
 - "no clicking" between Project and country home economists
 - poor selection of key contact person
 - inadequate follow-through by USAID/Washington Project Monitor

A. Country Programs

Throughout its lifetime, the majority of the Project's program was conducted within participating countries and by the local home economics community. In fact, the success of the Project was hinged on the field operations. There was one notable exception to this general policy: the development of selected Project publications (i.e., Working With Villagers and A Sourcebook for Teachers). Hence, approximately 80% of the Project's program resources were used to implement the field program, i.e., country-based programs.

At the close of this final phase, the Project had operated in 45 countries over 11 years. To widely varying degrees, the following countries had been involved with the Project:

Antigua-Barbuda	Haiti	Panama
Afghanistan	Honduras	Paraguay
Bangladesh	India	Philippines
Barbados	Indonesia	Senegal
Brazil	Jamaica	Sierra Leone
Bolivia	Kenya	Sri Lanka
Cameroon	Korea	Sudan
Colombia	Lesotho	Tanzania
Costa Rica	Liberia	Thailand
Dominican Republic	Malaysia	The Gambia
Ecuador	Mexico	Trinidad/Tobago
Egypt	Morocco	Tunisia
El Salvador	Nepal	Turkey
Ghana	Nigeria	Upper Volta
Guatemala	Pakistan	Venezuela

Of these 45 countries, 15 or 33% (El Salvador, The Gambia, Guatemala, Jamaica, Ghana, Korea, Liberia, Nepal, Nigeria, Panama, Philippines, Sierra Leone, Tanzania, Thailand, and Venezuela) conducted significant country-based programs. And of these, Jamaica, Ghana, Korea, Philippines, Thailand, and Sierra Leone maintained continuous and substantive involvement over the entire life of the Project.

Tier Structure

A "Tier" structure was utilized by the Project in conducting the country (field) program. This structure resulted from an external evaluation of the Project by USAID/Washington in 1976-77.¹ At that time, the evaluation team reported that after approximately five years of implementation, AHEA had developed working contacts with 28 countries. Within that group, eight countries had carried out significant amounts of Project activity, and were subsequently referred to as "emphasis countries."² Those countries were Ghana, Jamaica,

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

²*Ibid*, p. 4.

Korea, Nepal, Panama, Philippines, Sierra Leone, and Thailand. Further the report found that "for the small amounts of 'seed money' spent in the emphasis countries, the Project had achieved substantial returns. . ." ¹ In response to this finding, the team made the following recommendation:

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

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

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

The tier structure, then, was "imposed" on the Project's original design, but became fully integrated into it in the succeeding years of Project implementation. The structure was refined and later became the primary vehicle for

¹"Evaluation Report on Family Planning Promotion Through Home Economics (AHEA-AID/csd-3623)." *Op. Cit.*, p. 6.

²*Ibid.*, p. 7.

monitoring country progress toward institutionalization. During the period beginning approximately October 1, 1980, another tier was added to the structure, and new definitions promulgated. This additional tier was necessitated by the presence of several countries which meet participation criteria, but for which prospects for attaining emphasis status was difficult to immediately assess. The end result was as follows:

Tier I or Emphasis Countries--Those countries which have carried out significant amounts of Project activity and where family planning/population education concepts have been integrated into non-formal and/or formal home economics programs, and in which institutionalization is imminent.

Tier II or Prospective Emphasis Countries--Those countries which have demonstrated capabilities to promote integrated home economics/family planning programs, and which have prospects for attaining emphasis status.

Tier III or Beginning Project Countries--Those countries which meet criteria for involvement in Project activities and which have conducted initial integrated home economics/family planning programs, and with a community in place capable of developing and implementing long-term programs.

Tier IV or Service Countries--Those countries which have a home economics infrastructure and have expressed genuine interest in integrated family planning home economics programs, but which do not meet the criteria required for full Project involvement.

The following diagram details how the Tier Structure was refined and utilized by the Project staff. Diagram I reveals that a country's path from entry to institutionalization largely began with Tier IV, and proceeded, in turn, through each Tier.

Among the participating countries, the greatest number were classified as Tier IV or "Service" countries. Because these countries did not meet criteria for full involvement in the Project's program, but had expressed an interest, guidelines for assisting these countries in a systematic manner were developed. It was determined that countries not selected to participate fully in the Project and designated "Service" or Tier IV countries, would be assisted in the following manner:

1. Project and other publications might be sent upon request.
2. Names of leading home economists might be added to the Project Network List to receive The Link and other communications, including notifications of family planning/population/home economics activities of special interest to home economists.
3. Home economists from the country might participate in Project activities, such as regional conferences (with or without Project funding).

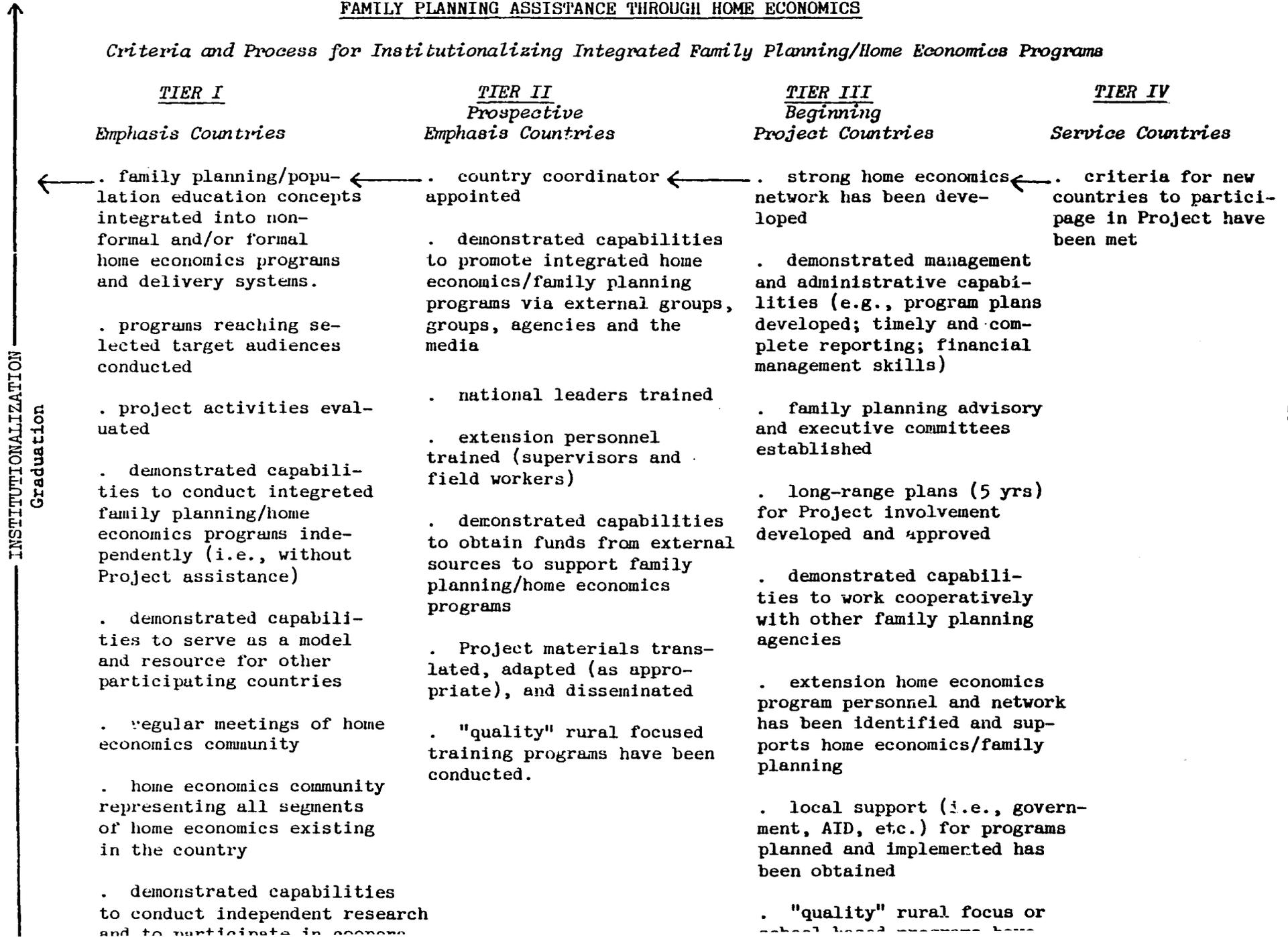
Institutionalization

At the opposite end of the Tier continuum was institutionalization, the Project's end goal. Criteria were established for determining when a country's integrated home economics/family planning program had become "institutionalized"

DIAGRAM 1

FAMILY PLANNING ASSISTANCE THROUGH HOME ECONOMICS

Criteria and Process for Institutionalizing Integrated Family Planning/Home Economics Programs



to the extent that the ability to conduct programs independently was evident. Hence, at the termination of (AHEA/DFPP) financial assistance to a country, the country should be able to show evidence of the following:

1. an organized and registered home economics association
 - a. representing most segments of home economics (i.e., teachers in schools, colleges and training centers; agricultural extension workers; home economists in business, industry, government, media, research, etc.)
 - b. having elected officers (president, vice president, secretary/treasurer).
 - c. meeting regularly
 - d. having a minimum number of members (e.g., 15) committed to integrating family planning into home economics
2. home economics leaders in training institutions and government ministries committed to the ideals espoused through the integration of family planning/population education and home economics
3. home economics leaders seeking and obtaining funds from other organizations
4. home economics leaders cooperating with other groups concerned with family planning and population education
5. having integrated family planning concepts into the home economics curriculum of the training institutions
6. having integrated family planning concepts into the home economics programs of existing delivery systems
7. having reached and influenced target audiences, especially:
 - a. school children
 - b. out-of-school youth
 - c. women
 - d. rural families
8. Project publications being distributed within the country and being used by home economists and other professionals
9. Project publications being translated into the appropriate country language(s) and being distributed and used by home economists and other professionals
10. Project publications being adapted to country needs
11. home economists capable of designing and conducting evaluation or research, independent of external assistance, and participating in cooperative research efforts

These criteria were developed by the field and core staff, with the assistance of the USAID/Washington technical staff, and incorporated into the Project's implementation process. Diagram 2 depicts the relative alignment of countries within the Tiers at the time the Project was phased out (March 1982).

Because the integrated approach had been systematically included in the principal programs implemented by the formal and non-formal home economics network, Korea, Philippines, Thailand, and Jamaica were termed 'graduate' or 'institutionalized' countries at the close of the Project. While Sierra Leone and Ghana made major accomplishments in the formal sector, these programs were not termed graduate because the non-formal program had not been adequately infiltrated.

The 1977 Project evaluation identified Nepal and Panama as 'Emphasis (Tier I) Countries.' However, because of a variety of continuing issues, substantive Project programming came to a standstill. On the other hand, Tanzania and The Gambia, who until 1978 had been Tier IV (servicing) countries only, began to quickly move through the tier structure and at the close of the Project, Emphasis Country (Tier I) status was imminent.

Table 1 presents a terse picture of the progress of the countries conducting activities under the aegis of the Project and classified at the close of the Project as a graduate or Tier I, II, or III country.

Factors Affecting Implementation of the Field Program

Earlier in this section it was indicated that over the eleven-year history of the Project the resources were shared among 45 countries; and that of the 45, significant country-based activities were conducted in 15 or 33% of the countries. Several of the countries had "spotty" participation records. For example, a Project-supported awareness activity may have been held in Country X, representatives of Country X may have been funded to participate in the activities of Country Y, and representatives may have been a part of the Project's international network. These events may have occurred over time--weaving an "in" and "out" pattern, or they have occurred early in the Project's development, with no subsequent involvement. Obviously, there were many reasons for this kind of involvement record. Through an informal process, the Project field and core staff, in concert with representatives of several of the countries involved and USAID mission officials, attempted to isolate reasons for involvement/non-involvement in the Project. Among the factors identified as major contributors to the lack of Project-sponsored activities not being conducted in more of the countries were:

- political unrest/reasons in the country (i.e., war, coups, or threat)
- changes in U.S. relations with the country
- inadequate Project resources to respond to volume and type of requests
- lack of USAID mission support or inconsistent/conflicting USAID mission support
- no response or sporadic response to Project inquiries from country home economics community

- weak home economics community or network, or extant community evolved around individuals outside the home economics power/resource structure; or extant community evolved around one - two individuals
- little or no respect for home economics in the country
- 'family planning' not viewed as a concern or priority of national government or home economics community
- other reasons
 - poor selection of key contact person
 - inadequate follow-through by USAID/Washington Project Monitor
 - sporadic overtures to country by Project staff
 - difficulty in establishing communications channels with some home home economics leaders in countries
 - language barriers
 - lack of a system which made it possible to remove ineffective Project leaders in a country

While the presence of any one of these factors was significant enough to halt or negate Project activities, in combination, they formed a formidable 'enemy,' against which it was difficult to 'wage war.'

To sum then, during the eleven years of the Project's existence, remarkable achievements were made in some countries while others took longer to become fully involved and still others could not effect involvement at all. Some of the factors that tended to contribute to the overall success of the Project were:

- Launching the Project with a conference
This brought together home economists from the developing world to discuss whether home economics should be involved in family planning programs, and if so, how this involvement might be defined. This provided the basis for a "home economics position" for the field.
- Early efforts in the Project which emphasized training home economists for a new role
For example, two groups of home economists were sent to the Taiwan Training Center; and for two summers, workshops were held for students from developing countries in a number of United States universities. This provided a "base cadre" of home economists with family planning education for new efforts in the countries which subsequently became Project participating countries.

- Working through established organizational channels of home economics associations within countries. This helped to legitimize the activity and gave credibility to it, as associations in most countries must be registered with the national government. The resources of the organization were thus brought to bear upon the conduct of the Project in a country.
- Use of country home economists to give leadership to the program in each country. Arrangements for program activities and decisions regarding programs were largely made by nationals of each country. These individuals were usually selected by the home economics association, thus the support of colleagues was usually assured. The amount of time and enthusiasm given by these volunteer leaders was of great value to the Project. Also, the fact that the locus of control was in the hands of country home economists make the program indigenous from the beginning and thus more likely to continue after funds were withdrawn than had it been perceived as "short-term foreign intervention," for example.
- Development of practical and usable training materials for use in training teachers and extension-type workers and teaching materials for those home economists to use in formal and non-formal programs. Those materials made it possible for workers to launch educational programs integrating family planning concepts into home economics with confidence. These same teaching/training materials contributed immeasurably to programs of many other development-oriented organizations as they have been widely used throughout the developing world.
- The support of the USAID Mission (Population or Health) Officer. This was critical in each country where success was achieved. Without question in each of the countries where Project goals were met the Population Officer participated and supported the Project.

Factors that tended to retard the overall success of the Project were:

- Instability in a country--economic or political. Under such conditions it was difficult to introduce a new program or get government sanction for it.
- Lack of a national policy related to population and family planning. In the early years of the Project, home economists in many Latin American, African and Asian countries did not feel "free" to become involved with an educational program encouraging family planning.
- Poor selection of the home economists who were to give leadership to the program. This factor severely impaired the Project's development, but occurred only in a few countries where the key home economist was not selected by the home economics association or when the home economists employment was not of such a position or in a location as to have widespread influence.
- Lack of an established home economics association or recognized home economics community with institutions producing graduates and with established channels to the people. Where no organized or identifiable, home economics entity existed, failure was a foregone conclusion.

DIAGRAM 2

Family Planning Assistance Through Home Economics
Final Status of Project Participating Countries
(as of March 1982)

Countries in Which Institutionalization Occurred (Graduate Countries)	TIER I Emphasis Countries	TIER II Prospective Emphasis Countries	TIER III Beginning Project Countries	TIER IV Service Countries
Korea*	Ghana**	The Gambia***	El Salvador	Antigua & Barbuda
Philippines*	Sierra Leone**	Tanzania***	India	Afghanistan
Thailand*		Liberia	Kenya	Bangladesh
Jamaica*		Guatemala	Sudan	Barbados
		Nepal		Brazil
		Panama		Bolivia
				Cameroon
				Colombia
				Costa Rica
				Dominican Republic
				Ecuador
				Egypt
				Haiti
				Honduras
				Indonesia
				Lesotho
				Malaysia
				Mexico
				Morocco
				Nigeria
				Pakistan
				Paraguay
				Senegal
				Sri Lanka
				Trinidad/ Tobago
				Tunisia
				Turkey
				Upper Volta
				Venezuela

*Institutionalization had occurred in both the formal and non-formal sectors.

**Institutionalization had occurred in the formal education sector only. For this reason only, this country was not considered graduate country.

***Institutionalization had begun to occur in this country in both formal and non-formal sectors after very limited involvement and short-time frame (i.e., three-four years).

Selection of New Countries to Participate in Project Activities/Programs

To reduce the incidence of non-participating countries, and to promote a Project program which provided adequate resources to participating countries for the conduct of specialized integrated activities, selection criteria for "new" countries was established.

Thus, for a country to be selected to participate in Project activities or programs, it was required to meet specific entry criteria. Consequently, all new participating countries were to have been a country:

- where a home economics infrastructure existed, consisting of:
 - an organized and registered home economics association or similar organization, or a cohesive group of home economists planning to organize an association or group, and
 - home economists employed in key positions in training institutions (such as colleges, universities and/or institutes) and in governmental agencies, with channels to reach rural families, and in-school and out-of-school youth;
- where USAID-assisted programs were allowed to operate;
- that was not opposed to the concept of family planning;
- where home economists had expressed genuine interest in integrated family planning home economics programs;
- which had been recommended for participation by the Regional Assistant Director; and
- which had been approved by appropriate officials of USAID/Washington and the USAID mission in the country.

And, as a result of several years of experience in implementing country programs, the following rationale was developed for involvement of any new country:

Because of resource limitations and the need to demonstrate successes in reaching Project objectives, only a limited number of developing countries will be able to participate in Project activities. The following factors form the basic components of the rationale for involvement of countries during this phase of Project implementation. The Project will involve only those countries where:

1. *There is an expressed interest by home economists and the USAID mission*
2. *There is an extension-type and/or formal education program in home economics, with degree-granting educational institutions*
3. *There is a strong home economics association or group*
4. *There is a national family planning policy or there is an interest in initiating a family planning program*

5. *There seems to be a reasonable chance of success (stability in the country, cooperation among home economists, etc.)*
6. *There is support for home economics, and its philosophy, within the government*
7. *There is sufficient potential clientele (rural/urban poor)*
8. *Extant organizations do not adequately service rural women*
9. *The activities proposed by home economists offer opportunity to explore new approaches, and have potential for expansion to and use in other countries.*
10. *At least a two-year (2 years) program of work can be planned and implemented by the home economic community*

As was generally the case, criteria were developed and approved by the Project's core and field staff, with assistance from technical staff from USAID/Washington. The criteria and rationale were introduced in the latter stage of the Project to improve its selection mechanism and to reduce the number of countries for which monitoring was required. It was also a logical result of lessons learned during the evolution of the Project. A country had to have met all of the six (6) entry criteria and the rationale for involvement in order to be considered for inclusion in the Project's program in a capacity other than servicing (i.e., Tier IV).

In addition to the establishment of criteria for selecting new countries, a set of general policies regarding country involvement was also developed and utilized. Chart I, below lists those policies.

CHART I
General Policies Regarding Country Involvement

1. All countries expressing a desire to participate in the Project must be approved by the AID mission in the country and AID/Washington.
2. All countries expressing a desire to participate in the Project must be approved by the American Home Economics Association.
3. All countries involved with the Project, must have a home economics association or an identifiable home economics community ready and competent to assume leadership for Project implementation.
4. Activities of the International Family Planning Project will be conducted in participating countries by and through the home economics association, or leaders of the home economics community, if no formal organization exists.

CHART I (continued)

5. All countries involved with the Project must complete and submit to AHEA a country assessment report immediately upon requesting involvement with the Project.
6. All countries involved with the Project must sign a Memorandum of Agreement regarding funding and program. Representatives of the country home economics association (or leaders in the home economics community, if no formal association exists) and USAID must sign the agreement on behalf of the country. Countries unable to honor the terms of the Memorandum of Agreement or which become inactive, will not be considered participating Project countries.
7. All countries involved with the Project must establish an advisory committee of, or otherwise attempt to involve and/or cooperate with, local family planning and population-related agencies in conducting Project programs.
8. All resources provided by the Project for Project-related activities become the property of the home economics organization at the conclusion of the Project. A formal transfer of ownership will be effected by Memorandum of Agreement.

In the event no association or organization exists, the resources become the property of the home economics department of the university, teacher training college or agricultural training institute.
9. All Project activities should give priority to enhancing the capacity of home economists to effectively participate in development.
10. All Project activities should give priority to improving the quality of life of rural families, especially women, and youth.

Country Assessments

Each (new) country desiring to participate in the Project was required to complete a Country Assessment. This assessment was used by the Project staff to ascertain if the country met minimum requirements for involvement in the Project's program, and to determine if a consultation, country survey, or other management procedure was appropriate. Further, the country assessment was also to monitor changes in the involvement of all participating countries-- particularly to gauge and direct the movement of countries within the Tier system.

The assessment form was completed by the country coordinator, key contact person, or network home economist, and submitted to the Project staff for review and evaluation. The views of the Regional Assistant Director were utilized in developing a response to the assessment/involvement inquiry.

An assessment form for the participating countries is contained in the permanent files. A copy of the assessment form is contained in the appendix to this report.

Memorandum of Agreement

The need for an instrument to set forth the terms of the relationship between AHEA and the participating associations and individuals also became apparent as the Project evolved. The instrument developed was a "Memorandum of Agreement," samples of which appear on the following pages. This simple form tended to add "structure" and "formality" to the cooperative relationship, and also tended to be respected as "legally binding" by both parties. It immediately became a kind of safeguard for the implementation of meaningful programs.

Country Programs

Each of the eight (8) Tier I (Emphasis) countries desiring to participate in the Project after October 1, 1978, was required to prepare a "country work plan," that is a five-year plan of work (proposed), during the contract period September 30, 1977, to September 21, 1978, (AID/Pha-c-1178). These plans would, in time, be reviewed and approved by (a) appropriate representatives of the local USAID mission, (b) the Project field and core staff, and (c) the USAID/Washington Project Monitor. Upon completion of this review process, those activities approved were included in the annual work plan submitted by the Project staff to USAID/Washington.

At the close of contract AID/pha-c-1178, all eight of the then Tier I countries had prepared and submitted five-year programs of work¹:

- Ghana
- Jamaica
- Korea
- Nepal
- Panama
- Philippines
- Sierra Leone
- Thailand

¹For additional information, see Annual Work Plan and Country Work Plans, October 1, 1978 - September 30, 1979. Washington, D.C.: IFPP, AHEA, December 1, 1978, pp. 19-35.

Memorandum of Agreement
between

and

The International Family Planning Project
of the
American Home Economics Association

In light of their mutual concern for the execution of programs designed to enhance the quality of life of families, AHEA and _____ through this memorandum have agreed to cooperate in conducting the (training) program described herein.

The specialized activities will be part of an AHEA-funded Project to develop and improve the capacity of home economics to train individuals to effectively implement integrated family planning/home economics development efforts which impact positively on family life.

The undersigned, having mutually cooperated in the development of the attached (_____) proposal, accept its contents and agree to proceed with its implementation.

Signatures:

for AHEA:

(title)

(title)

(date)

Signatures:

for _____

(title)

(title)

(title)

Several other countries also desiring to participate in Project programming submitted five year plans of work. The plans were treated in a manner similar to those submitted by the Emphasis Countries. Criteria and process for approval of country plans were developed and utilized. Thus, proposals for each individual activity within the country plans were evaluated using the 5 criteria below:

The proposed activity:

1. is within the Project's objectives, scope and direction
2. is within the Project's budgetary limitation
3. is a priority of the (local) home economics association
4. has received USAID mission and host country government concurrence
5. has been prepared according to and is presented on the Activity Proposal Form

The process for approval of a country's comprehensive plan of work was as follows:

1. A comprehensive plan for participating in the Project was developed and prepared by an executive committee on behalf of the home economics association or group; and as appropriate in cooperation with the Advisory Committee, the Regional Assistant Director, USAID, government agencies and others. The individual activities that make up the plan were ranked in order of importance.
2. Written concurrences (i.e., letters, initials on plan, etc.) for the proposed plans were obtained from the appropriate government agencies and the USAID Mission Population Officer.
3. The Country Coordinator or an official representative of the home economics association submitted the written plan to the appropriate Regional Assistant Director, with the accompanying concurrences.*
4. The Regional Assistant Director reviewed the plans and made the appropriate recommendations to the Project's core staff.
5. The core staff evaluated the plans according to the Criteria for Approval of Country Program Plans, and the Regional Assistant Director's recommendations. Appropriate decisions regarding funding were then made.
6. The core staff submitted the plans and final recommendations to USAID/Washington.
7. USAID/Washington communicated its decisions to the core staff.

*Effective January 1, 1980.

8. The core staff communicated the final decisions simultaneously to the Regional Assistant Director, Country Coordinator and/or the official representative of the home economics association or group.
9. The association or group acknowledged notification of the decision, and proceeded with the implementation of the program upon receipt of the approvals and recommendations.

In cases where the program was not approved:

- (1) Instructions for the development of new program initiatives were offered and/or
- (2) Reasons for not approving the request were offered.

Advisory Committees

The program of work for this grant and predecessor contracts called for the establishment of advisory committees. One type of advisory committee was composed of representatives of governmental and non-governmental agencies involved in population work who would advise and assist with the development of cooperative projects. Another type of advisory committee was a network of home economists representing the various professional employment dimensions of the field, which served as a working executive committee for implementation of the Project in a country. This executive committee was attached to the association or home economics community.

Among the countries achieving the greatest amount of success with implementation of Project goals and objectives, either both or a combination of these types of advisory committees existed and functioned. The combined form occurred more often.

Following are the guidelines utilized by the Project to establish an advisory committee of the first type.

Guidelines for Establishing Country Advisory Committees

1. Structure of the Advisory Committee

The advisory committee is an ad hoc group attached to the home economics association or community of the country.

Suggested composition of the committee:

- a. Home economists representing different agencies which train and/or employ home economists
- b. Representatives of USAID
- c. Representatives of governmental and non-governmental agencies concerned with health, agriculture, youth, family planning, communications, etc.

- d. The International Family Planning Project Country Coordinator on key contact person (where these exist)

2. Functions of the Advisory Committee

- a. Developing the awareness of the home economics community to population/family planning programs
- b. Assessing needs and identifying program areas where home economics/family planning components are needed; advise on priorities
- c. Encouraging cooperation among different agencies
- d. Assisting with the implementation of cooperative projects
- e. Giving advice in reviewing and evaluating projects
- f. Promoting the institutionalization of activities into regular (governmental or institutional) programs

3. Meetings

The Advisory Committee should meet at least twice a year.

Field Staff: Country Coordinators/Key Contacts

A vital link in the implementation of the Project was the individual in the participating country who was the Project's pivotal point for receiving communications and funds initiating directing and implementing activities, and monitoring progress in the country. The Country Coordinator or key contact served in this capacity.

In brief, the quality and continuity of the Project depended largely on the ability of these individuals to organize, plan and otherwise facilitate the forward movement of the country home economics community in conducting a viable and integrated home economics/family planning program.

Thus, as the Project evolved, it became clear that the selection of the primary country contact was a key factor in determining the success or failure of the Project. Selection of the individual to function in this role was formalized. and a position description developed to aid participating countries in the selection process. In addition, criteria for the selection of the individual, competencies desired and responsibilities of the individual, and a selection process were promulgated as a vehicle to ensure host country selection of the "best" individual.

The Country Coordinator or key contact was the leader for the Project in the country. This responsibility was carried out by:

1. directing the development of country program plans
2. organizing, planning, and directing country progress

3. working with the population office of the USAID mission
4. informing the general public, and home economists of home economics/family planning activities
5. providing information and ideas on the integration of home economics and family planning for home economists and other professionals in related fields
6. directing follow-up activities for Project program strategies

Competencies of Country Coordinators

Individuals assuming the role of Country Coordinator should possess the ability to:

- Provide leadership and motivation and work well with individuals and groups
- Plan, direct, implement and follow-up Project activities within the home country
- Understand, communicate with, and disseminate information on the integrated family planning/home economics mode to varied professional and lay audiences
- Cooperate with the regional staff in planning and implementing in-country programs

Suggested Criteria for Selection of Country Coordinators

The following were suggested criteria by which country home economics associations and groups might select individuals to be nominated to serve as country coordinators.

The individual selected should:

- Possess a degree in home economics or have adequate training or experience in home economics
- Be nominated by the home economics association/group
- Be an active member and leader in the home economics association/group
- Be willing and capable of working with USAID, the host country government, Project staff, and family planning and related agencies
- Understand and promote the role of home economics in national economic and social development efforts
- Understand and promote the role of family planning in home economics
- Have had previous exposure to the Project via training sessions, workshops, seminars, conferences, etc.; and should understand the interrelationships of family planning, home economics and population education and international development

- Be able to develop and facilitate the implementation of program plans for the Project
- Have English language capabilities
- Have 'creativity and vision'

Process for Selecting Country Coordinators

Several processes for selecting country coordinators was utilized during the Project's tenure. In each case, however, endorsement by the local home economics community and the USAID mission was crucial. The procedures used often were reflective of some peculiarity of the country involved, or were the result of trial and error or trial and success. In any event, the most effective process was the result of lessons learned over several years. The final process for selecting country coordinators was as follows:

1. An official representative of the home economics association or group consulted with the appropriate Regional Assistant Director and discussed the need for a country coordinator
2. The home economics association or group nominated a member to serve as country coordinator and submitted the written nomination, together with the AHEA Biodata Form, to the appropriate Regional Assistant Director; and informed (by copy of that letter and form) the USAID Mission Population Officer
3. The Regional Assistant Director communicated the recommendation (including the Biodata Form) to the Project core staff
4. The Project core staff approved or rejected the recommendation and communicated the decision to USAID/Washington, the Regional Assistant Director and the country
5. The Regional Assistant Director also communicated the decision to the home economics association or group submitting the nomination
6. The home economics association or group communicated the decision to the nominee
7. The appropriate Regional Assistant Director and the Project core staff sent greetings to the new country coordinator; and the Project core staff sent appropriate information, materials, and forms

The position description for the country coordinator appears in the appendix.

Summary of Project Activities by Region/Country

Following is a summary of the activities of the 45 participating countries between October 1, 1978 and March 29, 1982. Again, the reader is directed to the final reports of predecessor contracts and the final reports of the individual activities, particularly the in-country activities, for more detailed information. Information such as goals/purposes/objectives; type of participants, materials used, source of materials, participating and supporting agencies, principal organizers, description of activity, activities resulting, ultimate audience reached and potential outreach can only be obtained from an in-depth review of the individual reports.

Regional Activities

Project funded regional activities which were conducted in the regions are summarized in the table on the following page.

Asia Region

Of the 45 developing countries involved in the Project since 1972, the following were in the Asia Region.

Bangladesh	Nepal
India	Pakistan
Indonesia	Philippines
Korea	Sri Lanka
Malaysia	Thailand

Of these, three were outstanding (Korea, Philippines and Thailand), not only in the region, but throughout the entire Project world. In fact no other country achieved the level of success demonstrated here except Jamaica. In these three countries, the home economists developed a broad-based program in family planning, including the integration of family planning concepts into the school and university curriculum, the extension program, as well as initiating a continuous radio program. All were considered graduate countries at the end of the Project, having achieved the goal of institutionalizing family planning into home economics. Nepal, at the close of the project, was considered a Tier II country, having once achieved some of the requirements to be considered an emphasis country. Although attempts were made from the beginning to assist India, no substantive developments occurred there. Because India seemed to have the infrastructure to mount a family planning program it was included in Tier III, as a beginning country. Bangladesh, Indonesia, Malaysia, Pakistan and Sri Lanka tended to be "service" countries (Tier IV) and home economists from these countries were included in some regional and international workshops, and they were supplied with the project materials and other publications from cooperating population/family planning organizations.

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TABLE 2

PROJECT FUNDED ACTIVITIES CONDUCTED IN THE REGIONS

October 1, 1978 - March 29, 1982

ASIA REGION

Activity	Site	Dates	Number of Participants	Approximate Costs
Asia Regional Workshop on Research and Evaluation	Kathmandu, Nepal	May 14-25, 1979	17	\$ 24,443.00
Seminar/Workshop: "The Economic and Social Impact of Integrating Family Planning and Population Education in Home Economics Programs in Third World Countries" (Pre-IFHE Congress Workshop)	Los Banos, Philippines	July 14-19, 1980	33	} \$ 98,087.00
Project International Exhibit: "Integrated Home Economics Programs an International Force for Families" XIV Congress of IFHE	Manila, Philippines	July 21-25, 1980	12	
Research Panel: "The Social and Economic Impact of Integrating Family Planning into Home Economics Programs in Third World Countries XIV Congress of the IFHE.	Manila, Philippines	July 21-25, 1980	4	

TABLE 2, Continued

REGIONAL ACTIVITIES

October 1, 1978 - March 29, 1982

AFRICA REGION

Activity	Site	Dates	Number of Participants	Approximate Costs
IFHE/UNESCO Regional Workshop for Africa	Freetown, Sierra Leone	November 13-23, 1978	16	\$ 1,428.00
Africa Regional Workshop on Research and Evaluation	Nairobi, Kenya	September 3-14, 1979	19	\$33,624.00
Africa Regional Workshop for Training and Development of a Resource Team	Freetown, Sierra Leone	February 18-29 1981	12	\$10,000.00

TABLE 2, Continued

REGIONAL ACTIVITIES

October 1, 1978 - March 29, 1980

LATIN AMERICA/CARIBBEAN REGION

Activity	Site	Dates	Number of Participants	Approximate Costs
Latin America Regional Workshop on Orientation and Adaptation of <u>Working With Villagers</u>	San Salvador, El Salvador	February 5-16, 1979	26	\$ 4,437.00
Latin America/Caribbean Regional Workshop and Research and Evaluation	Kingston, Jamaica	August 19-30, 1979	17	\$22,484.00
Latin America Regional Orientation Workshop	Panama City, Panama	September 14-26, 1980	32	\$38,716.00

Regional Activities:

1. Research and Evaluation Workshop

The Asia Region was under the direction of Patchanee Natpratcha (Thailand) from Fall 1977 to September 1979 and Aurora Corpuz (Philippines) served as Regional Assistant Director from January 1, 1980 to March 29, 1982 when the Project terminated. Both undoubtedly contributed considerably to the outstanding success achieved in three of the countries in this region. A brief report of two of four regional activities is included here.

The Regional Assistant Director organized a workshop on Research and Evaluation which was held in Kathmandu, Nepal, in 1979. Seventeen participants from Asian countries attended. In brief, the general objectives of this workshop—identical to the objectives for the Africa and Latin America/Caribbean workshops—were to:

- Review basic concepts of family planning/home economics/population education and update the participants on the new direction and focus of the Project;
- Encourage expansion of the research base of the home economics profession;
- Encourage cooperative research on integrated home economics programs in developing countries;
- Provide training in the basic steps of program planning, research proposal writing and funding; and
- Strengthen integrated home economics/family planning/population education programs through the conduct of field studies, pilot projects, evaluation and research.

The approach used in the workshop was a participatory one. One of the main purposes of the workshop was to help the participants recognize and utilize their own abilities and resources in planning and implementing research and evaluation activities. The workshop also tried to provide opportunities for participants to develop skills in the necessary steps of research and evaluation.

The purposes and potential of research and evaluation at the country level were identified and specific steps and procedures in developing research/evaluation components in programs were introduced. Local resource persons assisted the group in considering specific aspects of formulating research and evaluation problems and the steps necessary to complete a research/evaluation design. These presentations were interspersed with practice sessions. Printed handouts were available on the major steps in the research and evaluation process.

At the mid-point of the workshop, the participants began developing a draft proposal of a research or evaluation activity. These proposals were developed

and integrated with the on-going process of considering specific research and evaluation procedures and skills. In the final sessions of the workshop, attention was given to the process and dynamics of program planning, various proposal formats, funding procedures and support and suggestions offered by resource persons from the following national and international organizations: Nepal Restra Bank, USAID, Shanta Bhawan Hospital Community Health Program, UNDP, UNFPA, UNICEF, and the Family Planning/Maternal Child Health Project of Nepal.

2. Pre-IFHE Congress Workshop

Prior to the 14th Congress of the International Federation for Home Economics, a one-week workshop was held in Los Banos, Philippines for thirty-three (33) participants from Africa, Asia, Latin America and the Caribbean. The workshop (held July 13-19, 1980) emphasized program management, use of educational resources, research, evaluation, technical assistance funding, special audiences, and the use of audio visuals.

At the mid-point of the workshop, the goal of developing a completed annual workplan for each participating country was integrated with the process of project activity proposal writing; summary statements for an annual plan were developed. The completion of these annual workplans was accomplished with group work, sharing within the group and making refinements as suggested through staff consultation and group feedback.

Latin America/Caribbean Region

As has been indicated throughout this final report, at the close of the Project in March 1982, 45 developing countries had been involved with the Project. Of these, 18 represented Latin America and the Caribbean. The countries were:

- | | | |
|---------------------------|---------------------------|-------------|
| ● <u>In the Caribbean</u> | ● <u>In Latin America</u> | |
| Antigua and Barbuda | Bolivia | El Salvador |
| Barbados | Brazil | Guatemala |
| Haiti | Colombia | Honduras |
| Jamaica | Costa Rica | Mexico |
| Trinidad-Tobago | Dominican Republic | Panama |
| | Ecuador | Paraguay |
| | | Venezuela |

Of these 18 countries and over the eleven-year period, significant work toward Project goals were accomplished in very few countries--namely: Jamaica, Guatemala, Panama, El Salvador, and Venezuela. Of these five countries, Jamaica was by far the stellar example. The remaining countries tended to be "servicing (Tier IV) countries": (1) home economists for these countries were included in the network of international home economists and were invited to participate in project sponsored activities in other countries (within and outside the region); and (2) Project materials and general population/family planning information prepared and produced by other national and international bodies were disseminated to home economists from these countries on a regular basis.

Regional Activities:

1. Research and Evaluation Workshop

A major activity in Latin America was a regional workshop on Research and Evaluation, held in Kingston, Jamaica, in August 1979. Twenty-two participants from Brazil, Costa Rica, Colombia, Jamaica, Panama, El Salvador, Guatemala and the United States attended the workshop. This two-week activity was one of the three (3) such workshops (described in more detail in the Research section) to improve the capacity of the Project to conduct field studies, pilot projects, evaluation and research activities. At the workshop, participants developed a research proposal, later refined it, and by-and-large submitted the same to the Project's headquarters staff for funding.

A list of those research proposals prepared and submitted by home economists from the Latin American region, as well as their funding status, is continued in the Research Section, and a complete report of this regional activity is contained in the Project's permanent file.

The objectives for the Latin America/Caribbean workshop were identical to those of the Africa and Asia workshops, and have been previously indicated (see Asia Regional activities, p. 39).

The approach used in the workshop was generally a participatory one, except for the "mini-lectures." The sharing of knowledge and experiences among participants through discussions and practice sessions was a principal technique. The workshop provided opportunities for participants to develop and practice skills in the necessary steps of research and evaluation.

At the beginning of the workshop, each participant presented an outline of a research/evaluation proposal that was perceived as needed in the participant's country. The proposal was to have been evaluation of an ongoing activity, a baseline survey, etc. These outlines were then further developed into proposals during the workshop. At the end of the workshop, sixteen proposals were developed by the participants and presented to the group.

The workshop participants developed their own specific workshop objectives after an orientation about the Project's objectives and activities and the integration of population and family planning education concepts into home economics program. A group consensus was developed on the need and role of research and evaluation in integrated home economics programs. The purpose and potential of research and evaluation at the country level were identified and specific steps and procedures in developing research/evaluation components in programs were introduced. The group considered specific aspects of formulating research and evaluation problems and the steps necessary to complete a research/evaluation design. These presentations were followed by practice sessions. Printed hand-outs were available in Spanish and English on the major steps in the research and evaluation process. The development of individual proposals were integrated with the ongoing process of considering specific research and evaluation procedures and skills. In the final sessions of the

workshop, attention was given to the process and dynamics of program planning, various proposal formats and funding procedures. Resource persons from the following national and international organizations assisted: UNDP, AID, FAO, United Nations Development Bank, UNESCO, and the Caribbean Food and Nutrition Institute.

2. Regional Orientation Workshop

Another Project-sponsored regional activity was a week-long orientation workshop, held in Panama, September 14-26, 1980. The thirty-two (32) workshop participants were selected through contacts with key home economists from Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Panama, and Paraguay. These individuals represented home economics programs in both the formal and non-formal educational sectors, and the family planning community.

Coordination for the workshop was handled by the Regional Assistant Director for Latin America, and a local planning committee. Three (3) university professors, and staff representing three (3) international organizations and the AID Population Office, served as resource persons.

The workshop was designed to provide an orientation to the AHEA Project, its materials and programs, as well as to ascertain the needs and interests of home economics leaders in developing potential activities for an integrated home economics/family planning/population education program for their country.

The objectives for the workshop were as follows:

- a. Discuss with participants the needs and interests in Latin America related to integrated home economics/family planning/population education
- b. Determine roles and functions of home economics associations (in Latin America)
- c. Present to the participants new international directions resulting from the Pre-IFHE Congress and IFHE Congress activities held in the Philippines
- d. Strengthen the use and application of educational materials
- e. Develop future plans for educational projects in Latin America

Throughout the presentations by speakers, the small work groups and daily discussions, a greater awareness of and self-determination for the integrated approach for home economics programs was evident; and improved coordination with representatives of family planning organizations was anticipated. Presentations by staff on the Project program and procedures for involvement provided basic background information for the participants. Draft proposals of motivational and demonstration activities planned for initiation upon the participants' return to the country were developed. A panel presentation and discussion of the role and scope of regional and national associations, as well as the functions and meetings of the International Federation for Home Economics generated ideas for new country initiatives. After the presentations, participants presented

draft proposals. The workshop's final evaluation revealed that the immediate, short-range and long-range results were positive, especially in providing training and confirming home economists' capabilities to implement integrated home economics programs.

Recommendations for follow-up from this workshop included:

- a. Local Level--home economists will:
 - (1) Promote integrated concepts and seek support from employers;
 - (2) Prepare and implement country projects;
 - (3) Request technical assistance to develop and implement projects; and
 - (4) Strengthen or initiate local associations.
- b. Regional Level--home economists will:
 - (1) Observe action projects operating in other countries;
 - (2) Exchange experiences in sub-regional meetings; and
 - (3) Conduct annual regional workshops.

The anticipated results from this activity were:

- Adaptation and use of educational materials (in Spanish) by home economists (and family planning workers).
- Identification of more home economists for the international network.
- Strengthening of the country infrastructure including establishing and/or strengthening home economics associations.
- Further training to form a cadre of trained leaders, trainers and consultants.
- Follow-up workshops.

In reality, each of these anticipated outcomes were accomplished at a minimum level.

3. Other Activities

Additional activities accomplished with assistance from the regional staff included:

- Translation and Dissemination of The Link

The Regional Assistant Director for Latin America and the Caribbean directed the translation of The Link into Spanish and coordinated the printing and disseminating of 1,000 copies to representatives of the home economics and family planning communities. Five issues were translated and disseminated between September 1979 and June 1981.

- Translation and Publication of Project Handbooks.

The Spanish translation of Resource Handbooks I and II was funded, and following extensive review and revision, the materials were printed. A preliminary printing of 500 copies was done in Panama, and a subsequent printing of an additional 2,000 copies of each was accomplished at headquarters.

Middle East - North Africa Region

The Middle East - North Africa Region was only identified as a separate region in February 1981, when the responsibilities of the staff member who served as liaison to international organizations were expanded to include those of a Regional Assistant Director. Therese DeClercq, fluent in Arabic and French, assumed this position and was making progress toward more involvement in this important region when the Project terminated.

No regional meetings were held in this region although home economists from countries attended regional and international conferences.

Countries in this region which had some involvement with the project were:

Afghanistan
Egypt
Morocco
Sudan
Turkey

Brief Summary by Country of Project Activities
October 1978 - March 1982

The 45 countries that have been involved in the Project during its eleven-year lifetime were not all active during the last funding period extending from October 1978 to March 1982. Neither were all active at any one time. In the following listing, the participating countries are listed and a brief report of their activities provided. The countries are listed in alphabetical order.

- Antigua-Barbuda.Received mailings of LINK and other publications distributed to home economists on the network list
- Afghanistan.Since 1976 no activity in Afghanistan
- BangladeshTwo participants attended Asia Regional Research Workshop, May 1979
Received mailings of LINK and other publications
- BarbadosOne participant attended Latin America Regional Research Workshop, August 1979

Two home economists were observers at WWV workshop, Guatemala 1979

Received mailings of LINK and other publications
- Bolivia.One participant attended Latin American Regional Orientation Conference, September 1980

Proposals for Project-sponsored activities submitted; proposals not funded
- BrazilOne participant attended Latin American Regional Research Workshop, August 1979

Two research proposals submitted to Project staff; proposals not funded

One participant attended Latin American Regional Orientation Conference, September 1980
- CameroonOne participant attended Gambia orientation workshop, April 1980

One participant attended pre-IFHE Congress workshop, Philippines, July 1980
- ColombiaTwo participants attended Latin America Regional Research workshop, August 1979

Two participants attended Latin America Region Conference, September 1980

Research study of home economics in Colombia and its involvement in family planning, 1980

Costa RicaTwo home economists attended WWV workshop in El Salvador, February 1979

Two participants attended Latin American Regional Research Workshop, August 1979

Dominican Republic .Two home economists attended Latin American Regional Conference, September 1980

Ecuador.Three home economists attended Latin American Regional Conference in Panama, September 1980

A project proposal was submitted but not approved

Egypt.Two participants attended African Region workshop on Research

Consultation by RAD, September 1979

Consultation by RAD, Project Co-Director, February 1980

One participant attended pre-IFHE Congress workshop, Philippines, July 1980

Consultation by RAD and Project Co-Director, May 1981

Submitted and received approval for proposal for orientation workshop; workshop cancelled because of death of Egypt's President, and subsequent retraction of approval by USAID/Washington

El Salvador.Twelve home economists trained in WWV Workshop, February 1979

Two home economists participated in Latin American Regional Research Workshop, August 1979

Three home economists attended Latin American Regional Conference, September 1980

Ghana.Two participants attended African Regional Research Workshop, September 1979

Integrating Family Planning into Home Science: Workshop for Teachers, August 1979

Consultation visit by RAD, November 1979

Orientation Workshop, March 1980

Evaluation of student attitudes and teacher restraints in workshop on integrated home science approach, March 1980

Comparative study of Adolescent Pregnancy, 1980-1981

One participant attended Communications Workshop--University of Chicago, 1980

One participant attended pre-IFHE Congress Workshop, Philippines, July 1980

One participant presented research paper at IFHE Congress, July 1980

Guatemala.One community development worker attended WWV workshop in El Salvador, February 1979

Consultation visit by Deputy Director, 1978

Orientation Workshop WWV Community Development, August 1979

One participant attended Latin American Regional Research Workshop, August 1979

One home economist attended pre-IFHE Congress Workshop, Philippines, July 1980

Workshop to train community development workers in WWV, April 1981

Workshop to train APROFAM workers, July 1981

Workshop: Orientation for Teachers to Integrated Approach, September 1981

Consultation visit by Associate Director, September 1981

Haiti.Consultation visit, July 1979

Two participants attended Latin American Regional Research Workshop, August 1979

Consultation visit by RAD, September 1980

HondurasConsultation visit by Deputy Director, 1978

Two home economists attended Latin American Regional Conference, September 1980

India.One home economist attended Asia Regional Research Workshop, May 1979

Two two-day workshops on Population Education/Home Science, October 1978 and March 1979

One home economist attended pre-IFHE Congress Workshop, Philippines, July 1980

One home economist attended staff conference, Washington, D.C., August 1981

Indonesia. Two participants attended Asia Regional Research Workshop, May 1979

One participant attended pre-IFHE Congress Workshop, Philippines, July 1980

Jamaica. Two workshops on Integration of Family Planning into Home Economics, July 1978 and September 1978

Workshop for Home Economics officers in Ministry of Agriculture on Integrating Family Planning and Home Economics, September 1978

Workshop on Integration of Family Planning and Home Economics for Instructors in Teacher's College, January 1979

Workshop on WWV for Extension Home Economists officers, May 1979

Four seminars on Teenage Pregnancy (for teenagers), September 1980

Training workshop for teachers and interns, July 1979

Four participants attended Latin American Regional Research Workshop, August 1979

Workshop to develop prototype lessons for teacher, July 1979

Consultation visit by Project Director, 1980

Seminar on "Baseline Communication for Population Education Using Available Resources held, December 1979

Workshop for teachers, January 1980

WWV Workshop for extension home economists, 1980

Seminar for Revision of Syllabus of Teachers College, September 1979

Workshop on WWV for workers of Ministry of Justice, September 1980

Workshop to train teacher interns from teachers colleges, October 1980

Workshop for teachers to develop prototype lessons, July 1980

Four "Echo" Workshops for Young Home Economics Teachers, November 1979 and February 1980

Workshop for teachers on evaluation of syllabus, September 1979

Parent Awareness Seminar, 1980

Workshop on evaluation of prototype lessons, September 1980

Research on "Some Aspects of Family Planning in Rural Jamaica," 1980

Research on "Fatherhood and Its Responsibilities," 1980

Workshop on WWV for Ministry of Justice employees, 1980

Four adolescent awareness workshops, 1980

Two home economists attended pre-IFHE Congress Workshop, Philippines, July 1980

One home economist reported research at IFHE Congress, Philippines, July 1980

One home economist attended staff conference, Washington, D.C., August 1981

Workshop on Integration of Family Planning into Home Management, July 1981

Workshop on radio programming on family planning for men, March 1982

Kenya. Four home economists attended African Regional Research Workshop, September 1979

One home economist attended African Regional Workshop on WWV, Sierra Leone, February 1982

One home economist attended pre-IFHE Congress Workshop, Philippines, 1980

One home economist attended staff conference, August 1981

Korea. Three participants attended Asian Regional Research Workshop, Nepal, May 1979

Translated three issues of LINK and distributed 1,000 copies, 1979-1980

Research project on "Problems Senior Home Economics Students Encounter in Integrating Family Planning," 1980

One home economist attended pre-IFHE Congress Workshop, Philippines, July 1980

One home economist presented paper at IFHE Congress, Philippines, 1980

WWV materials translated into Korean, tested, printed, and widely distributed, 1979-1980

Workshop on Broader Participation in Family Planning, 1978

Consultation visit by Project Director, 1979

Effective September 1980 Korea became a "graduate" country

Lesotho. One participant attended African Regional Research Workshop, September 1979

One participant attended pre-IFHE Congress Workshop in Philippines, 1980

Liberia. Consultation by RAD, March 1979

WWV Orientation Workshop, August 1979

Two participants attended African Regional Research Workshop, September 1979

One home economist attended pre-IFHE Congress Workshop, Philippines, 1980

One home economist attended staff conference, Washington, D.C., August 1981

Workshop on Orientation to Integrated Family Planning Home Economics, February 1981

Malaysia One participant attended Asia Regional Research Workshop, May 1979

WWV Workshop for Agricultural Extension workers, August 1979

Mexico One home economist attended pre-IFHE Congress Workshop, Philippines, July 1980

Two home economists attended Latin American Regional Conference, September 1980

Morocco. Three participants attended African Regional Research Workshop, September 1979

Consultation visit by RAD and Co-Director, May 1981

- Nepal.Radio programs, August 1978 to January 1979
Translated Source Book for Teachers, July 1979
Translation of WWV and Adaptation Workshop, January 1979
Three participants attended Asia Regional Research Workshop, May 1979
Advisory Committee Meeting, March, April, May, 1979
Series of articles for newspaper, 1979-81
Consultation by RAD, March 1979
Two home economists attended pre-IFHE Congress Workshop, Philippines, July 1980
- Nigeria.Three participants attended African Regional Research Workshop, September 1979
Orientation workshop on Integrating Family Planning, December 1979
- PakistanNo activity during this period
- PanamaFour home economists attended WWV Workshop, El Salvador, February 1979
Revision of Resource Handbooks I and II, 1979
Weekly community meetings in Samaria, 1979
Three participants attended Latin American Regional Research Workshop, August 1979
Research to assess knowledge and attitudes of home economists toward family planning
Two home economists attended pre-IFHE Congress Workshop, 1980
Fifteen home economists attended Latin American Regional Conference, September 1980
- ParaguayThree home economists attended Latin American Regional Conference, September 1980
- Philippines.Two home economists attended Asian Regional Research Workshop, Nepal, May 1979
WWV Adaptation Workshop for Extension Home Economics Workers, 1979

Consultation visit by RAD, 1979

Consultation visit by Project Director to plan for IFHE Congress participation, October 1978

Workshop on evaluation of WWV materials, June 1979

Workshop on Development of Innovative Approaches for Integration of Family Planning into Agrarian Reform programs, Phase I, June 1980

Workshop on Development of Innovative Approaches for Integration of Family Planning into Agrarian Reform program, Phase II, September 1980

Research on use of teachers guides in programs in population/home economics, 1980

Workshop on use of innovative approaches in Agrarian Reform Program, Phase II, November 1980

Four workshops to train extension field workers on WWV, June 1980

Evaluation of teachers' guide for elementary and secondary teachers, September 1980

Two home economists arranged and attended pre-IFHE Congress Workshop, July 1980

Research on impact of population education on adolescents in private colleges, January - September 1981

Workshop to finalize revision of WWV, December 1981

Workshop on evaluation of IPIL (Integrated Planning for Improved Living), February 1978

Training of trainers workshop for extension home economists, October 1979

Two home economists attended staff conference, Washington, D.C., August 1981

Workshop to train Agrarian Reform workers, February 1982

Senegal. One home economist attended Gambia workshop, April 1980

One home economist attended pre-IFHE Congress Workshop, Philippines, 1980

Sierra Leone Workshop on Child Development, October 1978

School seminars in 10 schools, 1978

Workshop for parents and guardians on adolescent fertility, April 1979

Meeting of Curriculum Committee, April 1979

Sex education survey, April 1979

Advisory Committee meeting, April 1979

WWV Workshop for field workers in Ministry of Social Welfare, May 1979

School visits by teams, June 1979

Three home economists attended Chicago Communications Workshop, July 1979

Workshop for revision of teaching resources units, August 1979

Two participants attended Africa Regional Research Workshop, September 1979

Workshop on WWV for extension workers in Ministry of Rural Development and Social Welfare, June 1979

Five youth seminars, February 1979 and Summer 1980

Workshop on Use and Adaptation of Source Book for Teachers, February 1980

Communications Workshop, March 1980/April-June 1980

Materials development workshop for teachers, September 1980

Study of attitudes of college students for family planning and population issues, April-June 1980

One home economist presented research paper at IFHE Congress, Philippines, July 1980

Forum for policy makers and administrators, February 1981

Study on Parent Education/Family Life, 1980-81

Three workshops on curriculum development, 1979-1982

Family life education project to train college students to work with women in fishing villages, 1980-82

Two home economists attended staff conference, Washington, D.C., August 1981

Workshop to train rural women leaders in family planning, February 1982

- Sri LankaOne home economist attended Asian Regional Research Workshop, Nepal, May 1979
- SudanTwo participants attended African Regional Research Workshop, September 1979
- Consultation to Sudan by Project Director, March 1980
- Workshop on adaptation of WWV, July 1980
- One home economist attended pre-IFHE Congress Workshop, Philippines, July 1980
- Consultation visit to Sudan by RAD, September 1981
- Workshop: Intensive Training for Extension Home Economists and Other Field Workers, November 1981
- TanzaniaTwo participants attended African Regional Research Workshop, September 1979
- Orientation Workshop, March 1980
- Seminar for Home Economics Teachers, August 1980
- One home economist attended pre-IFHE Congress Workshop, Philippines, 1980
- Consultation visit by RAD, March 1980
- Consultation visit by Co-Director, July 1981
- One home economist attended staff conference, Washington, D.C., August 1981
- Adolescent Fertility Management Workshop, March 1982
- ThailandThree home economists attended Asian Regional Research Workshop, Nepal, May 1979
- Workshop on Adaptation of WWV, May 1979
- Workshop on Adaptation of Source Book for Teachers, June 1979
- WWV Workshop for Community Development Field Staff, June 1979
- WWV Workshop for Extension Field Staff, June 1979
- Follow-up evaluation workshop on WWV, August 1979
- WWV Workshop for Extension Workers, September 1979

WWV translated and tested, 1979

Workshop to train teachers to use integrated approach,
November 1979

Workshop on WWV for community development workers,
March 1979

Evaluation of teachers resource book, 1982

Workshop for teachers in teacher training colleges,
1980

Workshop on integrating family planning/home economics
for elementary teachers, 1979

Materials development workshop for teachers, 1980

Two workshops for slum youth on income generation and
family planning, September 1980 and September 1981

Two seminars for Health, Community Development and
Agricultural Extension Workers, November 1980

Media program (news articles/radio), 1980

Three workshops on WWV for Ministry of Agriculture Home
Economists, March, April, September 1980

Three workshops for Ministry of Agriculture home econo-
mists, April 1980

Three workshops for Ministry of Agriculture home econo-
mists, May 1981

One home economist attended pre-IFHE Congress Workshop,
Philippines, July 1980

Workshop for District Community Development and Agri-
cultural Extension workers, September 1981

Workshop on WWV techniques for Ministry of Agriculture
home economists, October 1981

Publication of revised and translated Teachers' Source
Book, December 1981-March 1982

Research on factors which affect family life planning of
home economics students, December 1981-March 1982

Evaluation of WWV training received by Community Develop-
ment Workers, December 1981-March 1982

Development of materials related to income generation,
January-March 1982

One home economist attended staff conference, Washington, D.C., August 1981

The GambiaOne participant attended African Regional Research Workshop, September 1979

Integration of Family Life Education and Home Economics Workshop, April 1981

One participant attended pre-IFHE Congress Workshop, Philippines, 1980

Consultation by RAD, April 1980

Workshop for rural youth on family planning, February 1982

Trinidad/Tobago.One participant attended Latin American Regional Research Workshop, August 1979

Tunisia.No participation during this period

TurkeyNo activity during this period

Upper Volta.No participation during this period

Venezuela.Received mailings of LINK and other publications

TABLE 3

SUMMARY OF PROJECT ACTIVITIES IN SELECTED COUNTRIES*
October 1978 through March 1982

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Korea	Broaden Participation in Family Planning	Workshop	3 days	Dec. 14-16 1978	1) To introduce new materials in integrated home economics and family planning. 2) Seek broader participation in family planning. 3) Develop workshop model usage by other provinces.	In Kwangwon Province 147 representatives of nine national and international organizations brought together to meet with key home economists. It is expected 998 persons will be reached by the training	\$2,138.00 AHEA \$5,000.00 Other
Nepal	Testing Translated Sourcebooks for Teachers	Evaluation	4 months	Oct 1979 to Jan 1980	To test the applicability and use of the Sourcebooks for Teachers translated into Nepalese.	Fifty teachers tested sourcebooks and recommended further revisions. Committee at Padme Kanyo created to make recommended changes.	\$875.00 AHEA \$5,000.00 Local
Nepal	Feature writing for Gorkhapatra Newspaper	News Writing	9 months	July 1978 to February 1979	To inform the general public about home science/family planning activities in Nepal	Elites and decision makers were informed and became more cooperative.	\$150.00 AHEA
Nepal	Radio Programs	Radio Broadcasts	5 months	August 1978 January 1979	1) To publicize information on home economics/family planning programs. 2) To help educate general public about better quality of living.	Four-minute spots on family planning, food, nutrition, child care, kitchen gardens were prepared and broadcast.	\$150.00 AHEA
Philippines	Integration of Population Education into Agrarian Reform Through Innovative Approaches Phase I	Workshop (Organized by Ministry of Agrarian Reform) (MAR)	7 days	June 22-27, 1980	.Identify innovative approaches and strategies in the integration of Population Education into Agrarian Reform. .Identify MAR program areas where population education could be integrated.	20 MAR Agrarian technologists trained, who will train 500 extension Home Economist and rural youth workers who will reach 366,977 families in new settlements. Manual planned.	\$1,270.00 AHEA

*Graduate, Tier I, II & III countries only.

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Philippines	Integration of Population Education Into Agrarian Reform Through Innovative Approaches Phase II	Workshop (Organized by Ministry of Agrarian Reform) (MAR)	5 days	Sept. 14-18, 1981	To review and revise manual of innovative approaches	Revised manual prepared for field workers to use	\$2,540,000 AHEA
Philippines	Training Workshop on Use of Manual: Integration of Population Approaches and Techniques Phase III	Workshop (Organized by Ministry of Agrarian Reform) (MAR)			Training selected MAR home economists to: <ul style="list-style-type: none"> • understand implications of integrating population education messages as a comprehensive approach to agrarian reform implementation • design, construct and reproduce similar materials contained in manual for use in agrarian reform areas • develop skills such as facilitation and motivation for use in population education • use effectively the various innovative approaches described in manual 	20 agrarian reform home economists trained who will train others on staff. Plans for training sessions developed. Printing of MAR manual for distribution to 300 agrarian reform technologists and other staff members; movement toward full institutionalization facilitated	\$2,500.00 AHEA
Philippines	Evaluation of Teacher's Guide in Population Education for Home Economics Teachers in Elementary and Secondary Schools	Research		January to September 1980	<ol style="list-style-type: none"> 1. To evaluate the usefulness of the home economics guides in population education in terms of objectives, content, strategies, and methods. 2. To identify problems met in using the guides 	347 teachers participated in the study which showed that the materials need to be strengthened by integrating more family planning/population education concepts in the various areas in home economics for elementary and secondary schools. Potential audience is 13 million students.	11,079.14 pesos-- AHEA 11,628 pesos (Ministry of Education)
Philippines	Integrating Population Education in Agrarian Reform Programs	Workshop	2 weeks	February 1-14, 1982	<ul style="list-style-type: none"> • To increase understanding and appreciation of population education in relation to agrarian reform educators program. • To be able to use several approaches for integrating population education in work with rural families 	<ul style="list-style-type: none"> • Trained home economists at a center close to Agrarian reform area. • Trained home economists and Agrarian reform supervisors through lecture, discussions, practice and demonstrations. 	AHEA \$7,000

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Philippines	The Impact of Population Education on Adolescents in Private Schools	Research		January to September 1981	<ol style="list-style-type: none"> 1. Gain specific knowledge on how much teenagers in six private colleges or universities knew about family planning/population education. 2. Get youth committed to concepts of population control in Family Life Education programs. 3. Produce peer evaluation of Family Life Education program. 	350 teenagers (boys and girls) attending seminars were given pre- and post-tests. Teenagers wrote how they would implement belief to attain "quality of life." The original series of seminars were "echoed" in other institutions by those trained.	21,760 Pesos-- AHEA 65,000 Pesos-- Council of Deans and Heads of Home Economics in Philippines
Philippines	Evaluation of IPIL (Integrated Planning for Improved Living)	Workshop	10 days	Feb. 5-15, 1978 and continuous through 1980	To prepare the evaluation instrument to be used in assessing the content, use and application of the "Integrated Planning for Improved Living" developed in 1975.	37 extension home management specialists adapted <u>Working With Villagers</u> materials for use by extension in Philippines.	5,000 Pesos-- AHEA 5,000 Pesos-- Bureau of Agriculture Extension
Philippines	<u>Working With Villagers</u> -- Philippine Adaptation	Workshop	5 days	June 25-29, 1979	To promote the integration of population/family planning knowledge and practice into home economics extension delivery service for enhancement of the quality of family life.	12 home economics extension supervisors analyzed <u>Working With Villagers</u> materials could be used when translated into Filipino.	1,000 Pesos-- Bureau of Agriculture Extension

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Philippines	Training of Trainers Workshop for Extension Home Economists	Workshop	12 days	October 22 to November 2, 1979	To develop training skills of trainers who will undertake the training of fieldworkers.	15 home economics extension supervisors trained to be able to train field home economists. Plans for a series of field worker workshops were planned--workshops later conducted.	24,876 Pesos 8,000 Pesos--BAEX
Philippines	Training Extension Field Workers Working With Villagers	4 workshops held simultaneously	10 days	May 19-28, 1980		54 extension home economics field workers trained in use of Working With Villagers; agreed to use materials and report results to make further improvements of materials possible.	13,259 Pesos--AHEA 7,800 Pesos--BAEX
Philippines	Revision--Working With Villagers--Philippine Adaptation	Workshop	2 days	December 10-11, 1981	To revise and finalize resource materials--Working With Villagers--Philippine Adaptation	Home economics leaders in the extension service complete revision of Working With Villagers based on recommendations of field staff. Every sector of the Ministry of Agriculture aware of the project and benefits it brings to the people.	3,500 Pesos--AHEA
Thailand	Train home economics field workers to develop integrated family planning and home economics lessons and prepare suitable teaching aids.	Workshop	2 groups--15 days each	June 9-22, 1979 and July 15-28, 1979	1. To have field workers know how to prepare integrated lessons. 2. To improve performance of field workers in working with villagers.	40 field workers in community development trained and should reach 5,000 persons/year as a result.	120,240 Baht--AHEA 50,000 Baht--Community Development Department

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Thailand	Train Home Economics Extension Trainers to Train Their Field Workers	Workshop	15 days	September 17-28, 1979	To have trainers able to use <u>Working With Villagers</u> materials; to train field staff.	24 home economics extension trainers trained.	95,000 Baht--AHEA 30,000 Baht--Ministry of Agriculture
Thailand	Development of Integrated Source Book for Teachers on Integrating Family Planning into Home Economics	Workshop	5 days	October 15-20, 1979	<ol style="list-style-type: none"> To develop guidelines with sample lessons for training teachers in teacher training colleges. To print the guidebook in a temporary form for one year of testing. 	Guidelines with lessons developed by 20 home economics teachers. Possible outreach is 2530 persons each year. Follow-up questionnaires revealed that revision was needed and pointed out parts to revise.	80,000 Baht--AHEA 30,000 Baht--local
Thailand	Training for Home Economics Supervisors on Integration of Population Education into Home Economics in Schools	Workshop	6 days	November 12-17, 1979	<ol style="list-style-type: none"> To give teachers basic understanding of population concepts and how to integrate into home economics. To plan for materials development workshop for elementary teachers. 	42 supervisors trained who reach 500 teachers and through them 10,000 students. Follow-up questionnaire revealed that participants had better understanding of integrating concepts and can transfer knowledge to teacher.	125,000 Baht--AHEA 40,000 Baht--General Education Department.
Thailand	Quality of Life Programs Through Mass Media--T.V., Radio, Newspapers, and Journals	Mass Media Broadcasts	1 year	October 1979 to September 1980	To extend integrated population/family planning and quality of life information to public	Reached estimated 3 million people. Letters from audience asked questions about the program.	20,000 Baht--AHEA 20,000 Baht--local

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Thailand	Planning Meeting for Health Workers, Community Development and Agricultural Extension Officers in Village	Workshop	4 days	November 24-27, 1980	<ol style="list-style-type: none"> 1. To inform them of policies and guidelines. 2. To have them plan integrated work in their area. 	The 30 workers who attended established working relationships. Follow-up questionnaire showed the 3 departments working together and sharing.	30,000 Baht-- AHEA 12,000 Baht-- local
Thailand	Training Youth of Low Income Families in Bangkok Slums	Workshop	5 days	September 22-26, 1980	<ol style="list-style-type: none"> 1. To give boys and girls skills training, i.e., income generation to earn living. 2. To give them needed knowledge on family planning. 	75 boys and girls in training; possible outreach 750 people.	40,000 Baht-- AHEA 10,000 Baht-- local
Thailand	Workshop for Community Development and Extension Workers at District Level	Workshop	4 days	September 1-4, 1981	<ol style="list-style-type: none"> 1. To plan jointly the operation of home economics integrated with family planning. 2. To instruct participants about techniques to use in working with villagers. 	60 community development and extension workers trained. Follow-up by field visits revealed the workers gained useful information and were now working closer together. Possible outreach 6,000 persons/year.	60,000 Baht-- AHEA 30,000 Baht-- local
Thailand	Train Youth in Low Income Slum Area of Bangkok	Workshop	3 days	September 12, 13, 19, 1981	<ol style="list-style-type: none"> 1. To enable youth to learn ways to earn money. 2. To give them information on family planning. 	75 participants learned skills with which they can earn money and taught some concept of family planning. From follow-up the participants felt the workshop was too short. Estimated each participant can transfer knowledge to 375.	30,000 Baht-- AHEA 10,000 Baht-- local

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Thailand	Evaluation of the Implementation of the Teacher's Sourcebook	Evaluation	5 months	November 1979 to March 1980	To evaluate the use of Sourcebook by 36 teacher training colleges.	Questionnaire was sent to 37 teacher training colleges. Teachers felt the sourcebook helped them but some parts needed revision. Wanted more lessons. Sourcebook revised and distributed to secondary schools.	20,000 Baht-- AHEA 10,000 Baht-- local
Thailand	Orientation for Teachers from 36 Teacher Training Colleges to use Sourcebook	Workshop	1 day	June 6, 1980	To train teachers from 36 teacher training colleges to use revised sourcebook.	36 teachers trained. Teachers understood their role in using sourcebook. Follow-up made by questionnaire.	20,000 Baht-- AHEA 10,000 Baht-- local
Thailand	Training for Extension Home Economists in How to Prepare Integrated Lessons and How to Teach Them	Workshop	14 days each for 3 groups	March 24 to April 5, 1980; April 21-28, 1980; September 11-21, 1980	<ol style="list-style-type: none"> To train extension home economists in how to prepare integrated lessons and how to teach them. To improve performance of extension workers. 	75 home economics extension field workers trained in 3 groups of 25 each. Possible outreach is 3,000 persons per year.	150,000 Baht-- AHEA 50,000 Baht-- Ministry of Agriculture
Thailand	Seminar for Provincial Health, Agricultural Extension and Community Development Officers in Provinces	Seminar	3 days	November 4-7, 1980	<ol style="list-style-type: none"> To inform workers on policies and guidelines set up for integrating family planning and home economics. To have them set provincial guidelines. 	46 health workers, agricultural extension and community development officers at provincial level had better understanding. Follow-up by random visits	69,750 Baht-- AHEA 30,000 Baht-- local

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Thailand	Workshop on <u>Working With Villagers</u> techniques for field workers.	Workshop	10 days	October 5-14, 1981	<ol style="list-style-type: none"> To have field workers in extension know how to prepare integrated lessons and how to teach them. To improve performance of field workers. 	75 home economics extension workers trained. Follow-up by field visits and data collection shows workers improved teaching, and still desired/needed more training.	150,000 Baht-- AHEA 50,000 Baht-- Ministry of Agriculture
Thailand	Publication of Revised Teacher's Sourcebook	Materials Development	10 months	December 1981 to March 1982	To distribute revised sourcebook to 36 teacher training colleges, home economics schools, libraries.	Revision of sourcebook completed and 500 copies published and distributed.	60,000 Baht-- AHEA 10,000 Baht-- local
Thailand	Factors which effect family life planning of home economics students.	Research	4 months	December 1981 - March 1982	Collect information on which to base curriculum changes.	Plans for curriculum revision begun.	60,000 Baht-- AHEA 20,000 Baht-- local
Thailand	Evaluation of Training With <u>Working With Villagers</u> Received By Community Development Workers	Evaluation	4 months	December 1981 to March 1982	To gain information on which to base future training of field staff.	Training programs being designed.	40,000 Baht-- AHEA 15,000 Baht-- local
Thailand	Integration of Family Planning and Income Generation for Rural Women.	Workshop	5 and 10 days		<ul style="list-style-type: none"> To develop handbook integrating family planning concepts with income generation methods in home economics occupational areas. To train rural women leaders in pilot villages using the handbook. 	Ten home economics faculty and extension leaders developed handbook in preparation for training 60 rural women leaders.	AHEA \$7,000.00

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Thailand	Develop Materials on Integeation of Family Planning in Income Generation for Rural Women	Materials Preparation	3 months	March to May 1982	To develop materials in food, nutrition, clothing, food preservation and handicrafts related to income generation, with family planning integrated into the materials.	500 copies of materials on income generation will be distributed to home economics extension workers, community development workers and seniors in universities training for work in rural areas.	140,000 Baht-- AHEA 40,000 Baht-- local
Korea	Developing and Producing Communications Materials on Integrated Family Planning	Workshop	10 days	August 20-30, 1979	<ol style="list-style-type: none"> 1. To develop family planning/ family life oriented communications materials. 2. To encourage programs and activities in family planning. 3. To increase awareness of importance of integration of home economics components with family planning concepts. 	49 home economists, social workers and others from Ministries of Agriculture, Health and Social Affairs prepared materials for use in provinces by field workers and women's club leaders.	5,000.00 AHEA

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sudan	Adaptation of <u>Working With Villagers</u> to Sudanese Culture	Workshop	6 days	July 12-17, 1980	<ol style="list-style-type: none"> 1. To adapt <u>Working With Villagers</u> training materials to Sudanese educational requirements. 2. To furnish the Rural Development Extension Agents with population education/family planning information and knowledge. 	Adaptation of <u>Working With Villagers</u> to Sudanese needs.	1,262.50 AHEA
Sudan	Intensive Training for Extension Home Economists and Other Field Workers	Workshop	10 days	November 14-26, 1981	<ol style="list-style-type: none"> 1. To train rural extension home economists and community development workers in integrated aspects of home economics and family planning. 2. Preparing rural extension home economists and community development workers to interpret family planning to rural families. 3. To prepare participants to train others. 	36 rural extension home economists and community development workers were trained in how to teach rural people, prepare lesson plans, make and use different visuals to enhance teaching. The group prepared materials in Arabic which can be used in other Arab countries.	7,375.00 AHEA

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	Rural Outreach Workshop	Workshop	1 day	February 27, 1982	<ul style="list-style-type: none"> • To train rural women leaders in cooperation with local Ministry to provide family planning information and counseling child-bearing youth in villages. • To teach importance of adequate nutrition as it affects mother and child's health. • To teach relationship of available food supply to family size. • To demonstrate income generating projects. 	<ul style="list-style-type: none"> • Used dramatic play, family graphs and familiar language to explain family planning and importance of good nutrition. • Local PPA personnel to continue efforts initiated by home economists. 	AHEA \$2,000.
Sierra Leone	Responsible Living for Youth	Seminar	1 day 1 day	February 21, 1981 June 20, 1981	<ul style="list-style-type: none"> • To facilitate candid discussion between youth and adults regarding drugs, family planning, and other personal topics. 	<ul style="list-style-type: none"> • Seminar has initiated discussions and proven necessity for additional sessions • One hundred youth and their families are more aware of youth's questions and possible solutions to problems. • Community shows interest in developing projects to improve society. 	1,176.

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	Responsible Living on Youth	Seminar	1 day	February 21, 1981 June 20, 1981	<ul style="list-style-type: none"> To facilitate candid discussion between youth and adults regarding drugs, family planning and other personal topics. 	<ul style="list-style-type: none"> Seminar has initiated discussion and proven necessity for additional session. One hundred youth and their families are more aware of youth's questions and solutions to problems. Community shows interest in developing projects to improve society. 	L176.00
Sierra Leone	"Population and Family Life Education": a Forum for Policy Makers and Administrators	Awareness Seminar	1 day	February 25 1981	<ul style="list-style-type: none"> Bring together individuals at policy and decision making levels to discuss "pressing problems" of family life in Sierra Leone resulting from population changes; and identify reconciliation measures likely to affect policy. Create an awareness of the present situation of youth in Sierra Leone and their need for integrated family life education. 	<ul style="list-style-type: none"> A cross-section of population reached through live radio and television broadcast of seminar. Sixty-three national policy makers, principals of schools, and home economists involved in heightening public awareness of the problems of Sierra Leone youth. Sierra Leone Chief Education Officer involved in program (Chairman of panel which featured five speakers). 	AHEA 1,472.00 LOCAL 500.00

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	"Development of Materials for Family Planning and Population Education for Formal and non-Formal Programs."	Training Materials Development	one week	September 1980	<ul style="list-style-type: none"> • Teach how to make simple low cost visual aids for more effective communication of family planning/sex education/ population education concepts through home economics. • Review, select, adapt and develop materials on family planning population education for use by home economists working in formal and non-formal programs. 	<ul style="list-style-type: none"> • Forty home economic teachers and supervisors trained in techniques for developing and adapting materials for youth. • Materials developed used in subsequent training workshops and in classroom situations. • Pamphlets, flyers, etc., developed, published and distributed to in- and out-of-school youth, parents and teachers and other interested individuals at youth seminars. 	<p>AHEA 2,912.</p> <p>Local 500.</p>
Sierra Leone	"Use and Adaptation of Sourcebook on Family Planning/Population Education in Home Economics."	Workshop		February 1980	<ul style="list-style-type: none"> • Familiarize teachers with the Sourcebook. • Teach methods to undergraduate population education and family planning in home economics. • Adopt lessons and materials for local use. • Determine appropriate local teaching aids for enhancing lessons. 	<ul style="list-style-type: none"> • Forty home economic teachers supervisors, social studies teachers trained in use and methods of adaptations of speciality publication for teachers. • Curriculum project anticiapted to support continual use of integrated lessons in schools. 	<p>AHEA 2,400.</p> <p>SLHEA 500.</p>

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	"Communicating Better Family Living Messages Through the Media"	Department Training Course	5 weeks	April to June 1980	<ul style="list-style-type: none"> • Encourage and assist home economists in planning media programs on family life education. • Train home economists in specialized media usages (i.e., newspaper feature writing, radio and television skills) to promote more effective use of the media. 	<ul style="list-style-type: none"> • Fifteen home economic teachers, supervisors and field workers trained in specialized communication techniques. • Regular radio and TV program featuring SLHEA members; program broadcast in all local vernacular and English. • SLHEA members regularly tapped for program development. • Individuals and families reached with family life education messages (20,000 audience) 	AHEA 2,400. SLHEA 500.
Sierra Leone	"Working with Villagers Workshop"	Depth Training Course		1979 1980	<ul style="list-style-type: none"> • Acquaint supervisors field workers with the integrated family planning approach of the WWV prototype lessons. • Provide Supervisors and field workers an opportunity to acquire knowledge of family planning. • Enable supervisors and field workers to develop lessons that communicate family planning messages to rural families. • Provide supervisors and field workers an opportunity to acquire knowledge of family planning. 	<ul style="list-style-type: none"> • One hundred Twenty-six field workers and supervisors trained over a two-year period in the use of the WWV materials. • WWV lessons field tested and evaluated for use in Sierra Leone by home economists and necessity of social welfare field workers. • Universities and other organizations with rural outreach programs involved in using the integrated family planning/home economics approach. • Activities to train women village leaders initiated. 	AHEA \$10,580 Local \$3,000

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	"Responsible Living." A Seminar for Youths.	Awareness Seminars	1 day	February 12 1979	<ul style="list-style-type: none"> • Provide a forum for discussion of adolescent problems (by adolescents). • Assist/guide youth in the development of national decision related to responsible living. • Broaden knowledge held by youth about population factors. • Provide family planning information and sex education concepts to school (and out-of-school youth). 	<ul style="list-style-type: none"> • One Hundred Youth and rural families researched through radio, newspaper and television coverage of events. • School visits initiated as follow-up activity. • Youth-oriented materials developed via earlier project activity) distributed to youth at seminars. 	AHEA 600.00 Local 500.00
Sierra Leone	"Attitude of College Students to Family Planning and Population Issues"	Research	3 months	April-June 1980	<ul style="list-style-type: none"> • Obtain information on students attitudes. • Provide for policy makers information on student's attitudes to family planning, research, education and population issues pertinent for future training and curriculum activities. • Ascertain the need for counseling and family planning seminar for students in the country. 	<ul style="list-style-type: none"> • National policy makers, principals, secondary schools, educator in primary schools and home economists informed of research results. • Support for population policy generated. • Four teacher training colleges and the University of Sierra Leone involved in activities of project. 	AHEA 900.00 Local 200.00

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	"Communication for Social Development" (A training course sponsored by the University of Chicago and held at the University in Sierra Leone)	Department Training Course	3 weeks	July 1979	<ul style="list-style-type: none"> • Provide opportunity in Sierra Leone for local individuals to acquire information and training on health, nutrition, agriculture, family planning, and population education and how to communicate development principles through mass media techniques. 	<ul style="list-style-type: none"> • Five home economics teachers/lecturers trained in public speaking and mass media techniques. • Subsequent workshop on communicating better family living messages. 	AIEA \$900.00 Local \$900.00 Additional Funds provided by U. of Chi.
Sierra Leone	"Focus on the Sierra Leone Child"	Child Development Workshop		October 1978	<ul style="list-style-type: none"> • Update members on child development and population education subject matter. • Highlight processing problems relating to the development and growth of children and adolescents in Sierra Leone. • Identify and discuss family planning and population concepts that could be integrated into child development subject matter. • Previous fliers and other teaching aids on family planning and sex education. 	<ul style="list-style-type: none"> • Eighty-six home economics teachers, and supervisors, social workers, nurses, nutritionists, PPA workers and college teachers provided training. • Curriculum committee established. • Seminar for parents planned. • Counseling project initiated. 	AIEA \$1,000. Local \$ 500.

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	"Seminar for Parents and Guardians on Adolescent Fertility Management"	Seminar		April 1979	<ul style="list-style-type: none"> • Provide parents with a forum to discuss pressing problems concerning the young, especially teenage pregnancy and management of adolescent fertility. 	<ul style="list-style-type: none"> • One hundred literate and low literate men and women who were parents and guardians, including market women, provided information by a medical doctor, midwife, parent clergyman and a PPA officer. • Subsequent implementation of a series of seminars for youth, "Youth Seminars on Responsible Living." • Series of "talks" broadcast over the radio to estimated audience of 20,000. 	<p>AHEA \$1,000.</p> <p>Local \$500.</p>
Sierra Leone	Family Life Education Project	Awareness Seminars	2 years	1980 - 1982	<ul style="list-style-type: none"> • To teach need for family planning and importance of good nutrition as it affects health and welfare of family members. • To improve home management skills. • To prepare home economics teachers to promote family life education in classes and in community. • To motivate villagers to use services; establish a center where services will be provided. 	<ul style="list-style-type: none"> • As result of course development course now applicable and used by all students in home economics department. • Course also to be used by non-home economics students as family life education in social studies curriculum. • Provided experience for students involved in development of project and to trained village women. 	<p>AHEA 4600 Le</p> <p>Local 2000 Le</p>

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	Family Planning Curriculum Development	Workshop	3 years	1979-1982	<ul style="list-style-type: none"> To develop curriculum integrating family planning with home economics for primary and secondary schools. Prepare draft and review with teachers who will use material. Prepare final draft. 	<ul style="list-style-type: none"> Sierra Leone HEA members and home economists at Ministry of Education prepared family life education materials to be used nationwide. 	AHEA 5257.31 le Sierra Leone 1500.00 le
Sierra Leone	Parent and Family Life Education	Training Seminars	1 year	1980-1981	<ul style="list-style-type: none"> To educate rural and village parents about family planning as it affects family's welfare. To improve field workers communication skills with villagers. To provide and monitor effective family planning services. 	<ul style="list-style-type: none"> Sixty parents and youth surveyed to identify needs and problems. Field staff trained to work with villagers. Developed printed materials suitable for functionally literate clientele. 	AHEA \$2,200 LOCAL \$2,200
Sierra Leone	Responsible Living on Youth	Awareness Seminars	1 day	1980-1982 repetitive	<ul style="list-style-type: none"> To develop rational and responsible sexual behavior. To increase knowledge regarding population education. To provide opportunity for youth to discuss concerns/problems. 	<ul style="list-style-type: none"> Materials prepared by Sierra Leone home economists regarding reproductive behavior distributed to 6,000 adolescents. Home economists provided forum for group discussion and dramatic play; film showing, and candid discussion via broadcasts and school visits. 	AHEA \$2,280 Local \$1,500

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Sierra Leone	Peer-to-Peer Counseling Program	Seminar	3 days		<ul style="list-style-type: none"> Selected youth leaders on counseling. Conducted seminars on 50 youth leaders, semi-annually using materials developed by Sierra Leone Home Economics Association and feedback from previous youth seminars. 	<ul style="list-style-type: none"> To print awareness materials developed by Sierra Leone Home Economics Association for use by youth leaders. To select youth leaders from 4-H Clubs, community activities and sports. To train youth leaders to appreciate delaying parenthood thereby eliminating the scars upon themselves, their families and the nation. To develop sexuality education program and train out-of-school youth to live more responsibly. 	AHEA \$2,000
The Gambia	Training on Rural Youth in Four Regions	Workshops	1 week	February 11, 18, 1982	<ul style="list-style-type: none"> To integrate selected family planning concepts into on-going rural youth programs by revising existing program guidelines. 	<ul style="list-style-type: none"> Evaluated knowledge and attitudes of home economists working with youth and youth leaders. Selected youth evaluated Ministry integrated programs. Residential workshop offered lectures, discussions, and group activities where home economists could revise guidelines. Agreed to regular revision of guidelines. 	AHEA \$5,000.

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
The Gambia	In-depth training: Integrating Family Life With Home Economics	Workshop	2 days	April 13-15	<p>To expose teachers to integration of family life education with established home economics program</p> <p>To provide sufficient instructors so that teachers could continue familiarizing themselves with the concept.</p>	<ul style="list-style-type: none"> • Teachers learned integrated approach of home economics and family life education relating resource management, human development and foods and nutrients. • Teachers and other attendees pre- and post-tested revealing successful workshop. 	

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Ghana	Family Life Education Workshop	Workshop	1 week	December 4-11, 1974	<ul style="list-style-type: none"> To make home scientists aware of global problems and impact on family planning. To emphasize necessity of revising home science curriculum to include family life education. To illustrate the relationship between planned parenthood and natural development. To bring to fruition the catalytic role of home scientists' affect on national development. 	<ul style="list-style-type: none"> Fifty-eight students taught integrated family life education and home science through film, discussion, demonstration, and other methods. Students received handouts on family planning from AHEA, USAID, local government and other sources. Enthusiasm generated by workshop sparked interest for far similar workshops in the future. 	\$ 1,110.50
Ghana	An Integrated Approach: Family Life Educators and Home Science	Workshop	4 days	March 10-14, 1980	<ul style="list-style-type: none"> To introduce integrated approach for teaching family life education and home science To introduce AHEA materials in the teaching of family life education. 	<ul style="list-style-type: none"> Research 65 home scientists, government officials and others who would be able to influence the teaching of family life education in home science. AHEA-IFPP publications, materials introduced to audience with potential outreach to nation's home scientists and home science students. 	AHEA 6173¢ Local 1810¢
Liberia	Responsible Parenthood and Family Planning.	Workshop	3 days	February 16-19, 1976	<ul style="list-style-type: none"> To review home economics programs and recommend curriculum revisions. To promote population awareness and stimulate interest in responsible parenthood. To promote home economics and strengthen relationship with ministries and other relevant organizations. 	<ul style="list-style-type: none"> Forty-six teachers, extension workers, community development workers and students exposed to methods of integrating family life education and home economics. Determined that clubs and youth organizations should become involved, spreading concepts beyond traditional classroom. Determined that extension workers should share concepts with out-of-school generation. 	AHEA \$2,801 Local \$750.00

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Liberia	Integrating Family Life Education and Home Economics	Workshop	1 day	February 3, 1981	<ul style="list-style-type: none"> • Inform home economists and policy makers of importance of integrating home economics and family life education. • Identify family planning issues and the population to be incorporated into home economics subject matter. • To determine methods for incorporating home economics into family life education. • To promote home economics throughout nation and solidify relationship with potential liaisons who could improve family life. 	<ul style="list-style-type: none"> • Thirty-eight home economists given 1-week to study "A Source Book for Teachers" • Conducted separate 1-day seminars on youth and parents. • Conducted curriculum workshops to familiarize teachers with methods for integrating family planning and home economics. • Radio/television program allowed greater input or ways to combat population problem. 	Local \$956.00 AHEA \$946.00
Jamaica	Resource Management	Workshop	2 days	July 12-14, 1981	<ul style="list-style-type: none"> • To define income, family income and money. • To designate human and non-human resources. • To discuss management and its functions in daily living. 	<ul style="list-style-type: none"> • Twenty-two teachers heard lectures and participated in discussions or resource management. • As a "post-test" teachers required to present a lesson plan on resource management. • Workshop facilitators distributed materials on measurement/evaluators of unit or resource management. 	

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Jamaica	Getting to the Men	Workshop	1 Week	February 12-19, 1982	To develop and use radio techniques with integrated family planning messages to reach rural male farmers.	Planned, organized and implemented workshop at agriculture training center. Encouraged feedback from audience during broadcast. Talked with women to determine men's attitude and knowledge of family planning.	AHEA \$500.00
Jamaica	Family Living Population Education for Home Economics Officers	Seminar	2 days	September 29-30, 1978	<ul style="list-style-type: none"> • Promote family planning among home economists with authority to direct action • Identify family planning issues and target audiences for national effort 	<ul style="list-style-type: none"> • Twenty-seven home economics officers more aware of need for population activities in home economics • subsequent activities planned by the officers 	AHEA & Local \$1,728 Jamaican
Jamaica	Orientation to and using "Working With Villagers"	Workshop	2 weeks	March 19-30, 1979	<ul style="list-style-type: none"> • upgrade the training of field workers • integrate family planning concepts in training of field workers 	<ul style="list-style-type: none"> • Thirty-five home economists and other professionals trained in use of Working With Villagers 	AHEA & Local \$6,621 Jamaican
Jamaica	Radio Production Techniques for Extension Officers	Short-term training course	2 weeks	March 15-27, 1982	<ul style="list-style-type: none"> • Expand the networks and systems used to convey the family planning/population message • Provide training for home economists in mass communications techniques 	Seventeen extension home economists provided initial training in use of radio techniques in family planning	AHEA & Local \$12,250 Jamaican

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Jamaica	Seminars on Teenage Pregnancy	Seminar	2 weeks	September 8-19, 1982	<ul style="list-style-type: none"> • identify issues and problems associated with teen pregnancy in Jamaica • develop plans of action to address problems 	149 individuals more aware of problems of teen pregnancy	AHEA & Local \$7,033 Jamaican
Jamaica	Family Planning in Rural Jamaica	Country research/survey	1 month	June 1980	<ul style="list-style-type: none"> • ascertain rural attitudes toward family planning in Jamaica 	<ul style="list-style-type: none"> • 1000 rural family members participated in study • results reported and utilized in developing program of work for home economics in Ministry of Agriculture 	AHEA & Local \$3,500 Jamaican

TABLE 3, Continued

COUNTRY	ACTIVITY						AMOUNT OF FUNDING
	TITLE	TYPE	LENGTH	DATE	OBJECTIVES	OUTCOME	
Tanzania	Adolescent Sexuality Management Workshop	Workshop	10 days	March 1982	<ul style="list-style-type: none"> To heighten awareness of policy makers, youth, and parents To facilitate work with urban rural families, and organizations addressing problems of teenagers. 	<ul style="list-style-type: none"> collaboration among parents and local organizations of programs, addressing teen pregnancy issues 	AHEA \$5,000 Local \$2,000
Tanzania	WWV Training for Extension and Community Development Workers	Workshop	12 days	December 1981	<ul style="list-style-type: none"> upgrade the training of trainers and field workers integrate family planning into training programs for extension and community development workers 	<ul style="list-style-type: none"> training in WWV and integrated techniques provided for thirty field workers and supervisors WWV materials available for use by participants and college training personnel 	AHEA \$7,000 Local \$3,000
Tanzania	Seminar for Home Economics Teachers	Workshop	7 days	June 1981	<ul style="list-style-type: none"> identify methods for incorporating family planning into home economics provide relevant in-service education for home economics teachers 	<ul style="list-style-type: none"> thirty-five teachers provided training in methods of integrating family planning into home economics training materials and other resources made available to home economists 	AHEA \$5,000 Local \$1,000
Tanzania	Home Economics Leaders Workshop	Workshop	3 days	March 1980	<ul style="list-style-type: none"> Inform home economics leaders/policy makers of importance of integrating home economics and family life education promote home economics among the leaders in the home economics community 	<ul style="list-style-type: none"> local home economics leaders committed to incorporating family planning into home economics programs and curriculum 	AHEA \$1,053

Lessons Learned

1. The home economist who is selected the key person to give leadership to the Project in a country needs to (a) be in the mainstream of the society, (b) be accepted by the home economics community, (c) be in a nationally recognized position, and be attached to an effective network of resources.
2. Many variables affect the success of a project. Some of these can be controlled by the project and some are outside the domain of the project. The probability for success must be carefully evaluated before resources are put into a country program.
3. A systematic plan for implementing a program in a country needs to be developed before initiating any action in a country. Subsequently, out-of-country training for home economists, country visits, program activities in the country should contribute to the implementation of the plan.
4. Any home economist invited to attend an out-of-country regional or international meeting or workshop should expect to make a firm (and written) commitment to furthering project development by identifying actions to be taken upon return to the host country. Project managers should help home economists make such a plan of action.
5. Programs developed in countries were varied and innovative. A wide variety of audiences were reached. A concern for adapting teaching materials to the local culture and translations into local languages was broad and general.
6. The amounts of local funding secured to supplement AHEA grants was impressive, as was the rate of progress made toward institutionalization in Korea, Philippines, Thailand, Jamaica, The Gambia, Tanzania, and Sierra Leone.
7. Thailand's inclusion of an element of evaluation in each training activity set a fine example; the procedure should be examined with a view to including in any future training programs. Also Thailand's efforts in income generation for slum youth and rural women should be considered as new areas for emphasis.
8. The quality and quantity of programs developed in several of the countries appears to have been tied to the quality of Country Coordinators and their dedication to the Project goals. Undoubtedly lessons may be learned here about how to select a Country Coordinator and what qualities to look for.

B. Materials Development and Dissemination

When the Project started it quickly became evident that, although there were many publications on family planning available from other organizations, there were none that answered the particular need of home economists who wanted to know how to integrate family planning concepts into the home economics subject matter taught via their work. It therefore was necessary to develop sample materials which might serve as prototypes and to develop training outlines to be used in training teachers and extension workers. Also, there was a need for written materials to explain the role of a home economist in an educational project focused on family planning.

To this end, the Project focused on producing materials for the home economics practitioner to use in teaching and to explain why the home economist was or might become involved in such a program. Formal education was the first vehicle for Project implementation. Thus, the needs of teachers were addressed first with such publications as Family Planning: A Packet of Materials, Resource Papers for Curriculum Development, Handbook of Home Economics Lessons, and A Sourcebook for Teachers. A slide set on "Home Economics and Family Planning--Partners in Change" developed jointly with International Planned Parenthood Federation was used widely in many countries to explain the probable roles of a home economist in population/family planning educational programs.

Following is an annotated listing of the major materials developed, produced and disseminated by the Project over its ten-year funding period. Two copies of all Project publications are housed in the permanent files located at AHEA. Project records indicate these publications have been disseminated to individuals in organizations in eighty (80) different countries.

Annotated Listing of Project Publications

****ENRICHING FAMILY LIFE/STRENGTHENING THE NATION**

This well-illustrated, two-color brochure explained AHEA's International Family Planning Project. It was useful for informing home economists at all levels, government officials, and representatives of private agencies working in the family planning field. It described why home economists were involved in population efforts and what their contributions were; and the objectives and activities of the Project, its publications, and participating countries. 16 pp. 1976.

****HOME ECONOMICS AND FAMILY PLANNING: RESOURCE PAPERS FOR CURRICULUM DEVELOPMENT**

These background papers were written by home economics experts to assist persons involved in curriculum revision to incorporate family planning concepts into traditional home economics subject matter. Eight papers examined international population and family planning concerns related to clothing, nutrition, food, economics, decision making, and quality of life. 76 pp. 1974.

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

This publication, along with the accompanying handbooks described below, is a complete home economics teaching package of 54 lessons of 40-50 minutes each for instruction in many subjects related to population education and quality of life. The lessons were planned for teaching teenagers and/or adults. Each lesson contained a concept, generalization, aim of lesson, and behavioral objective. Each has a section of background information for the teacher as well as suggested class activities, and many lessons also include pre- or post-test questions. A sampling of subjects presented include: Effects of Overpopulation on Individuals, Values and Costs of Children, Women in the Labor Force, Functions of the Family, Individual and Family Roles, Factors Affecting Reproductive Behavior, Housing Values and Goals, Health and Development of Children, and Nutrition. 1974.

****HANDBOOK OF TEACHING STRATEGIES AND TECHNIQUES FOR USE IN IMPLEMENTING LESSONS RELATING TO FAMILY PLANNING, POPULATION EDUCATION, AND QUALITY OF LIFE**

For home economics teachers who wished to incorporate variety, novelty, and student involvement in their teaching of population education--as an aid to learning--this was a valuable resource that suggested many new teaching techniques. It contained three sections: class organizers (brainstorm, fishbowl, panel, etc.); class activities (games, pantomime questionnaires, etc.); and class materials (flash cards, flannel board, homemade movies, etc.). 50 pp. 1974.

****QUALITY OF LIFE SCALES HANDBOOK**

This 8-page handbook contains three questionnaires that can be used to test values students have which relate to quality of life and to heighten awareness about these values. For use in conjunction with above handbooks. 1974.

****RESOURCE CATALOG**

Annotated listing of many resources which assisted home economists in integrating population education/family planning--in curriculum development, classroom teaching, extension, communication. 32 pp. 1977. (Two revisions.)

****A SOURCEBOOK FOR TEACHERS**

This was developed to assist the average teacher of home economics who wished to incorporate population education/family planning concepts into the regular curriculum. Designed for ease in use and adaptation, this packet of five contained content and learning activities in four subject matter areas of home economics: The Family, Food and Nutrition, Resource Management, and Human Development. Special features of this sourcebook were: • Content pertinent to daily lives and futures of students; • Activities encourage students to think for themselves; • Ideas easily adaptable into regular teaching

and for any age level; • Family Planning and Family Life Education. It was simply introduced for use in school systems where such teaching was encouraged. 108 pp. 1977.

****RESOURCE HANDBOOKS FOR INTEGRATING FAMILY PLANNING AND HOME ECONOMICS**

There were two handbooks in this series: Part I for trainers to be used in the training of field workers, and Part II for village-level workers to use with rural audiences. The handbooks contained home economics/family planning content, suggested teaching methods, and resource ideas in three areas: The Child, the Family, and Nutrition. These handbooks were valuable resources for those seeking to enrich the training of field workers and to incorporate family planning educational concepts in an integrated fashion into traditional home economics extension work. This is also an important content resource for workshops designed around AHEA's WORKING WITH VILLAGERS kit of field worker training materials. Prepared by an international team of home economists and members of Iowa State University's College of Home Economics staff, the materials were site tested in El Salvador, Jamaica, and Venezuela. 1977.

****WOMENS' ROLES AND EDUCATION: CHANGING TRADITIONS IN POPULATION PLANNING**

A collection of background readings covering womens' status, roles, education, rights, and opportunities around the world, and specifically on women in Asia, Africa, and Latin America; family dynamics and fertility as well as population education approaches and family planning strategies in educational systems. 86 pp. 1975.

****WORKING WITH VILLAGERS**

A comprehensive and innovative kit of materials for training home economics and other field workers, this set contained lesson plans and supplementary material for conducting a 2-3 week pre-service or in-service training workshop. The training objectives were to teach field workers participatory problem-solving methods for working with adult audiences, how to write lessons incorporating family planning concepts into regular work with villagers, and how to make visuals for teaching from low-cost, locally available materials. The various elements of this kit can be flexibly adapted to meet specific training needs and training schedules and can also be incorporated into existing curriculum.

Content includes: (1) a Trainer's Manual with complete lesson plans for both training and media lab activities; (2) 16 Prototype Lessons, for adaptation within each country, which illustrate adult education teaching methods experienced in the training, and which cover infant/toddler nutrition, family food supply, decision making, family relationships, and family planning; and (3) a Media Resource Book that contains skills exercises, line drawings, and 'recipes' for making art supplies and equipment (an essential resource for conducting media labs).

Materials in this kit were jointly developed by the AHEA International Family Planning Project and the East-West Communication Institute and have been thoroughly field tested. 1977.

Slides

****HOME ECONOMICS AND FAMILY PLANNING: PARTNERS IN CHANGE**

Home economics' own story in a slide-tape presentation that speaks directly to home economists working in developing countries. Slides to illustrate the show were taken by home economists of 11 countries and depict professionals in their work in villages, nurseries, laboratories, and schools. The narration describes the many important functions of home economists in their efforts to improve family living, and discusses the relevance of family planning/population education to the other concerns of the profession. It concludes by describing what is taking place in this regard in many developing countries.

Though intended primarily for orientation programs for home economists, it was used by colleagues in related fields and other organizations working in family planning. Forty color slides, tapes, and written commentary, available in English, French, or Spanish. This presentation was jointly produced by AHEA and International Planned Parenthood Federation.

Kits

****FAMILY PLANNING: HOME ECONOMICS (I)**

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

1. Proposed curriculum in family planning for Nigerian home economics workers in training. English. (For programs concerned with rural women and youth.) Nigeria.
2. Children by choice: Pikin by choice. English and pidgeon. (Conception and contraceptive methods.) Nigeria.
3. Are you planning your family? Unafuata Uzazi wa Majira? English and Swahili. (Child spacing/maternal and child health.) Tanzania.
4. Yes you can. English. (Population problems and solutions.) India.
5. Family planning for health, welfare and education. Laotian. (Motivation.)
6. A case study. English. (Family health and welfare--motivation for family planning.) Trinidad and Tobago.
7. Babies don't come from under a tree. English. (Conception and contraception.) Sierra Leone.
8. De-Taboo in Family. English. (Questions and answers about human reproduction.) Sierra Leone.

Available in English or Spanish.

****FAMILY PLANNING IN HOME ECONOMICS (II)**

A second popular kit of 13 assorted pieces which were developed by home economics students from developing countries. Includes posters, film/filmstrip plans, workshop plans, curriculum plans, radio script, information booklets, and games. It carried suggestions for communication ideas to those preparing family planning resource or informational materials for a particular country. [Some home economists have very successfully translated and adapted pieces of both Kits I and II for widespread distribution in their countries.] English. 1974.

****LINK**

A quarterly newsletter prepared primarily for the International Family Planning Project Network of Home Economists in participating countries, to keep them informed on new developments, and provide useful information for implementing home economics/family planning projects. 1976-1982.

* * * * *

The Materials Development Process

In developing materials to be used by home economists in teaching family planning, whether through formal or non-formal channels, the procedure used was the same. Home economists from developing countries were involved in the process from inception to completion. Committees made up of home economists from different areas of the world worked with staff and U.S. home economics experts in the area. To illustrate this the process involved in producing Working With Villagers is presented as a case in point.

Working With Villagers

The kit of three books which has formed the set, "Working With Villagers," has been one of the greatest Project successes in the development of teaching materials suitable for integrating family planning concepts with home economics. Ready-to-use materials which could be used in a non-formal educational program for teaching family planning as an integrated part of home economics were not available. As the Project began to focus more on the rural aspect it became evident that if extension type home economists working with rural families were to have the needed tools, such tools would have to be created.

The Working With Villagers kit was developed over several years. Thus, it did not emerge as a fully refined set by the end of the first activity. The first step was taken at Iowa State University (ISU) (July 14-August 1, 1975) when eight home economists from Ghana, Jamaica, Philippines, Malaysia, Thailand, Turkey, Sierra Leone and Venezuela worked with experienced Iowa extension home economists to develop a (the first) set of lessons. Seven of the participants had been supervisors or directors of home economics extension or community development programs; the extent of involvement ranged from 3-20 years. Some of the

individuals supervised very large programs: The participant from the Philippines, for instance, supervised the training of 1600 village workers (home management technicians); the participant from Venezuela headed a section comprised of 350 home demonstration agents and 30 regional supervisors; a Thai participant had organized a series of nine regional community development workshops on family planning for 500 village leaders and 90 community development workers.

Working with a selected staff from the faculty of ISU's College of Home Economics, this group used their combined experience to develop prototype program materials for middle-level supervisors which integrated family relations, child development, and nutrition with family planning. They also studied communications strategies for various audiences and devised evaluative techniques and tools. The program materials developed at this workshop were tested by the Iowa State staff in the training of aides who worked with low-income Spanish families in Davenport, Iowa. After further refining, the materials were field tested in early 1976 in Venezuela and Jamaica.

The second phase of the Project, to develop suitable extension teaching materials incorporating family planning concepts, took place July 6-30, 1976, also at Iowa State University. At this workshop extension and community development supervisors from the Philippines, El Salvador, Thailand, Pakistan, Turkey, Jamaica, and Ghana adapted these materials to serve as prototypes for field staff to use with village families. The 1975 workshop group elected to concentrate on three areas of extension subject matter: nutrition, child development and family relations, and thus the 1976 materials also followed this pattern. There were two workshop co-directors as well as eight ISU staff, who voluntarily served as resource persons in home economics/family planning integration, communication theory, population education, problem solving, and program evaluation.

Plans were made for the participants from Jamaica and El Salvador to supervise the field testing of the lessons in their countries in Winter 1977.

The third phase (August 2 - September 10, 1976) was carried out in Hawaii. This phase focused on development of materials for the training of fieldworkers in effective group process teaching methods, and skills-development for field-worker production of low-cost media to support these methods.

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: (1) lessons for 80 hours of training in teaching fieldworkers problem-solving techniques, participatory learning methods and how to write (their own) lessons; (2) thirty hours of media activities and a supplementary skill exercise/recipe/trace-art book to give field workers basic skills and tools to construct their own teaching visuals; and (3) seventeen simply-written prototype lessons for use with village audiences which incorporate participatory, problem solving approaches and an innovative use of media. Family planning concepts are thoroughly integrated throughout the training process and lesson content.

In the winter of 1977 a testing model for the Working With Villagers materials was produced by the Project. This model was used in Thailand to test the prototype lessons. This testing was carried out in five different provinces of Thailand

where baseline data was collected through interviews and giving post-tests to village women who participated in the lessons. The results were carefully evaluated and provided the basis for revisions.

The end product, a kit of three very practical and usable teaching manuals, has more than justified the care put into their production. The materials have been used widely in all countries involved in the Project and by many other organizations conducting family planning/population education programs. The Project has supported the translation of the kit into Spanish, French, and Arabic; and home economists in Korea, Nepal, Philippines, and Thailand have translated them into the language suitable for each of these countries. Home economists in Tanzania have begun translation into Swahili.

Distribution of Working With Villagers began in 1977 and continued through completion of the Project, with people all over the world requesting copies. The year of 1980 has been selected for analysis, as it was neither the first nor the last year when it was used in the Project, because one might expect a decline after two years of distribution and because it was the 'mid-point.'

Analysis of Dissemination of Working With Villagers

During 1980 requests for all publications from individuals and organizations totalled 307, an average of more than one request per working day of the year. Of these requests, 137 requested copies of the Working With Villagers materials.

An analysis of these 137 requests reveal that the bulk of them came from practitioners in educational programs related to families, and who were located in developing countries. Following is a grouping of the requests:

<u>Source of Request</u>	<u>Number of Requests</u>
Overseas Organizations	55
U.S. Organizations	25
Peace Corps Volunteers & Staff Overseas	20
Individuals in Other Countries	25
USAID Country Mission	5
Individuals in U.S.	5
4-H Advisors Overseas	2

International organizations and agencies requesting copies of Working With Villagers were:

<u>Organization/Agency</u>	<u>Location</u>
Appropriate Technology Center	Thailand
ACTION, USAID	Burundi
ADAP	Philippines
Adult Literacy	Gambia
Agricultural Extension, University of Ibadan	Nigeria
Agricultural Extension	St. Vincent
Agricultural Ministries	Liberia, Nigeria, Zambia
Community Development	Gambia
Communications Foundation	Philippines

Church Missionary Society	Sierra Leone
Education Ministries	New Guinea; Uganda
Faculty of Social Work	Canada
Farm Institute	Malawi
Friends of Earth	Malaysia
Family Planning Association	Costa Rica
Health Center	Honduras
Health Department	New Guinea; Guatemala
Health Ministry	Jamaica; Liberia
Health Officers	Fiji; Nigeria; Canada
Institute of Medicine	Germany
Medical Ambassadors	Philippines
Ministry of Economic Planning	Gambia
Ministry of Social Affairs	Cameroon
National Media Production	Philippines
Nursing Sisters or Officers	Ghana; Kenya; Nigeria; Thailand; Egypt; Sierra Leone
National Family Planning Board	Nigeria
Norwegian Save the Children	Sri Lanka
Office of Home Affairs	New Guinea
Rural Development Department	Nigeria
Social Development Department	Sudan
St. John's Ambulance Organization	South Africa
South Pacific Commission	
Terre de Hommes	Bangladesh
Teacher Training Centre	England
UNICEF	Afghanistan
Universities	South Africa; Kenya; England; Philippines

Twenty requests came from Peace Corps volunteers or staff in Dominican Republic, Chile, Ghana, Honduras, Kenya, Liberia, Malawi, Morocco, Senegal, Sierra Leone.

Also, requests from individuals from the following countries were filled: Bangladesh, Botswana, Costa Rica, Dominican Republic, Ecuador, Fiji, Ghana, Guatemala, Gambia, India, Italy, Ivory Coast, Korea, Liberia, Mexico, Nigeria, Sierra Leone, Singapore.

In all, through organizations, individuals, Peace Corps volunteers and USAID missions, requests for Working With Villagers were answered from 45 countries.

The 25 requests from institutions or organizations in the U.S. came from:

Colleges or universities--Adrian College, St. Mary's College, Oregon
State University, University of New Hampshire,
Johns Hopkins University, and Drew Medical
College
Clearinghouse of Nutrition Education Materials
Foster Parents
New Jersey Department of Health
Syracuse Institute of Family Research

Meals for Millions
Margaret Sanger Center
National 4-H Council
Oxfarm
Project Concern International
Repro Technology
Program for International Training, North Carolina
World Education
World Neighbors
World Vision

Comments on Working With Villagers

Requests for the Working With Villagers kit often contained comments which provided vivid information about the current and potential utility of the material. These comments also were clues to the need for interdisciplinary training materials suitable for use with rural families the world over. Following are samples of the remarks:

- *"While teaching at a training course for health workers with Peace Corps in The Gambia, I saw a copy of your excellent publication Working With Villagers--I work on a rural development project--and would find it very useful as would my colleagues in the rural development program," Victoria Rennie, Peace Corps Volunteer.*
- *"I have recently learned of your Working With Villagers kit which was produced in 1977. It is an excellent resource and I would like a kit for each of our volunteers working in health/family planning," William D. Clay, Associate Director, Peace Corps, Kenya.*
- *"Our team in Indonesia has requested a copy of your publication Working With Villagers. This guide will be very useful to them as they are beginning training programs for village health workers," Bethany A. Dane, Project Concern International.*
- *"I've been impressed with one of your publications called Working With Villagers that one of my colleagues got from you, recently. . . This valuable aid will be very helpful in all our village level programs in North Bangladesh and we will be very pleased if you could supply us with one copy of this set," Bruno Barthelemy, Terre des Hommes.*
- *"I have started up a small centre for training overseas health workers. During a recent visit to London I had the opportunity to see your publications Working With Villagers. These are clearly extremely valuable sources of information for the type of personnel whose training I am responsible for," William A. M. Cutting, University of Edinburg.*
- *"I have just seen your Trainers Manual and am much impressed with its approach and usefulness. This manual will be of utmost use to me in general and SLAPCH in particular," P. Karunanayaka, Sri Lanka Association for the Promotion of Community Health.*
- *"We have just seen a set of the Working With Villagers materials and offer you our congratulations. They are excellent in every way," Susan Perl, Education Program Development Officer, International Planned Parenthood Federation.*

- "I think the training package is very creative and designed not only as a sound basis for trainer training but as a resource the trainer can use again and again," Ann Leonard, The Ford Foundation.
- "Our mail recently brought us copies of the Working With Villagers training manual which struck me as a very valuable aid for workers in the field," John Lynch, Economic Consultant, the Foundation for the Peoples of the South Pacific, Inc.
- "I think they are extremely helpful to not only trainers but the staff training the trainers and doing institutional planning," Tomia Papke, Family Planning International Assistance.
- "When I was a student of Public Health at UCLA, most of your materials particularly on training village health workers were adopted in our lessons; now that I have completed the course and am working with rural communities, I intend to use most of these materials in conducting workshops for project development," Mary Adiedo, Meals for Millions/Freedom From Hunger.
- "These materials have had an impact on the youth workers and home economics workers I work with. They especially use visual aid ideas. These materials can be used with the youth programs too, where it may have the most effect," Casey Garten, Youth Development Worker, 4-H Council, Thailand.
- "I am very glad and thankful to your Association (AHEA) for preparing these materials, and sending us from the developing countries the handbooks and kits we badly need for our classrooms and Association (PHEA). The materials were very good and relevant to our present local situation in the Philippines. It is of great help to us in the Philippine Home Economics Association. Thanks a lot. More power to the AHEA," Cynthia A. Nellada, Philippine Home Economics Association.
- "As Ms. Collins may have told you, we used them in a workshop on 'Population Education in Home Economics Extension,' and found them very useful indeed. . . The workshop was held for the home economics extension staff of the Swaziland Ministry of Agriculture, all of whom work with rural Swazi families. For obvious reasons, they especially appreciated Working With Villagers," Gay Seedman, U.N. Volunteer, PBFL/FAO.
- "We are frequently asked, either by mail or by visitors, for appropriate training materials for field workers, and are always quick to show, or suggest, the Villagers kit. How our 'referees' use it, however, is not known," Judy Brace, Clearinghouse on Development Communications.
- "This type of manual is vital to the success of educational programme--the education normally gets stuck in a rut of lecture method of teaching. This manual stimulated my interest and made me aware of other methods of communication. This method will soon be used by approximately 250 community health aides and will reach all of the mothers attending clinics in the two parishes where I work," Elizabeth Gant, Nutrition Division, Ministry of Health, Jamaica.

The LINK

1. Background and Philosophy

The LINK newsletter was conceived and implemented as a way to serve as a "link" between international home economists who were engaged in the important work of integrating population education and family planning concepts into home economics. It was a way of sharing news, information, and opinion, and was limited to information about family planning/population education because this work was a new, essential involvement for home economics. As a result of requests for additional information from home economists involved with the Project in developing countries, a newsletter, The LINK, was initiated. The first issue was printed in April 1975 and it subsequently has been published quarterly. Seven hundred copies of this first issue were printed and sent in bulk to key home economists in participating countries. Additional copies were mailed to individuals so that over twenty-five developing countries were reached with the first issue of The LINK. The newsletter was designed to report on Project activities and served as a medium for exchange of information and experience among home economists engaged in population/family planning activities.

2. Content

The first issue contained many of the content areas found in subsequent issues. The lead article was used as a "voice" for the Project, telling home economists what the Project was, the emphasis it had, and the issues at that moment. The lead article also provided information on current home economics/family planning issues.

"Focus on. . ." told what was happening "in the field." Stories describing Project activities, with photographs, were used as a method of sharing Project experiences and a way to encourage LDC home economists to use the publication as the "voice" of LDC Project experiences. Meetings, seminars, consultations and workshops that Project staff or network home economists had attended were featured in this section.

"Coming Events" itemized future Project activities for the coming quarter. It focused on other events that might affect Project staff or network home economists, such as international meetings, consultant visits, and integrated (family planning) workshops.

"New Resources" had from the beginning been an opportunity to report books, pamphlets, teaching aids, material, and media resources focused on home economics/family planning/population education ideas which might assist the home economist in the integrated formal and non-formal education effort. Free or low cost resources, techniques, and "how to do" information generally was emphasized.

3. Logistics

The LINK was sent from Project headquarters to (1) home economists conducting Project activities; (2) LDC home economists who are interested in the integrated family planning/home economics field; (3) international and U.S. agencies and organizations related to family planning/home economics; and (4) interested U.S. home economists. Printing reached 4,000 copies per issue. The Project disseminated the newsletter of the AHEA International Section (International Update) to the International Family Planning Project network, and in turn the U.S. constituency received The LINK. This plan increased the number of copies disseminated from 2,000 to 4,500.

As a result of The LINK's voice for Project experiences, many organizations subsequently requested information about the Project or featured some Project materials or activities in their publications.

The LINK was prepared at headquarters and printed externally. A 'perfect dummy' copy had to be prepared for the printer, as it represented how the finished copy would look. LDC home economists also prepared the newsletter using this method. Several emphasis countries expressed a need for translation of The LINK into country-specific languages for expanded network/program use. Consequently The LINK was translated into Spanish on a regular basis in 1979 and 1980 by the regional office in Latin America and 1,000 copies distributed to Latin American home economists. From the beginning in 1975 home economists in Thailand and Korea regularly translated The LINK into languages suitable for their countries and for a part of this time it was translated into Nepalese. Thus, further distribution and communication at the field level was effected. These translations were jointly funded by the country home economics association and the Project.

Between April 1975 and December 1981 when the last issue was published, 55,000 copies of twenty-three issues were disseminated to home economists on the Project Network List and individuals and organizations in the U.S. and abroad. The number printed increased from seven hundred to approximately forty-five hundred due to the expanding demand not only on the part of the home economists for whom it was planned but also other organizations and individuals who found it useful and requested to be placed on the mailing list. The following table describes the distribution history of The LINK from 1978-1981.

TABLE 4

Yearly Distribution of LINK Newsletter

Year	Number of Issues Printed	Number of Copies Printed	Number of Home Economists on Network Mailing List	Number of Copies Received and Distributed by Network	Number of Copies Distributed by Other Individuals and Organizations	Number of Participating Countries Receiving LINK Newsletter
October 1, 1978 - September 30, 1979	4	12,200	138	3,123	6,677	28
October 1, 1979 September 30, 1980	4	16,000	204	4,476	11,524	43
October 1, 1980 December 31, 1981	4	16,000	300	4,476	11,524	43

The following few comments from outside organizations illustrate the many letters of praise received regarding The LINK.

- *"I have just seen your September 1980 issue of The LINK and find it very useful background information for our work with international trainees in agriculture,"* Davis P. Winkleman, Acting Program Leader, Office of International Cooperation and Development, USDA.
- *". . . I wonder if you will put me back on your mailing list, as I like to keep apprised of your activities. I have been impressed with your project for quite some time. . ."* Carol J. Pierce Colfer, University of Hawaii.
- *"I have read your LINK with great interest. I am a nurse/field officer and have found that your newsletter will help me to give the right information to the people I am serving,"* Abigail E. Somanje, Family Planning and Welfare Association of Zambia.
- *"The June issue of The LINK has just arrived and I have read it with greatest interest. I would appreciate 10 additional issues to use with colleagues here at headquarters,"* David Burleson, UNESCO.
- *"Please put me on your mailing list for The LINK. I believe the newsletter will be relevant to my work as a member of the Gambian National Literacy Advisory Committee and as media production specialist with the Gambian Ministry of Agriculture,"* H. R. Harmsen, Jr., Banjul, The Gambia.

Study of the Use and Effectiveness of Working With Villagers

Introduction

In order to obtain information on the use of the kit of training/teaching materials entitled Working With Villagers, and its effectiveness in non-formal education programs integrating family planning concepts into home economics programs, a small-scale study was initiated. A questionnaire prepared in three parts was developed by the core and field staff. Part I dealt with overall training activities--how many were trained, who was trained and what content was covered during the training. Seven countries where field staffs of non-formal programs had been trained, three in Africa, two in Asia, and two in Latin America, were selected. In each country, the Project's country coordinator or key person was asked to complete the questionnaire.

Three countries, the Gambia, Jamaica, and the Philippines, were asked to participate in Part II of the questionnaire. This part was filled out by field workers and was designed to provide information on how they used--and their reactions to--the teaching materials.

To learn reactions of the ultimate audience, to the content of Working With Villagers, Part III of the questionnaire was directed to rural women who had attended meetings where the extension home economists taught family planning. A small sample of rural women in Jamaica and the Philippines was included. Table 4 summarizes the manner in which countries participated in the survey.

I. Part I

Part I of the questionnaire was completed by country coordinators in Sierra Leone, Philippines, and Thailand, and by key country leaders in El Salvador, The Gambia, Jamaica, and Liberia. Following is a summary of responses to the questions.

The number of workshops held varied from one in The Gambia and two in El Salvador to 55 in Thailand. This is best explained in view of the fact that both The Gambia and El Salvador became involved in the Project in its latter stage and that Thailand was the first country to use the materials. In fact the materials were field tested in Thailand. Another reason for this spread in number of workshops held is size of staffs to be trained. Both The Gambia and El Salvador have small field staffs compared to nearly seven thousand in Thailand (Table 5).

The length of the workshops varied from a one-day in Sierra Leone to 25 days in Liberia. Of the 81 workshops reported, 65 were from 5 to 12 days in length, which would seem to indicate that 5 to 12 days is perceived as a suitable length of time for field staff to be away from their work area. Since the training manual was set up with a plan for a two-week workshop the question of comprehensiveness of training is raised when the time is cut in half. This factor should be considered when future training manuals are developed. Perhaps the training units need to be shorter but planned for a series of consecutive workshops (Table 6).

Table 7 shows that in all seven countries reporting, home economists in the Ministry of Agriculture were trained. In two countries (The Gambia and Thailand) community development workers were also trained, and in Liberia and Sierra Leone social workers received training in the use of Working With Villagers.

The seven respondents were also asked to identify areas covered in staff training and the amount of time devoted to each area. All except Thailand indicated that they had included all areas in their training programs. Apparently Thailand was more selective. Since Thailand conducted more workshops than any other country, this might indicate that experience had taught them what was feasible in a workshop of the length they were handling.

Question 8 asked about other organizations reached with Working With Villagers. Responses reveal that among the seven countries, 21 other organizations were reached. Organizations mentioned most frequently were the Ministries of Education, Health, and Agriculture, and the Family Planning Association (Table 8).

When asked how these organizations were reached, ways mentioned by five respondents or more were:

TABLE 5

EVALUATION OF WORKING WITH VILLAGERS

Level of Participation in Working with Villagers Evaluation by Country

Region	Country Involved	Evaluation Activity		
		Part I Country Coordinators	Part II Field Workers	Part III Village Women
ASIA	Philippines	✓	✓	✓
	Thailand	✓		
	Korea	✓		
	India	✓		
AFRICA	Gambia	✓	✓	
	Sierra Leone	✓		
	Liberia	✓		
	Tanzania	✓		
	Ghana	✓		
	Sudan	✓		
LATIN AMERICA/ CARIBBEAN	Jamaica	✓	✓	✓
	Guatemala	✓		
	El Salvador	✓		

TABLE 6

Number and Length of Workshops Held and Numbers Attending

Country	No. of Workshops	Length of Workshops	No. Trained	Ministries Involved
El Salvador	2	12 days	57	Ministry of Agriculture Ministry of Health
The Gambia	1	18 days	35	Ministry of Agriculture Ministry of Community Development Ministry of Education Family Planning Association
Jamaica	4	2-5 days 2-10 days	114	Ministry of Agriculture Ministry of Justice and Youth
Liberia	8	1-25 days 7-15 days	110	Ministry of Agriculture Ministry of Health and Social Welfare Ministry of Labor, Youth and Sports Family Planning Association
Philippines	6	1-2 days 2-5 days 1-8 days 1-10 days 1-12 days	155	Ministry of Agriculture Ministry of Agrarian Reform
Sierra Leone	5	1 day 1-5 days 1-7 days 2-14 days	126	Ministry of Social Welfare Ministry of Agriculture Ministry of Health Planned Parenthood
Thailand	15 40	10 days 3-7 days	688 1,230	Ministry of Agriculture Community Development

TABLE 7

Field Workers and Supervisors in Each Ministry and Number Trained

Country	Ministry	No. of Supervisors	Field Staff	Supervisors	Field Staff
El Salvador	Agriculture	12	18	12	18
	Health	1	30	1	30
	Education	1	20	1	20
		1	30		
The Gambia	Agriculture	7	26	4	22
	Community Development	6	25	2	
	Family Planning	6	21	5	
	Education			2	
Jamaica	Agriculture	4	46	4	46
	Justice and Youth	3		20	22
Liberia	Agriculture	9	109	9	39
	Health and Social Welfare	2	3		6
	University of Liberia			3	
	Education	9	65		1
	Rural Development			2	3
Philippines	Agriculture	100	2,107	19	115
	Agrarian Reform	100	400	3	
	Education	130	9,000	1	
Sierra Leone	Agriculture and Cooperatives	2	22	3	12
	Social Welfare and Rural Development	25	150	10	32
	Health			4	6
	Njala University			3	2
Thailand	Agriculture	37	585	37	578
	Community Development	45	6,000	23	1,097
	Health	10	30		

- Individuals from other organizations trained in workshops
- Provided Working With Villagers materials
- Talked with individuals
- Served as resource person to discuss Working With Villagers
- Established liaison relationships
- Assisted in preparation of curriculum, program, workshop

To the question "In what other ways was Working With Villagers information or materials used," all seven respondents said through lecture or talk to a specific group; six indicated through news items in the newsletter of other organizations, and four indicated through a news item in local paper.

These responses would tend to indicate that country coordinators and key country individuals shared information widely outside the home economics community and responded well to requests for active participation.

Table 8
Other Organizations Reached

Government Agency or Organization	Country						
	El Salvador	The Gambia	Jamaica	Liberia	Philippines	Sierra Leone	Thailand
Ministry of Education	x			x		x	
Ministry of Health	x	x	x	x		x	
Ministry of Information and Tourism				x			
Ministry of Health and Sports							
Ministry of Social Science and Development					x		
Ministry of Agriculture and Rural Development				x		x	x
Planned Parenthood						x	
Ministry of Local Government and Community Development					x		x
Ministry of Agrarian Reform						x	
Foreign Service Institute					x		
United Church Women Organization				x		x	
Association of Colleges of Agriculture					x		
Consejo Salvadoreno de Menores	x						
Association of Colleges of Agriculture - Asia					x		
Universities				x			
Red Cross	x						
Family Planning Association	x	x	x	x			
YWCA				x			
Women's Bureau			x	x			
Voluntary Organization for Uplift of Children			x				
Book Production Unit		x					

2. Part II

In this section of the survey, field workers in three countries who had received training in how to use the Working With Villagers materials were asked to respond to a number of questions. Country coordinators were asked to randomly select individuals to participate in the survey. A total of 67 replies were received from field workers in The Gambia, Jamaica, and the Philippines. All respondents worked with rural families under the auspices of the Ministry of Agriculture or the Ministry of Community Development. The following gives a picture of the people worked with, reactions to the Working With Villagers materials and use made of the materials.

Of the 67 replies, 38 (more than half) indicated that they reach between 200 and 1,000 people yearly, and more than one-half reach 500 or more. Jamaica and the Philippines had very few field workers reporting reaching fewer than 200, but The Gambia shows more than half the workers reaching fewer than 200. Since it is important to reach a large number of village people these figures must be examined in this context. Jamaica and the Philippines have undoubtedly older home economics extension programs than The Gambia and have through continuous training programs gained confidence and expertise in handling large audiences (see Table 9).

Table 9

Number of People Reached Directly During One Year

Country	No. of replies	1-49	50-99	100-199	200-499	500-999	1,000-1,999	2,000-4,999	5,000 or more
The Gambia	16	3	3	4	2	2			
Jamaica	26	1		1	10	2	10	2	
Philippines	25	1		1	11	11	1		
Total	67	5	3	6	23	15	11	2	

Field workers were asked to identify the age of the primary audience reached by them in their work. Table 10 provides a summary of those responses.

Table 10

Age Group Usually Worked With

	No. Replies	Children 12 and Under	Adolescents 13-19	Young Adults 20-39	Older Adults Age 40 and over	Work Equally With all Ages
The Gambia	16	1	1	3	1	5
Jamaica	26	4		17		5
Philippines	25			12	5	3
Total	67	5	1	37	6	13

Obviously, the field workers are reaching the most vulnerable group with the family planning program. Over half of the people reached fell in the 20-39 age group and 18 field workers indicated working with all ages. It might be assumed that at least 1/3 of these would be in the 20-29 age group. If so, this would mean that 42 out of 67 respondents indicating this group as receiving major attention. This shows clearly that using the home economics extension channel to reach rural women of the child bearing age is a sound approach, and should be expanded.

In addition to the question on age, field workers were also asked to indicate the sex of the primary audience reached. The responses are recorded in Table 11 below.

TABLE 11
Sex of Most People Worked With:

Country	Males	Females	Males & Females
The Gambia		8	8
Jamaica		21	5
The Philippines		25	
Total		54	13

This indicated that nearly two-thirds of the people reached in the three countries were female. This is to be expected as in most rural societies women meet with women and men with men. This is, therefore, interesting that Gambia reports half its audience being mixed (male and female), which certainly offers potential for a family planning program where it is important to reach men as well as women.

The Philippines and Jamaica again show a difference from The Gambia with all the people taught by these field workers in the two countries having primary education while most in The Gambia had no schooling. This has implications for the mode of teaching required in each country.

Table 12
Educational Level of Most People Taught or Worked With

	No Schooling	Primary/Elementary	Secondary	Higher Education
The Gambia	13	3		
Jamaica		26		
Philippines		24		1
Total	13	53		1

Table 13

How Did You First Find Out About Working With Villagers Materials?

Country	From friend or co-worker	At workshop or training session	At training center	From an agency	Other source
The Gambia	4	11	1		
Jamaica	4	22			
The Philippines		25			

Responses to the question, 'How did you first find out about Working With Villagers materials?' reveal no new knowledge, as it was to be expected that field workers would learn about new teaching/training materials at a training workshop, with only a few learning from friends or co-workers (see Table 12 above).

When asked how they felt about the training provided on the use of Working With Villagers, the field workers in all the countries overwhelmingly agreed that they were very helpful. This gives a clear indication that the training materials were well-designed for the audience for which they were intended and met the needs of the field workers (Table 14).

Table 14

How Did You Feel About the Training Session?

Country	Very helpful	Somewhat helpful	Not helpful
The Gambia	16		
Jamaica	24	1	
The Philippines	23	2	

Table 15

Frequency of Use of Working With Villagers Materials

Country	All the time almost daily	Frequently	Occasionally	Not much
The Gambia	3	11	2	1
Jamaica		21	4	1
The Philippines	8	16	1	
Total	11	48	7	2

Fifty-nine of the 68 respondents indicated they used the materials frequently or almost daily. Again, this indicated that the materials are suitable for use with village-level programs, and that the materials have been disseminated and are in use.

In an attempt to identify the extent of informal education ("pass-along" value of training) occurring among those trained in use of Working With Villagers, field workers were asked, "Have you helped other co-workers or leaders use the Working With Villagers materials?" The responses are summarized below:

Table 16

Number of Field Workers Helping Other Use
Working With Villagers, and Number Helped

Country	No	Yes	Approximate Number Helped
The Gambia	2	14	28
Jamaica	9	17	146
Philippines	4	21	261
Total	15	52	435

Not only did the field workers use the Working With Villagers materials themselves but 52 of the 67 reported helping 435 other people--co-workers or leaders--use the materials. This certainly indicates satisfaction with the materials.

Part of the Working With Villagers series included a training component on making and using visual aids. Because the component, when effectively used, could greatly enhance the work with villagers, the field workers were asked if they had made teaching aids to use with Working With Villagers lessons. Table 17 indicates their response, and the types made.

Table 17

Teaching Aids Made for Use With Working With Villagers Lessons

Country	Visuals Made		Type of Visuals Made								
	No	Yes	Charts	Flip Charts	Flash Cards	Posters	Flannel Board	Leaflet	Picture	Lettered Signs	Puppets
The Gambia	2	12				2			1		
Jamaica	3	21	14	13	10	3	5				
The Philippines	3	22	1	1	2	5		14	3	4	1
Total	5	55	15	14	12	15	5	15	3	4	1

Most of the field workers answering the question indicated that they had made visual aids to enhance the Working With Villagers lessons. Charts, flip charts, posters and leaflets were made most frequently and the subjects covered were as follows:

Boiled water vs from stream	Nutrition
Big family vs small	Agriculture
How to plan family	Spacing children
Breast feeding	Decision making
Use of cup & spoon to feed baby	Family size related to resources
Healthy vs malnourished child	Pregnant women
Three food groups	Dirty nursing bottle

Subjects covered most frequently with the visuals can be categorized as most related to infant care, family size and nutrition. These areas perhaps need additional undergirding or reinforcement in future materials development activities.

Working With Villagers contained a limited number of lessons related to home economics and family planning. The training experience was designed to encourage the conceptualization and preparation of new lessons more closely attuned to local needs. The survey questionnaire inquired if the respondents whether new lessons were developed, and where they were, to indicate the subject matter. The responses are summarized in Table 18 below.

Table 18

New Lessons Developed Based on Working With Villagers Materials

Country	Lessons Developed		Subject of New Lessons
	No	Yes	
The Gambia	5	10	vegetable production; community development; nutrition; family food supply; weaning foods; breast feeding; child care; cooking; child nutrition; use of empty cans as utensils; effects of population growth on society; family life education
Jamaica	15	11	personal hygiene; parent education; caring for large family; family finances; nutrition; spacing of children; food preparation; food for elderly; teen-age pregnancies; caring for children; family relations
Philippines	7	18	home industries; food production; backyard gardens; poultry; swine; nutrition; cost of children; supplementary feeding; clothing; food for pregnant women; money management; decision making; income generation; personal hygiene; environmental hygiene
Total	28	39	

More than half of the total group reported having prepared new lessons based on the Working With Villagers materials. In all probability, this is an indication of the quality of the training materials, as the prototype lessons were developed to serve as models so that field workers could prepare additional lessons for teaching rural groups. The lessons prepared were many and varied, ranging from weaning foods to use of empty cans as utensils. However the greatest numbers of lessons prepared focused on infant care, food production, and nutrition.

The survey attempted to identify those Working With Villagers lessons, concepts and ideas that were used most often. This was a crude assessment of the utility of specific content and process aspects of the materials, as well as an assessment of curriculum need for the non-formal program in a country. Table 19 below summarizes the responses to this aspect.

Table 19

Ideas or Lessons from Working With Villagers Used Often

Country	Lessons used most often		
The Gambia	How to plan the family Spacing children Economic costs Breast feeding Breast feeding	How to feed adults Infant nutrition Population education Vegetable growing Weaning	Birth control Group discussion
Jamaica	Weaning Infant nutrition Breast feeding Personal hygiene Family relations Home gardening	Quality of foods Basic food groups Menu planning Contraception Responsible parenthood Integrating family planning & home management	Role playing Discussion techniques Getting acquainted Creating learning atmosphere
Philippines	Breast feeding Spacing children Small families Nutrition Weaning Foods Food for mothers	Prevention of malnutrition Incorporating family planning into lessons Home management Infant & toddler nutrition Family planning methods	Use of visual aids Audience participation Decision making Budgeting

Lessons that were identified as being used most frequently fall into nine categories with (a) child care and feeding, (b) spacing children/family size, (c) nutrition/food preparation, and (d) methods including visual aids mentioned most often. Other groups were family planning/contraceptives, gardening, family relations, home management and personal hygiene. These probably indicate areas of interest indicated or likely to be indicated by the village woman and perhaps should be considered in any plans for development of additional training materials

Use of the Working With Villagers materials was assumed to be associated with general satisfaction with the Working With Villagers lessons (process and content). To that end, field workers were asked to identify those ideas and lessons that were tried, but did not work; and where this occurred, to explain. Table 20 summarizes.

Most of the respondents (54 of 67) indicated there were no lessons or ideas from Working With Villagers that had failed to work or with which they were unsatisfied. Four were mentioned--family planning, quality food, decision making and use of contraceptives--but failure or dissatisfaction with their use was not indicated. All of these were subjects which (in the previous question) had been mentioned as being used often. Perhaps this apparent conflict points up the fact that success varies with the teacher and the audience. However, the general lack of criticism about the lessons reinforces earlier widespread expressions of satisfaction with the Working With Villagers materials.

Table 20

Unsatisfactory Use of Ideas or
Lessons from Working With Villagers

Country	No	No Reply
The Gambia	6	3
Jamaica	23	1
Philippines	25	0
Total	54	4

Field workers were asked to select from a list of seven descriptions those which most closely defined the manner in which family planning/population education was used in their work. One of the seven descriptions attempted to accommodate those individuals who did not involve themselves in family planning through home economics efforts. However, none of the 57 field workers from any of the three countries involved in Phase II of the small study indicated not including family planning/population education information in their work. See Table 21 below for a summary of those responses.

Table 21

Use of Family Planning/Population Education in Regular Work

Description	Country		
	Gambia	Jamaica	Philippines
I do not include family planning or population education information in my work at all	0	0	0
I talk about family planning with people when they ask me questions about it	10	19	22
I try to bring up family planning and/or population education ideas when I talk with people informally	11	13	23
I use the same program of work I usually use, but include family planning and/or population education ideas when they are related	3	20	22
I use a curriculum guide or program of work revised to include family planning and/or population education ideas in it	6	10	15
I teach a special course and/or give talks to groups about family planning and population education	9	15	10
I plan programs, train workers, or prepare materials in family planning and population education	3	12	9
Other	0	0	1

While all of the ways listed above for using family planning/population education were used by some field workers, those used most frequently were (1) adding family planning concepts to an existing program, (2) bringing up family planning when talking informally with people, and (3) answering questions about family planning. Explanations of those responses to the 'other' category were not indicated.

Table 22

Time Involved with Family Planning/Population Education Prior to Experience with Working With Villagers

Country	None	Time Involved in Family Planning			
		Less than 1/4	Between 1/4 and 1/2	Between 1/2 and 3/4	More than 3/4
The Gambia	4	5	1	2	5
Jamaica	5	17	3		1
Philippines		5	13	7	
Total	9	27	17	9	6

Table 22 above indicates the amount of time home economics field workers spent on family planning and/or population education before Working With Villagers training was considerable (all but 9 of 67 reported that they spent time on the subject). However the increase in time spent after Working With Villagers training is striking, as Table 23 shows. Four-fifths of the 67 respondees report spending 1/4 or more of their time on family planning.

Table 23

Time Involved with Family Planning/Population Education After Experience with Working With Villagers

Country	None	Less than 1/4	Between 1/4 and 1/2	Between 1/2 and 3/4	More than 3/4
The Gambia	1	1	3	6	5
Jamaica	0	5	13	2	1
Philippines	0	0	3	13	4
Total	1	6	29	21	10

Respondents were asked to indicate which--if any--of eleven things they had done to promote family planning and/or population education. Although some respondents did not answer all eleven questions, a summary of the responses is recorded in Table 24.

Table 24

Family Planning Promotion Efforts

	Gambia		Jamaica		Philippines	
	No	Yes	No	Yes	No	Yes
(1) Worked on program revisions to include family planning and/or population education ideas in your home economics programs	6	10	6	16	11	14
(2) Invited someone from another agency to talk with rural families about family planning and/or population education	4	12	4	20	1	24
(3) Helped my co-workers include family planning and/or population education in their programs of work	4	12	6	18	2	23
(4) Convinced a group to include family planning and/or population education in their program	4	12	11	12	6	19
(5) Gave a talk or lecture about family planning and/or population education to a group		16	3	23	2	23
(6) Helped form a course, seminar, workshop, or discussion group; or helped develop materials related to family planning and/or population education	9	7	9	15	10	15
(7) Visited the local family planning clinic to learn about the services available to people in my community	5	10	4	17	2	23
(8) Worked in a family planning clinic or agency helping people with their family planning problems	11	5	20		11	14
(9) Distributed contraceptives to people wanting to use birth control methods	10	5	17	6	18	7
(10) Planned with people in family planning agencies how home economists can contribute to their programs	4	12	14	10	7	18
(11) Initiated the establishment of a clinic, service center, or other service program on family planning	11	3	20	2	18	7

Answers from the field workers reveal a wide variety of methods used in each country. Giving a talk on family planning and/or population education was used by most. Inviting someone from another agency to talk also ranked high as did helping co-workers to include the subject and visiting the local family planning clinic to learn about the services.

To identify the specific kinds of family planning/population education concepts and ideas likely to have been integrated into the home economics program, respondents were asked to indicate whether each of eighteen items were (a) included in the program, (b) not included in the program, and/or (c) given emphasis in the program. Table 25 summarizes the responses from the field worker in the three countries involved with this phase of the study. Again, not all respondents made a response to each of the eighteen questions.

An examination of the table reveals wide use of all 18 concepts listed. The concepts that appeared to have been included least, (or perhaps most difficult to teach) are menstruation, fertility, mortality and migration, and human development and sexuality. There appeared to have been little difference between the countries regarding inclusion of the concepts.

Table 25

Family Planning Concepts and Ideas Related to Home Economics

CONCEPTS AND IDEAS	COUNTRIES								
	The Gambia			Jamaica			Philippines		
	Not Incl. in Pro-gram	Incl. in Pro-gram	Given Empha-sis	Not Incl. in Pro-gram	Incl. in Pro-gram	Given Empha-sis	Not Incl. in Pro-gram	Incl. in Pro-gram	Given Empha-sis
(1) Menstruation	6	9	1	4	16	4	5	18	2
(2) Male and female reproductive systems	2	8	1	1	20	3	1	19	5
(3) Conception and development before birth	4	8	2	2	15	6		13	12
(4) Physical and emotional needs of children		8	5		15	9	1	14	10
(5) Human development and sexuality	3	8	2	9	11	6		21	4
(6) Right to control one's own fertility	3	7	5	3	16	4	5	17	3
(7) Responsible parenthood		11	3		11	14		16	9
(8) Decision-making and planning the family		6	9		13	12	1	15	9
(9) Spacing the births of children	1	9	5		10	14		17	9
(10) Types and uses of contraceptives	1	11	3	1	16	7	1	19	5
(11) Community services in family planning	3	10	1	5	14	4	3	19	3
(12) Effects of population growth on society	5	6	5	2	14	9	1	18	6
(13) Fertility, mortality, and migration	4	9	3	6	14	2	4	19	4
(14) Family planning & nutrition		12	4	1	7	18		7	18
(15) Family planning & clothing		12	3		14	10		15	10
(16) Family planning & home management		12	3	1	11	12		16	19
(17) Family planning & housing		10	4	2	13	10		20	5
(18) Family planning & health		12	4		10	15	1	11	13

The extent to which field workers are able to 'deliver the message' effects in large part the success of the various information-education-communication efforts. To obtain an assessment of the effectiveness of the educational effort and the kind of trickle down operating in with the Project, field workers were asked to (1) give an estimate of the number of individuals with whom they had talked to about family planning the past year, and (2) to give an estimate of the number of individuals referred to family planning clinics or services in the past year. Tables 26 and 27 summarize these responses.

Table 26

Individuals Talked With About Family Planning

Country	Estimated Number of Individuals								
	None	1-4	5-9	10-24	25-49	50-99	100-199	200-299	Over 300
The Gambia		1		1	1	4	5	2	2
Jamaica				2	1	4	4	5	10
Philippines				2	1	3	4	5	10
Total		1		5	3	11	13	12	22

Nearly seventy-five percent of the field workers estimate that they talked to 100 or more people about family planning during the last year and fifty percent talked to 200 or more about family planning. Note that 22 of the 67 respondents (33%) estimated they talked with 300 or more individuals.

Table 27

Individuals Referred to Family Planning Clinics and Services

Country	Estimated Number of Individuals								
	None	1-4	5-9	10-24	25-49	50-99	100-199	200-299	Over 300
The Gambia	1	1	3	3	3	3	1		1
Jamaica	1	2	2	5	3	6	4		3
Philippines				5	3	9	7	1	
Total	2	3	5	13	9	19	12	1	4

Fifty percent of the respondents indicated that they each referred at least fifty people to the family planning clinic and twenty-five percent referred at least 100 people to the clinic.

Summary

The overall picture of the field workers in the three countries sampled is one of enthusiastic workers who are integrating family planning/population education into their programs in many ways. It also shows general acceptance of the Working With Villagers materials and satisfaction from their use. The workers appear to use ingenuity in developing new lessons and visual aids carrying family planning messages. It would also appear that this is an unusually effective channel for directing a family planning educational program at rural women.

Part III

To learn the effects of the teaching by extension home economics field workers, a small group of rural women in each of two countries was randomly selected. All the women in the sample had attended meetings held by the extension workers at which family planning concepts were taught. While it had been anticipated that the interviewer would need to write the answers, this turned out not to be true as the women all had an elementary school education and completed their own forms. The two countries selected were Jamaica and the Philippines.

Table 28

Characteristics of the Sample

Country	# of Replies	Ages of Women	# of Children
Jamaica	13	17-38	All had children except two. Number of children ranged from none-8.
Philippines	20	25-58	All had children except one. Number of children ranged from none-11.

As is indicated in Table 28 above, the sample consisted of 13 rural homemakers in Jamaica and 20 in the Philippines or 33 respondents. The Jamaican group was much younger with all but two of the group age 30 or under, while 9 were 25 or under. In the Philippine group, seven of the 20 respondents were 40 or over and none were under 25.

The number of children per woman for the entire group ranged from none to eleven. As might be expected from the ages of the respondents, the median number of children for the Jamaica women was two children and for the Philippine women between four and five. The average number of children for the Jamaica women was three while it was five for the Philippine women.

In addition to the question on age and number of children, the field workers asked each woman five questions. Following is a summary of the questions and the responses.

1. Did the home economist teach you about family planning?

Country	Yes	No
Jamaica	13	
The Philippines	20	

This unanimous response shows that home economists were including family planning training in their lessons for the rural women and confirms the earlier statements by the home economists to this effect.

2. Did you know about family planning before the home economist taught you?

Country	Yes	No
Jamaica	12	1
The Philippines	14	6

With the mass media efforts put into informing the population about family planning in both countries, it was anticipated that all respondents would say they knew about family planning before the home economist taught them. However, seven of the total number responding said they were previously un-informed.

3. Did the home economist teach you anything new about family planning:

Country	Yes	No
Jamaica	13	
The Philippines	20	

If yes, what did she teach you?

<u>Responses</u>	<u>Frequency of Responses</u>
Spacing of children--advantages of mother and infant	20
Contraceptive methods	12
Use of thermometer	5
Ligation, vasectomy	4
Advantages of small family and disadvantages of large family	3
Giving nourishing food to baby	2
Don't remember	1
Meal preparation in relation to family size	1
Importance of good nutrition in family	1
Functions of male and female reproductive systems	1
Side effects of some family planning methods, if any	1
Weaning of babies	1
The months--how and when to have children	1
Planting vegetables	1
Making love without fear	1
Care of children	1
A married mother should care for her health and health of children with aid of family planning	1

The response to this question shows wholehearted and enthusiastic response to the question about the value of the teaching. When 33 women can identify 57 topics that were useful to them some days or weeks after the lessons were taught the teaching obviously was effective and met the needs of the women.

4. What did you learn about family planning from the home economist that was useful to you?

<u>Responses</u>	<u>Frequency of Responses</u>
About spacing children to insure health	13
That you can choose the number of children you have and when to have them	3
With spacing, mothers have more time for families	3
There is more food and better nutrition when family is small	3
Advantages and disadvantages of small and large families	3
Small families are happier and healthier	3
Learned to give more attention to children	3
It provides a better standard of living	2
With fewer children mother not tied to child rearing--better family relations	2
Spacing gives rest to mother	2
How one becomes pregnant	1
How to care for oneself when pregnant	1
Nothing	1
That the pill is not as harmful as most people think	1
First I did not believe in contraceptives but getting to understand the facts, now I understand it is safe	1
If I plan my family I will be able to realize my goals and aspirations more than if I leave it to chance	1
Different contraceptives and methods	1
Family relations	1
Limit size of family to number they can care for	1
Will have time for income generation, community, and religious purposes	1
Sharing knowledge with others	1
Budgeting income for children's future	1

The number of replies to the question about the usefulness of what the women learned from the home economist was large (52 replies) and varied. Only one indicated that she had learned nothing useful to her. Most answers centered around the advantage of small families and spacing children with advantages for mother, child and family expressed in a variety of ways.

5. Have you done something as a result of what the home economist taught you about family planning?

Country	Yes	No
Jamaica	7	6
The Philippines	20	

A total of 27 of the 33 women took some action as a result of the home economist's teaching. Since a change in action, knowledge or attitude is the objective in teaching, this response of change by nearly 80% of the women is certainly evidence of extremely successful teaching.

To the question "What did you do?" the answers were as follows:

<u>Response</u>	<u>Frequency of Responses</u>
Teach children and neighbors about family planning	11
Started to use contraceptives	4
Visited family planning center	2
Was ligated	2
Practice family planning	2
Went to see the doctor after discussing with husband or getting consent of husband	2
Went to the center to learn so I could teach others	1
Gave birth after five years	1
Learned to control emotions	1
Started using pill again	1
Gave talk to youth club on rumors	1
Made up my mind to not have children until ready	1
Stop having children	

When asked "If you said yes, why?," these answers were given:

<u>Response</u>	<u>Frequency of Responses</u>
Too old to practice family planning so taught others or want to help others	6
Have had enough children; do not want more	4
Knowing it was too expensive to bring up large family	2
To learn best method	1
Decide with husband that we had enough children	1
To have better future for children	1
For sake of children	1
To avoid unwanted child	1
To be able to have house and lot	1
Wanted to get a good education so I can get a good job and take care of my children	1
It is necessary to clear the mind of others and help people understand importance of family life	1

Part of leadership training to give a talk 1
 I do not want to have any more children until I'm 1
 married

To the question, "If you answered No, give reasons," these were listed:

Responses

Still undecided, maybe at later date
 The two children are twins (boys), would like a girl
 As a Christian I think the best method is self-control
 Do not fully believe in family planning

The actions the women took as a result of the teaching done by the home economist center around increased use of family planning methods or teaching family members and friends. The reasons the women give for either taking some action or deciding not to are very explicit in their answers to these questions.

6. Do you think there is value in family planning?

Country	Yes	No	Not Sure
Jamaica	12		1
The Philippines	20		

To the question "If Yes, why?," these reasons were given:

<u>Responses</u>	<u>Frequency of Responses</u>
For good health of mother and child	6
For happy, healthy or strong family	5
To be able to raise family well	4
It helps people have the number of children they want and can care for	3
It helps children as there are fewer to share	2
Helps cut down on size of family	2
Cut down on unwanted children	1
It helps people who can't control themselves	1
For mutual understanding between husband and wife	1
For progressive community	1
A small family is easier to support	1
For us who are starting our married life the knowledge learned in family planning is very important. Both of us are helping earn our bread because we only have one child. Family planning is a great value to us.	1

To the question "If No, why?," the one answer was:
--one should have a good amount of children.

This question demonstrates that when the rural women received ample information about family planning most of them became convinced of its value. Only one of 33 felt that there was no value in family planning. From the reasons the women gave for feeling family planning was of value it was obvious that they had assimilated the messages the home economists gave them about family planning.

While this sample of 33 rural women--in two countries--is small, it demonstrates such a high degree of success that even if reduced considerably when projected over the entire population reached through the Working With Villagers program, success could be considered established.

Lessons Learned

1. The manner in which materials were developed via this Project (i.e., via cooperation among LDC home economists, staff, specialists within and outside home economics, and representatives of agencies conducting development assistance efforts) should become the model for subsequent materials development efforts.
2. Where development assistance efforts are to provide training in the formal and non-formal sectors, interdisciplinary efforts involving representatives from related professions are likely to result in materials being widely received.
3. Adequate resources should be available for the development and dissemination of the materials.
4. All materials developed under the auspices of a contract or a grant should be copyrighted by the contractee or grantee.
5. Policies regarding the dissemination of "free materials" and "materials free of charge" should be established and published.
6. In developing instructional and training materials, a "feedback sheet" needs to be developed and sent out with the material to obtain an assessment of their utility.
7. The dissemination system must be monitored and analyzed often.
8. The responsibility for dissemination of materials should be vested in one staff member.
9. A continual analysis of the distribution and use of all incoming and outgoing materials should occur.
10. In producing materials, the size of potential audience needs to be one criteria in determining numbers to be published.
11. All need to be translated from English into (at least) Spanish, French, and Arabic. All other languages should be the responsibility of participating country.
12. Expensive packaging of materials does not enhance its usability. A training program for use of any new materials should be a part of each materials development program and should be developed in tandem with seminars and training activities, which are a prime source for ideas for material development.
13. A similar/future project should consider development of materials for illiterate or semi-literate village people, e.g., illustrations that are understandable to women--colorful, in the vernacular, and using mores.
14. More materials for the younger school child and/or out-of-school youth need to be developed.

15. Materials incorporating family planning into income generation need to be produced.
16. Publications interchange with other organizations should be continued.
17. Material for training workshops need to be disseminated at least 90 days before the activity. Upon approval of any in-country activity, materials should be disseminated immediately.
18. The safest method of dissemination of materials is through USAID pouch. Use of commercial carries may require, in addition to freight charges, retrieval charges, transport charges, and duty, and may not ever arrive at the destination.
19. Before becoming involved in the dissemination of publications, a complete system (e.g., channels, time for delivery and recipients) should be worked out for each country. It is erroneous to assure that one delivery system will service the majority of countries.
20. Having "good" training materials in adequate numbers which reach the appropriate group to be trained in time for the training session is essential to a successful training project. Hence, the channels and methods to accomplish the dissemination need to have high priority in implementation of an educational program.

C. Cooperation With Other Organizations

The International Family Planning Project established cooperative relations with 60 national and international organizations. For the most part the nature of the cooperative relationship was (a) an exchange of resources, including materials exchanges, (b) sharing information, mailing lists, etc., and (c) staff participation in programs arranged by either of the organizations. The willingness of established organizations to share resources of all kinds, coupled with the advice or guidance provided by colleagues helped Project staff to develop the Project's unique role in the family planning/population education field was a major advantage for the Project. Table 29, which follows provides an overview in brief of the international relations program.

With 11 organizations or institutions, strong mutually beneficial relationships were developed. The East-West Center, World Education, United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Fund for Population Activities (UNFPA) and Food and Agriculture Organization of the United Nations (FAO) and the International Federation for Home Economics (IFHE) were examples of these, which included cooperation in developing and disseminating materials, and conducting training courses.

The longest association was with IFHE. The Project, throughout most of the eleven years of its life, assigned a staff member on a part-time basis to serve as liaison to the IFHE office in Paris. Through this relationship, IFHE became involved in an educational program on Family Planning which in turn led to a cooperative arrangement with UNESCO to conduct three regional workshops (in Malaysia, Sierra Leone and Mexico) on Communications and Family Planning.

The East-West Center, World Education, Iowa State University and Pennsylvania State University cooperated with the Project in development of training or teaching materials. The Asia Foundation contributed funds which made it possible for home economists from Asia to attend among other events, the IFHE Congress held in Ottawa, Canada, in 1976 and a Project planning meeting.

The International Planned Parenthood Federation (IPPF) cooperated with the Project in producing a slide set in English, Spanish and French entitled "Partners in Change." World Education contributed a number of Crusader (battery-powered projectors) to home economists involved with the Project in many countries.

Cooperation with the Home Economics and Social Services Branch of FAO was maintained over the years due to similarity of the programs administered by FAO and AHEA and the need to confer frequently to avoid extended program overlap. A leaflet describing the role of home economics was jointly produced and distributed by both organizations.

TABLE 29

INTERNATIONAL RELATIONS PROGRAM
INTERNATIONAL FAMILY PLANNING PROJECT
(1971-1982)

TYPES OF INTERNATIONAL RELATIONSHIPS	AUDIENCES REACHED	STAFF ROLE	AVERAGE NUMBER OF CONTACTS (annual)	FREQUENCY OF CONTACTS	NATURE OF RELATIONSHIP
Government Non-U.S. U.S.	Host Country USAID	Collaboration	30+	Frequent	Program Planning Support; Country Clearances Cooperative Relations Newsletter
U.N. Organizations (UNESCO, FAO, etc.)	International Organizations & Agencies	Collaboration Interchange	20	Inter- mittent	Project Co-Sponsorship Cooperative Relations Newsletter.
Educational Institutions Host Country U.S.	Administrators Supervisors Teachers Consultants	Coordination Training	25	Frequent	Project Planning-Formal Education; Curriculum Development Revision and Training --Newsletter
Non-Formal Institutions	Supervisors Field Workers	Coordination Training	100	Frequent	Extension Program Planning- Non-Formal; Training Newsletter
Professional Home Economists Affiliation with • IFHE • Country Home Economics Association • Network	Home Economists	Collaboration Liaison	5000+	Frequent	Support, Funding; Cooperative Relations; Newsletter
Population-Related Organizations	Public	Collaboration Liaison Interchange	60+	Inter- mittent	Formal and non-Formal communi- cation; Public Relations; Cooperative Relations; Newsletter
Private Volunteer Organizations (IPPF, IVIS, Operation Crossroads, etc.)	Public	Collaboration Interchange	50+	On Request	Public Relations; Cooperative Relations Newsletter

The Project cooperated with the Communications and Family Studies Center of the University of Chicago by providing funds for five home economists to attend summer communication workshops (i.e., Bogue communications workshops).

With the organizations and institutions on the following list cooperative relations for the exchange and dissemination of information and materials were maintained over the life of the Project. Appendix C contains a listing of the publications regularly received by the Project core staff from these organizations. These publications--as appropriate and as available--were disseminated to field staff.

Lessons Learned

In most cases, a level of understanding and confidence was developed with cooperating organizations only after the Project had been in operation for several years. Because sharing and cooperation with other organizations is important in any development effort, efforts to establish and clearly define working relations should be implemented more quickly. Organizations with similar objectives should be identified, each organization should identify resources it can share, weaknesses where it needs outside support, and advantages it has to offer. Only when these factors have been identified can the best cooperative relationship be initiated.

One of the greatest difficulties in implementing the cooperative relations component of the Project was the difficulty many of the organizations had in understanding the home economics philosophy and the role of home economics in family planning/population education. Identifying those organizations with similar objectives and inviting them to an orientation/awareness seminar where the role home economist might be expected to play could be explained, might eliminate considerable misunderstanding and poor working relationships.

Among those organizations and agencies with which a cooperative relationship was established or attempted, several requested for more of AHEA's resources --and at little or no cost--than should be reasonably expected. In most of these cases, the resources that were most desired was (a) home economics expertise, (b) open access to the home economics network in the formal and non-formal education sectors, and (c) Project publications. Future cooperative relationship should result in an equitable distribution of all resources and a clear definition of the win-win relationship being proposed.

COOPERATING ORGANIZATIONS
1971-1982

African American Institute
African Bibliographic Center
American Personnel and Guidance Association
American Public Health Association (APHA)
Appropriate Health Resources and Technological Action Group Ltd.
Asia Foundation
CARE
Carolina Population Center
Community and Family Study Center, University of Chicago
Centre for Population Activities (CEPPA)
Center for Concern
Coalition for Women in International Development
East West Communication Institute; Hawaii
The Environmental Fund
Economic Commission for Africa (ECA)
Family Planning International Assistance (FPIA)
Economic and Social Commission for Asia and the Pacific (ESCAP)
Institute for Policy Studies
Food and Agriculture Organization of the United Nations (FAO)
International Association for Population/Family Planning Libraries
and Information Centers (APLIC)
Ford Foundation
International Federation for Home Economics (IFHE)
International Association of Schools of Social Work (IASSW)
International Human Assistance Program, Inc. (IHAP)
International Clearing House on Adolescent Fertility
International Planned Parenthood Federation (IPPF)
International Visitors Information Service
International Women's Tribune Center
Johns Hopkins University
Iowa State University
National Alliance Concerned with School-Aged Parents (NACSAP)
National Association for Foreign Student Affairs (NAFSA)
National Council of Negro Women, Inc.
New Transcentury, Inc.
Operations Crossroad-Africa, Inc.
Overseas Development Council
Overseas Education Fund
Pathfinder Fund
Peace Corps
Population Action Council (PAC)
Pennsylvania State University
Population Crisis Committee
Planned Parenthood

Population Institute
Population Council
Population Reference Bureau (PRB)
Population Related Organizations
Population Resource Center
Save the Children Federation, Inc.
Society for International Development
Society for Population Education
United Nations Educational, Scientific and Cultural Organization (UNESCO)
United Nations Fund for Population Studies (UNFPS)
United Nations Children's Fund (UNICEF)
Women in Development
World Bank
World Population Society (WPS)
World Education
Worldwatch Institute
World Neighbors
Zero Population Growth (ZPG)

D. Establishment of an International Network of Home Economists for Family Planning and Population Education Activities

From the beginning, one of the Project's objectives was to establish a network of key home economists throughout the world as main contacts for ongoing Project efforts in their own countries.

By 1973, key home economists in a number of countries had been identified and asked to serve in this capacity. These key home economists were asked to:

1. Provide information on the role of home economics in family planning.
2. Collect and forward to AHEA information on the approximate number of families in the country reached by home economists.
3. Distribute publications, teaching aids and materials related to home economics and family planning/population education to other home economists in the country.
4. Send to AHEA information for the newsletter Link-- information on in-country activities that relate to family planning and home economics.
5. Promote on-going country activities.

Regular mailings of useful publications were made throughout the Project to these key home economists. Their names were also sent to international and voluntary organizations involved in family planning/population education activities for inclusion on the mailing lists of these agencies.

When the Project moved into a system of having country coordinators for the eight emphasis countries, the key contact home economist in most cases became the Country Coordinator. In some countries, while the contact home economist retained that position, other names were added to the network list for receiving mailings of publications, Link and other announcements.

Until named as a Country Coordinator, the contact person received no monetary compensation for work completed beyond reimbursement of expenses. Every attempt however was made to cover actual expenses. The amount of time, effort and enthusiasm provided by the key contact persons over the years added immeasurably to the success of the project.

In addition to this basic network with one or two key home economists in a country, who could be counted on to implement the activities and who regularly

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received packets of useful information, a much longer network developed to receive The LINK, newsletter of the Project.

The key-contact and country coordinator system resulted in strengthening the home economics leadership in the country, and affording the home economics association additional credibility; and was certainly central to the general success of Project efforts. This means that, from the very beginning, the Project activities were country-generated and indigenous and had a far greater chance of continuing to expand after the Project terminated. The Project was always field initiated, culturally adapted and field implemented.

While the Project has terminated, many good efforts of the Project will continue, one of which is that this group of country leaders will continue to be an effective force for improving family living in their countries. Through bringing this leadership group together occasionally in regional and international meetings many inter-country connections were developed which will continue and will also help sustain these leaders.

AHEA maintains a continuing relationship with these leaders in every region of the world and hopes to find ways to help encourage their continuing the impetus for the International Family Planning Project, especially its being implemented with so much enthusiasm in some countries.

Lessons Learned

1. To create a sustained interest in a Project of this kind, the operations must remain largely in the hands of the local home economists.
2. In countries all over the third world are potential leaders in home economics who, if given the opportunity and training, are capable of initiating and implementing useful educational programs suited to the people and culture of their country.
3. As was done with this Project, home economists, in countries to be served, should be involved in the planning from the beginning, and with the development of all elements of the program, at all stages in its implementation.
4. A system for selecting key contact people or Country Coordinators should be initiated early in the program which insures that these individuals are accepted by the home economics community, and are professionally and physically located where they can carry out the duties expected of them (see guides for selection of Country Coordinators page). Also there needs to be a built-in system that defines specific terms of service--two to three years would be recommended.
5. Key country contact home economists and/or Country Coordinators should have specific training for this responsibility. This could be done through a series of regional workshops or by individual conferences with directors of the program. There should be a clear understanding between the country representative and the management staff regarding the possibilities in the country for implementing these.

E. Research

The International Family Planning Project initiated activities in 1979 for an expanded evaluation/research program. As a first step, a Research Task Force was organized--primarily to serve in an advisory/technical assistance capacity in the development and implementation of evaluation and research activities on integrated home economics programs in the participating developing countries.

The organizational meeting of the Task Force was held at the American Home Economics Association on April 2, 1979. The meeting was called to initiate and develop plans toward one of the major objectives of the Project, i.e., *"evaluation, continued field study and research for revision of organizational and operational strategies and activities to achieve the sustained integration of population/family planning."*¹

Eight individuals attended the meeting. The criteria used for selection of these committee members was (a) strong background in research and/or evaluation; (b) expertise in home economics/extension, socio-technical development, family planning, women in development and/or information/education/communication programs; (c) on-the-ground experience in a developing country; and (d) membership in AHEA. The objectives of the Task Force included consultation and assistance in:

1. an analysis of Project objectives;
2. the design of an internal Project evaluation;
3. originating ideas for evaluation, field studies, surveys, pilot/demonstration projects and general research;
4. the development of participatory research designs for pilot projects, field studies and collaborative research projects; and
5. selecting abstracts of research projects for presentation at the 1980 Congress of the International Federation for Home Economics (IFHE) (Manila, Philippines).

The Task Force recommended a research program concerned more with training workshop participants to train others within a country and to establish research projects that could be used as evidence of program implementation rather than as program which promoted sophisticated experimental research designs. The rationale for this recommendation was that such an approach was likely to encourage LDC home economists to want to actively participate in research activities. It was desired that participant training in home economics research and evaluation encourage increased involvement and use, and at the same time dispel fears that research and evaluation must by definition be formal and sophisticated. To that end, research and evaluation workshops for each region were developed.

¹Program of work, USAID Grant Number DSPE-G-00100.

A subsequent meeting was held (July 12, 1979) of the Task Force's evaluation sub-committee. This meeting was called to plan strategies for the components, sequence and time frame of the Project's evaluation plan. As a result of this meeting a draft of the dimensions of the content of the master plan was developed. It was utilized by Project staff in the internal evaluation of the Project. A report of the Project's internal evaluation (September 1977 - September 1979) was submitted to USAID Washington.¹

Summary of Research and Evaluation Activities

The International Family Planning Project sponsored three regional workshops on research and evaluation in 1979: the Asia Regional Workshop, May 14-25, in Kathmandu, Nepal; the Latin America/Caribbean Regional Workshop, August 19-30, in Kingston, Jamaica, and the Africa Regional Workshop, September 3-14, in Nairobi, Kenya. The overall objectives of these activities included: (1) review basic concepts of family planning/home economics/population education; (2) update participants on Project direction and focus; (3) encourage expansion of the research base of the home economics profession, and encourage cooperative research on integrated home economics programs in developing countries; (4) provide training in the basic steps of program planning, proposal writing and funding; (5) strengthen integrated family planning/population education/home economics programs through the conduct of field studies, pilot projects, evaluation and research.

The expected follow-up to these regional workshops included: (1) submission of participants' refined proposals to the Project core staff for consideration for full funding, or seed money, to conduct a Project-related evaluation or research activity; (2) additional training to be conducted at the Pre-IFHE Congress workshop (Philippines, July 1980); and (3) presentation of six country research/evaluation Project activities during the International Research Panel at the IFHE Congress (Philippines 1980).

Additional information on these research workshops appears under Section III, Project Implementation, (Country Programs). Following is a terse summary of the direct funding provided by the Project to conduct demonstration research activities, the output generated by the regional workshops and the number of countries and individuals involved.

Table 30
Summary of Project Funding for Research by Region

Region	Number of Countries Involved	Number of Participants	Number of Proposals Generated	Number of Proposals Funded	Amount of Funding Awarded
Africa	10	17	12	6	\$14,491
Asia	9	26	11	7	
Latin America/ Caribbean	8	17	15	6	

¹Evaluation Report

Because of the limited amount of funds available for research and evaluation, only one half (50%) of these submitted for funding were granted Project funds.

African Regional Research and Evaluation Workshop

Ten African countries were represented at the regional workshop held in Nairobi. The 17 workshop participants had been selected from the network of key African home economists from Ghana, Nigeria, Sierra Leone, Liberia, Gambia, Lesotho, Egypt, Sudan, Tanzania, and Kenya.

A list of the refined proposals submitted to the Project for funding following the regional workshop appear in the chart below:

Chart II

Funding Proposals from the African Regional Research/Evaluation Workshop

<u>Country</u>	<u>Research Topic</u>
EGYPT	<ul style="list-style-type: none">● Study of the Drop-Out Rate of Youth Centres● Research/Training in Extension
GHANA	<ul style="list-style-type: none">● Pre-/Post-Evaluation Seminar for Administrators
KENYA	<ul style="list-style-type: none">● Development of a Questionnaire on Skill, Knowledge and Attitudes About Family Planning
LIBERIA	<ul style="list-style-type: none">● Knowledge and Attitude of Home Economists in the Integrated Approach
NIGERIA	<ul style="list-style-type: none">● Baseline Study on Knowledge of Teens
SIERRA LEONE	<ul style="list-style-type: none">● Survey of Problems of Drop-Outs● Seminar on Evaluation● Pilot Training Project
SUDAN	<ul style="list-style-type: none">● Assess Selected Diet and Socio-Economic Factors at Maternal Child Health Centres
TANZANIA	<ul style="list-style-type: none">● Pre- and Post-Evaluation of Orientation Program for Home Economics Leaders
LESOTHO	<ul style="list-style-type: none">● Research on Youth

Asia Regional Research & Evaluation Workshop

The Asia Regional Workshop held in Kathmandu, Nepal, included 26 participants representing eight Asian countries. The participants had research experience and were chosen because of their potential to be effective in applying the knowledge gained at the workshop to programs implemented in their home country. The final aspect of the workshop was the writing of research/evaluation project proposals. A list of the final proposals submitted to the Project appears on the next page.

Chart III
Funding Proposal from the Asia Regional Workshop

Country	Research Topic
BANGLADESH	<ul style="list-style-type: none"> ● Effect of Integrated Family Planning Nutrition Education in a Clinic Setting ● Effect of Integrated Nutrition/Family Planning Programs
INDIA	<ul style="list-style-type: none"> ● Study in Secondary Schools--Population Education
INDONESIA	<ul style="list-style-type: none"> ● Evaluation of Nutrition Education in South Sumatra
KOREA	<ul style="list-style-type: none"> ● Evaluation of the Use of <u>Working With Villagers</u> ● Attitudes and Problems of Family Planning in Home Economics Programs in Secondary Schools
NEPAL	<ul style="list-style-type: none"> ● Evaluation of the Family Life High School Course ● Effect of Women Workers on Motivation of Village Women
MALAYSIA	<ul style="list-style-type: none"> ● Effect of Family Planning on the Program of the Federal Land Development Authority
PHILIPPINES	<ul style="list-style-type: none"> ● Evaluation of the Use of the Teachers Guides in Secondary Schools
SRI LANKA	<ul style="list-style-type: none"> ● Access to Family Planning Services

Latin American/Caribbean Regional Research and Evaluation Workshop

The third and final Research and Evaluation Workshop was held in Kingston, Jamaica for 17 participants representing 7 Latin America/Caribbean countries. The workshop was conducted on a bilingual basis. Final proposals for research projects submitted to the Project included the following:

Chart IV
Funding Proposals from Latin American/Caribbean Regional Workshop

Country	Research Topic
BRAZIL	<ul style="list-style-type: none"> ● Promotion of the Integrated Family Planning/Home Economics Project Through Determination of Knowledge of Sexual Education ● Integration of Family Planning with Home Economics in Brazilia
COLOMBIA	<ul style="list-style-type: none"> ● Determine and Compare Objectives of the Integrated Family Planning/Home Economics Programs in the National System with those of the Private Institutions

Chart IV (continued)

Country	Research Topic
COSTA RICA	<ul style="list-style-type: none"> ● Evaluation of the Methodology of Integrated Family Planning/Home Economics Programs on Sexual Education of the Third Cycle of General Basic Education Curricula ● Study of Knowledge of Family Planning/Home Economics/ Sex Education held by the Elementary Teacher in the First and Second Cycle of General Basic Education Curriculum ● Case Study of the Effectiveness of Knowledge of Family Planning and Sex Education in Teens in Third to Ninth Grade from Specific Schools
EL SALVADOR	<ul style="list-style-type: none"> ● Study of the Effectiveness of Training in Family Planning for Home Educators in Selected Rural Areas ● Study of the Knowledge of the Effectiveness of Housewife Training Through the Agriculture Extension Program
GUATEMALA	<ul style="list-style-type: none"> ● Evaluation of Knowledge of Home Educators Involved with the Family Planning Project
JAMAICA	<ul style="list-style-type: none"> ● Follow-up Evaluation of Participants Attending AHEA/IFPP Workshop Seminars from 1974-1979 ● Investigate Teaching Needs of Jamaican Home Economics Teachers who Attended 1979-80 Echo Workshops ● Investigate Attitudes of Young Male Students in Jamaica's Teacher's Colleges Toward Family Responsibilities (with view to curriculum development)
PANAMA	<ul style="list-style-type: none"> ● Study of the Knowledge of Extension Home Economists Involved with Integrating Family Planning Into Home Economics ● Methods of Integrating Family Planning/Home Economics for Students Studying Agriculture Extension ● Study of Knowledge of University Students Involved with the Family Planning Project in the Centro Regional de Penonome.

One of the results of the research/evaluation workshops was the funding of four research projects, and their presentation at an international forum, a Research Panel during the 1980 Congress of the International Federation for Home Economics (IFHE) which was held in Manila, Philippines. The objectives for this panel discussion were (1) to encourage expansion of the research base of the home economics profession and (2) to stimulate cooperative research on integrated home economics programs and projects.

The research presenters were from Sierra Leone, India, Jamaica and Ghana. The presentations were:

- "Attitudes of College Students to Family Planning/Population Issues in Sierra Leone," by Alberta Wright
- "Family Life Education for Urban, Out-of-School Girls of Baroda City, India," by Amita Verma
- "An Assessment of the Reaction of Men in the Age Group 18-50 Years to Spouses Attending Family Planning Clinics and Using Contraceptives in Rural Jamaica," by Novlet Jones
- "Evaluation of Attitudes and Constraints of the Integrated Home Science Programs in Formal Education in Ghana," by Jane Kwawu

Summaries of these research presentations appear in Appendix E.

Further, the Project funded additional research proposals, also resulting from the four regional workshops. These proposals were focused on research incorporating family planning concepts into home economics subject matter. Table 32 presents a brief summary of all funded research projects.

Many of the research projects funded by the Project were supported by local governmental entities and private enterprise. No "overhead" was requested or paid for the conduct of any of these research efforts. Thus, the local input for the implementation of these activities was a considerable amount, as for example, release time for principal investigators, use of facilities (including vehicles, etc.) and the cost of transport tended to be donated. Further, the results of several of the studies was reported in scholarly journals and popular magazines. And in all cases, a research report was disseminated to professionals in positions where the information was likely to make a difference or otherwise have some impact on the practice of home economics in the relevant country.

Copies of the final reports of these research activities are housed in the Project's permanent files (at AHEA), and have been forwarded to the Office of Population, USAID/Washington. Copies may also be obtained from the individual home economists.

TABLE 31

International Family Planning Project Funded Research 1979-1982

Country	Title	Person Responsible	Funding	Status
Colombia	"Baseline Study of Home Economics and Population/Family Planning Programs"	Nydia Londona	\$ 722.00	Completed/research report received
Ghana	"Evaluation of Attitudes and Constraints of Integrated Home Science Programs in Formal Education"	Jane Kwawu/ Robert Mtumi	\$ 8,015.50	In process, status report received
	"A Comparative Study of Adolescent Pregnancy: United States and Ghana- A Cross-Cultural Perspective on Attitudes and Values"	Hannah Koomson	\$ 3,036.50	Completed/research report received
India	"Family Life Education for Urban, Out-of-School"	Amita Verma	\$ 1,500.00	Completed/research report received
Jamaica	"A Survey on Some Aspects of Family Planning in Rural Jamaica"	Novlet Jones	\$ 2,500.00	Completed/research report received
	"An Assessment of the Reaction of Men in the Age Group 18-50 Years to Spouses Attending Family Planning Clinics and Using Contraceptives in Rural Jamaica"	Novlet Jones	\$ 1,500.00	Completed/research report received
	"Fatherhood and It's Responsibility"	Lorna Rodney	\$ 73.00	Research not implemented. Funds transferred to JHEA
Korea	"Attitudes and Problems of Family Planning in Home Economics Programs in Secondary Schools"	Soo Jae Moon Chiwha Kim	\$ 4,000.00	Completed/research report received

Table 31 (continued)

Country	Title	Person Responsible	Funding	Status
	"Evaluation of the Applicability of the Translated <u>Working with Villagers</u> "	Dr. Sumi Mo	\$ 9,000.00	Partially completed/ funds partially expended; residual funds returned to USAID/Washington
Liberia	"Survey of Knowledge and Attitudes of Home Economists on Family Planning"	Bandele Bicaise Evelyn Dinkins	\$ 690.50	Completed/research report received
Nepal	"Feasibility Study on the Acceptance of Family Planning Practices in the Rasuwa-Nuwakof District of Kathmandu Valley"	Sadhana Sharma	\$ 1,000.00	Research incomplete/ funds returned to USAID/ Nepal
Panama	"Survey to Identify Key Home Economists and Assess Their Knowledge and Attitudes Toward Family Planning"	Clelia Gilbert	\$ 350.00	Completed/research report received
	"Baseline Studies to Determine Home Economists' Knowledge and Attitudes About Family Planning in the Ministry of Agriculture, University Regional Center at Penonome and the University of Panama"	Maria Villareal Jaen Zavala	\$ 905.50	Research incomplete/ funds returned to Project
Philippines	"Evaluating the Use of the Teachers' Guide in Population Education for Home Economics"	Amparo Rigor	\$ 1,514.50	Completed/research report received
Sierra Leone	"Attitudes of College Students to Family Planning/Population Issues"	L. Davies Queenie Jarrett Alberta Wright	750.00	Completed/Research report received

Table 31 (continued)

Country	Title	Person Responsible	Funding	Status
Thailand	"Evaluation of Sourcebook for Teachers"	Pintip Boriboonsook	\$ 1,000.00	Completed/research report received
	"Factors which effect the Family Planning of Home Economics Students"	Rachance Lacharoj	\$ 3,000.00	Completed/research report received
Kenya	"Profiles of Home Economists in International Service	Linda Ethengatta	\$1,000.00	Completed/research report received
Nigeria	"Profiles of Home Economists in International Service	T. Osei Boama	\$1,000.00	Completed/research report received

Lessons Learned:

- Research needs must be clearly identified and defined prior to establishing a major program.
- Funded research should have some potential for improving the operations of the Project, the country program or otherwise contribute to reaching the Project's objectives.
- Additional training in research and evaluation methodology should be provided for the developing country home economists.
- Adequate funding should be available for any major research/evaluation campaign.
- All funded research/evaluation projects should be by contractual agreement (with the Association and individual) only.

IV. PROJECT MANAGEMENT

Project Staffing

The Project was administered principally from Washington, D.C., by a headquarters staff, although the field-based aspect expanded as the Project developed. In 1973 the Project was essentially staffed by individuals in four full-time positions. These positions were:

1. Director
2. Assistant Coordinator
3. Assistant Administrator
4. Secretary

The number of positions was expanded in Fiscal Year 1974 (1973-74) from these 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>
Director	1	0
Assistant Administrator	1	0
Assistant Coordinator	1	0
Program Associate	2	1
Secretary	1	0
Regional Coordinator and Liaison Officer	0	1

With the exception of the Regional Coordinator/Liaison Officer, which was a position based in Paris, France, seven of the eight Project staff positions were housed in the Washington, D. C. office.

As the Project progressed and began to take a definitive form, the number of positions expanded and contracted as required; position titles and descriptions were changed appropriately. For example, for the period September 1975 through August 1976, the Project core staff included a Project Director, two Project Assistant Directors, and a Project Secretary--all full-time employees; and a Project Liaison Officer and a Regional Coordinator (Africa), both half-time positions.

Since 1978, the Project has been administered by two types of staff: (1) core and (2) field.

The core staff was the headquarters staff based in Washington, D. C. and with offices within the Research, Development, and Community Relations Unit of the Association. Five full-time and one part-time professionals comprised the core staff:

1. Director
2. Deputy Director
3. Associate Director
4. Program Assistant
5. Clerk Typist
6. International Relations Coordinator (part-time)

The individuals assumed responsibility for the central administration and management of the total Project, as well as coordination and maintenance of the several field operations. In addition to these six staff positions, consultants and/or temporary office staff were periodically used to assist with the completion of special tasks or the implementation of special programs.

The field staff, lesser developed country (LDC) home economists, who were based in a Project participating country, was of two types: (1) Regional Assistant Directors and (2) Country Coordinators.

Regional Assistant Directors (RADS) directed the Project's program in one of four regions: Africa, Asia, Latin America and the Caribbean, and North Africa and the Near East. The RAD was a native of the country where the regional office was based. Three full-time and one half-time LDC professionals comprised the RAD component of the field staff. The RAD's were salaried, identified as AHEA staff, and included in the Project's personnel budget.

Country Coordinators (CC) were LDC home economists who assumed primary responsibility for facilitating the Project program in their home country. Country Coordinators were located in Emphasis (Tier I), and Prospective Emphasis (Tier II) countries. Six to eight part-time (1/4 time) professionals comprised the CC component of the field staff. Unlike RAD's, Country Coordinators were Project consultants, paid a small monthly honorarium, and were not viewed as AHEA staff.

A schematic of this staffing pattern appears as Figure 3. The International Relations Coordinator position, established in February 1981, resulted from a revamping of the Regional Coordinator/Liaison Officer position. However, the position by-and-large remained a half-time position, and was combined with the RAD/Near East-North Africa position. The Associate Director position was also established in February 1981, and was the result of upgrading the Program Associate's position. Descriptions for each staff position since October 1978 (and last revision) appears as Appendix D.

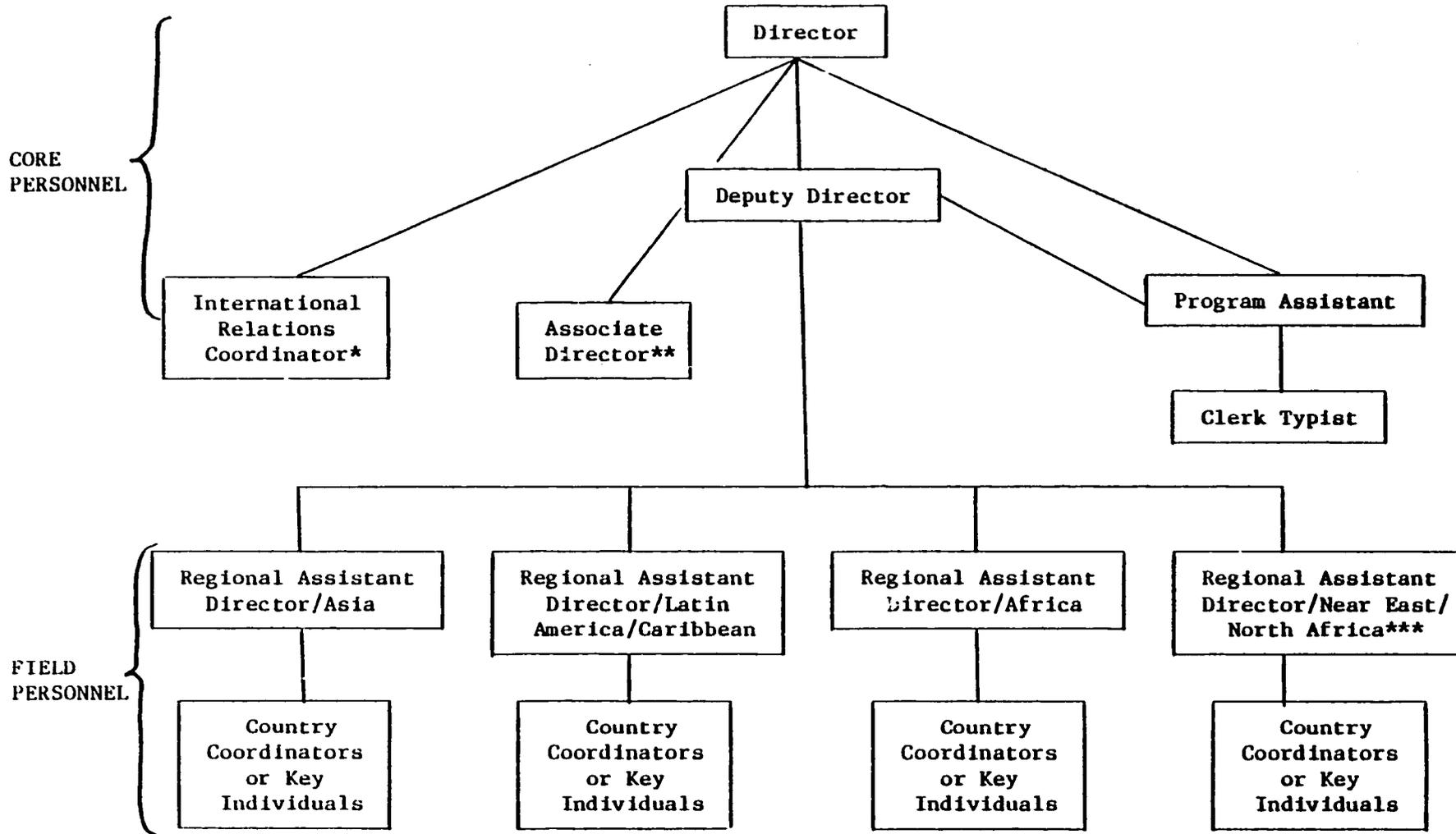
Figure 4, depicts the total number of full-time equivalent core staff employed by the Project from its beginning through phase-out on March 29, 1982. The single greatest number of core staff FTE's was six (6), between 1973 and 1975. The average number of core staff FTE's per year was four.

General Policies Regarding Project Staffing

1. All key Project personnel must be approved by AHEA and USAID before employment.
2. All key Project personnel must meet the appropriate criteria before employment.
3. Key personnel positions will be filled by home economists.

Figure 5

FAMILY PLANNING ASSISTANCE THROUGH HOME ECONOMICS
INTERNATIONAL FAMILY PLANNING PROJECT ORGANIZATION
October 1977 to March 1982



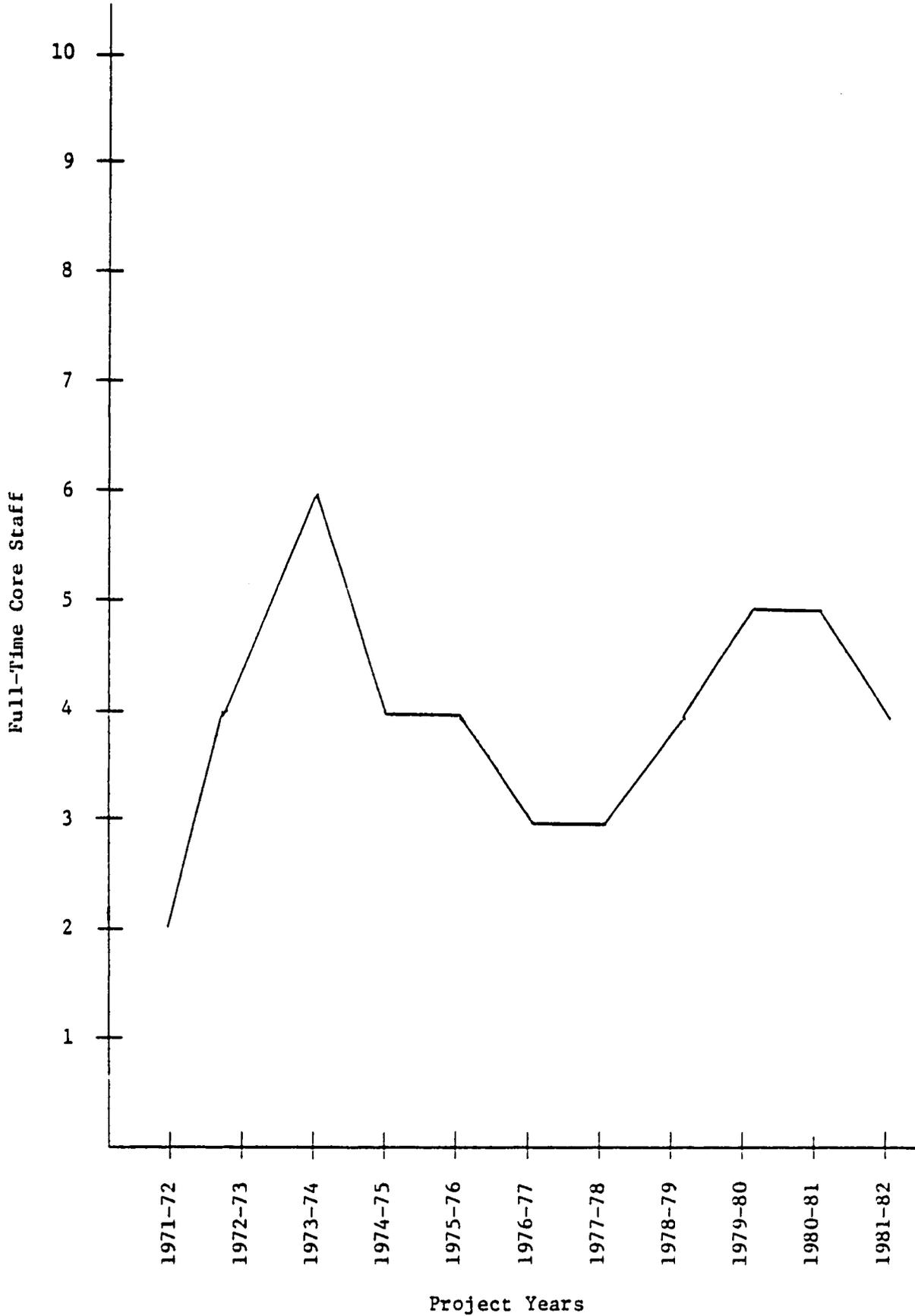
* Formerly known as the Regional Coordinator/Paris Liaison Officer.

** From September 1978 through January 1981, this position was Program Associate.

*** Position established in February 1981; prior to that time, position did not exist.

Figure 6

TOTAL NUMBER OF FULL-TIME EQUIVALENT (FTE) CORE STAFF EMPLOYED
BY THE
INTERNATIONAL FAMILY PLANNING PROJECT
July 1971 - March 1982



4. All Project staff must abide by AHEA personnel policies.*
5. Country Coordinators should be appointed for a limited time period.
6. Regional Assistant Directors will be considered Project staff; thus, AHEA staff members. Hence, these positions will be advertised as is the case with all AHEA staff positions and hiring will be effected on a competitive basis.

As has been indicated, the staffing pattern was dictated by program needs and financial constraints. Chart V encapsulates the major functions of the Washington-based core staff. As previously indicated, Appendix D contains the last revised description for each of these positions.

Field Staff

1. Regional Assistant Directors: Individuals assuming the staff position of Regional Assistant Director were assumed to possess the ability to:
 - Provide leadership in strengthening country home economics associations and in broadening the home economics leadership base.
 - Coordinate the development of country specific plans through consultation with:
 - a. country coordinators
 - b. country advisory and/or executive committee
 - c. USAID Mission and Project Core Staff
 - Develop strategies for assisting LDC home economists in identifying sources of funds (in-country or international) for Project activities.
 - Consult with advisory or executive committee members and representatives of other related groups in planning and implementing in-country projects and other home economics activities.
 - Maintain an inventory of specific instructional resources useful in the conduct of integrated home economics/family planning programs and communicate the information to regional network members.
 - Provide assistance to country coordinators and the country advisory and/or executive committee in identifying new and/or innovative program thrusts (e.g., radio and television programs mothers' clubs, village or community clubs, primary school programs, teen groups, school-leavers program, etc.).

*Copies of the AHEA Handbook of Personnel Policies and Procedures (as revised) have been on file at USAID/Washington since 1971. Copies were distributed to all Project staff.

Chart V

PROJECT CORE ADMINISTRATIVE STAFF

<u>Position</u>	<u>Major Responsibilities</u>
Director	Project development and implementation, including administrative, managerial and financial accountability, personnel decisions; supervision of Project core and field staff; on-the-ground inspection of Project activities.
Deputy Director	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 Associate Director	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 administrator and management in the absence of the Director and Deputy Director; prepare copy for the <u>Link</u> .
Project Program Associate	Write and edit reports of country-specific and/or other Project activities; write 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./IFHE membership records; secure AID/Washington approvals; observe U.S.-and field-based programs; coordinating the collection of copy for the <u>Link</u> .

Chart V (continued)

<u>Position</u>	<u>Major Responsibilities</u>
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.
International Relations Coordinator	Assist staff of the International Federation for Home Economics; establish cooperative relationships with international population-related agencies.

- Work cooperatively with existing and emerging country-specific community program/groups in health, nutrition, and rural development to coordinate efforts.
- Assist in maintaining and expanding the communications network of key LDC home economists.
- Plan, direct and conduct research studies on selected aspects of Project impact and effectiveness.
- Plan and direct in-country workshops, seminars and conferences, and training programs.
- Assist with the continuous assessment of Project programs and activities.

The general position description for the Regional Assistant Director appears in the appendix.

2. 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 32 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 (\$150 U.S.) was paid the country coordinators for their efforts on behalf of the Project. The 1976 Participant follow-up study, reveals the extent to which the country coordinator concept was deemed as an extremely effective project component. Section III, Project Implementation describes in detail the role of the country coordinator in the overall implementation of this Project.

Table 32
IFPP Participating Country Coordinators, 1972-1982

<u>Country</u>	<u>Individual</u>	<u>Years</u>
Korea	Dr. Sumi Mo	1973 - 1982
Thailand	Mrs. Pincip Soriboonsook Mrs. Srinuan Komolavonij	1973 - 1982 1973 - 1979
Philippines	Dr. Aurora G. Corpuz Dr. Amparo Rigor	1973 - 1980 1981 - 1982
Sierra Leone	Mrs. Pamela (Thompson Clawry) Greene Mrs. Queenie Jarret	1979 - 1982 1979 - 1982
Panama	Miss Maria do Los S. Villarreal Dr. Thelma Stewart Mrs. Alma Smith	1974 - 1981 1976 - 1981 1981 - 1982

The principal staff for the period 1978 to present is recorded below.

Principal Project Staff

<u>• Core Staff</u>	<u>Title</u>	<u>Years on Staff</u>
Elizabeth Brabble, Ph.D.	Project Director	1977-1980
Bonnie Birker, M.S.	Deputy Director	1977-1980
Carol Purcell, M.S.	Associate Director	1979-1982
Patricia Poston	Program Associate	1971-1982
Helen Strow, M.S.	Interim Project Co-Director	1981-1982
Gladys Gary Vaughn, Ph.D.	Interim Project Co-Director	1975-1976; 1981-1982
<u>• Field Staff</u>		
<u>Regional Directors</u>		
Pamela A. S. Green, M.S. Freetown, Sierra Leone	Regional Assistant Director	1973-1982
Therese B. DeClerq, Ph.D. Paris, France	Regional Assistant Director	
Aurora Corpuz, Ph.D. Quezon City, Philippines	Regional Assistant Director	1981-1982
Clelia Gilbert, B.S. Panama City, Panama	Regional Assistant Director	1978-1981
Patchanee Natpracha, M.S. Bangkok, Thailand	Regional Assistant Director	1975-1980
<u>• Country Coordinators</u>	<u>Years of Service</u>	
Florence Sai, Ghana	1978-1981	
Thelma Stewart, Jamaica	1978-1981	
Alma Smith, Jamaica	1980-1981	
Sumi Mo, Korea	1978-1980	
Shashi Maya Shrestha, Nepal	1978-1980	
Maria Villarreal, Panama	1978-1980	
Aurora Corpuz, Philippines	1978-1980	
Amparo Rigor, Philippines	1980-1981	
Queenie Jarrett, Sierra Leone	1979-1980	

Pintip Boriboonsook,
Thailand

1978-1981

• Key Country Contacts

Sara Secka, The Gambia

Hortensia Lacayo de Moranga, Guatemala

Amita Verma, India

Novlet Jones, Jamaica

Dinah Barr, Liberia

Helen Mchatta, Tanzania

Table 33
IFPP Participating Country Coordinators
1972 - 1982

<u>Country</u>	<u>Individual</u>	<u>Years</u>
Korea	Dr. Sumi Mo	1973 - 1982
Thailand	Mrs. Pintip Boriboonsook Mrs. Srinuan Komolavonij	1973 - 1982 1973 - 1979
Philippines	Dr. Aurora G. Corpuz Dr. Amparo Rigor	1973 - 1980 1981 - 1982
Sierra Leone	Mrs. Pamela (Thompson Clewry) Greene Mrs. Queenie Jarret	1979 - 1982 1979 - 1982
Panama	Miss Maria do los S. Villarreal	1974 - 1981
Jamaica	Dr. Thelma Stewart Mrs. Alma Smith	1976 - 1981 1981 - 1982

V. Finances

On October 1, 1978, the American Home Economics Association entered into a fourth agreement with the Information, Education and Communication Division (IEC) of the Office of Population of the U.S. Agency for International Development for the implementation of a worldwide development assistance effort known popularly as the International Family Planning Project. As has been previously indicated, this fourth agreement was preceded by three cost reimbursement-type contracts (numbers AID/csd-2964, AID/csd-3623, and AID/pha-C-1178) which began in July 1971 and ended September 30, 1978. These three contracts collectively totalled \$2,438,867 and supported the Project for a seven-year period, 1971-1978. Upon recommendation by representatives of the contracts office and the staff of the IEC Division, the contract status was changed to grant status; thus the Association's final relationship with USAID for purposes of implementing this program was that of grantee, rather than contractor.

Grant number AID/DSPE-G-0010 provided funding for a three-year period beginning September 30, 1978 and ending September 29, 1981 to be awarded in increments of \$500,000; \$697,942; and \$783,701, respectively.

Figure 5 indicates the total funding received for implementation of the Project from July 1971 through March 1982. As can be seen, \$4,420,510 was provided over the eleven-year period, with \$1,981,643 being provided during the three-year period of this grant. The annual amount of funding provided via the grant was higher than that provided in any contract year, and the largest total amount of funding was also provided by the grant. The second largest amount of funding was provided by contract csd/3623, which covered a five-year period, the longest continuous funding period for the entire Project.

Grant #AID/DSPE-G-0010

This grant, originally slated to end September 30, 1981, was amended eight (8) times. The first four (4) amendments increased the cumulative obligation from the first \$500,000 increment to \$1,981,643. Amendments 5 and 6 addressed indirect cost rates and cost principles for non-profit organizations, and amendment 7 extended the funding date through December 1981. The final amendment extended the funding date to March 29, 1982, and decreased the cumulative obligation.

Thus, in December 1981, the cumulative obligation for the grant was reduced by \$31,298, from \$1,981,643 to \$1,950,345. Because Project field activities had been temporarily suspended by the Project staff at the direction of USAID/Washington, monies slated for field activities had not been fully expended. Representatives of the contracts office in consultation with the Project monitor originally determined that USAID's cumulative obligation be decreased by \$60,000 from \$1,981,643 to \$1,921,643. However, upon discussion with the representatives of the contracts office, the lesser deduction of \$31,298 was agreed upon and was the basis for amendment 8.

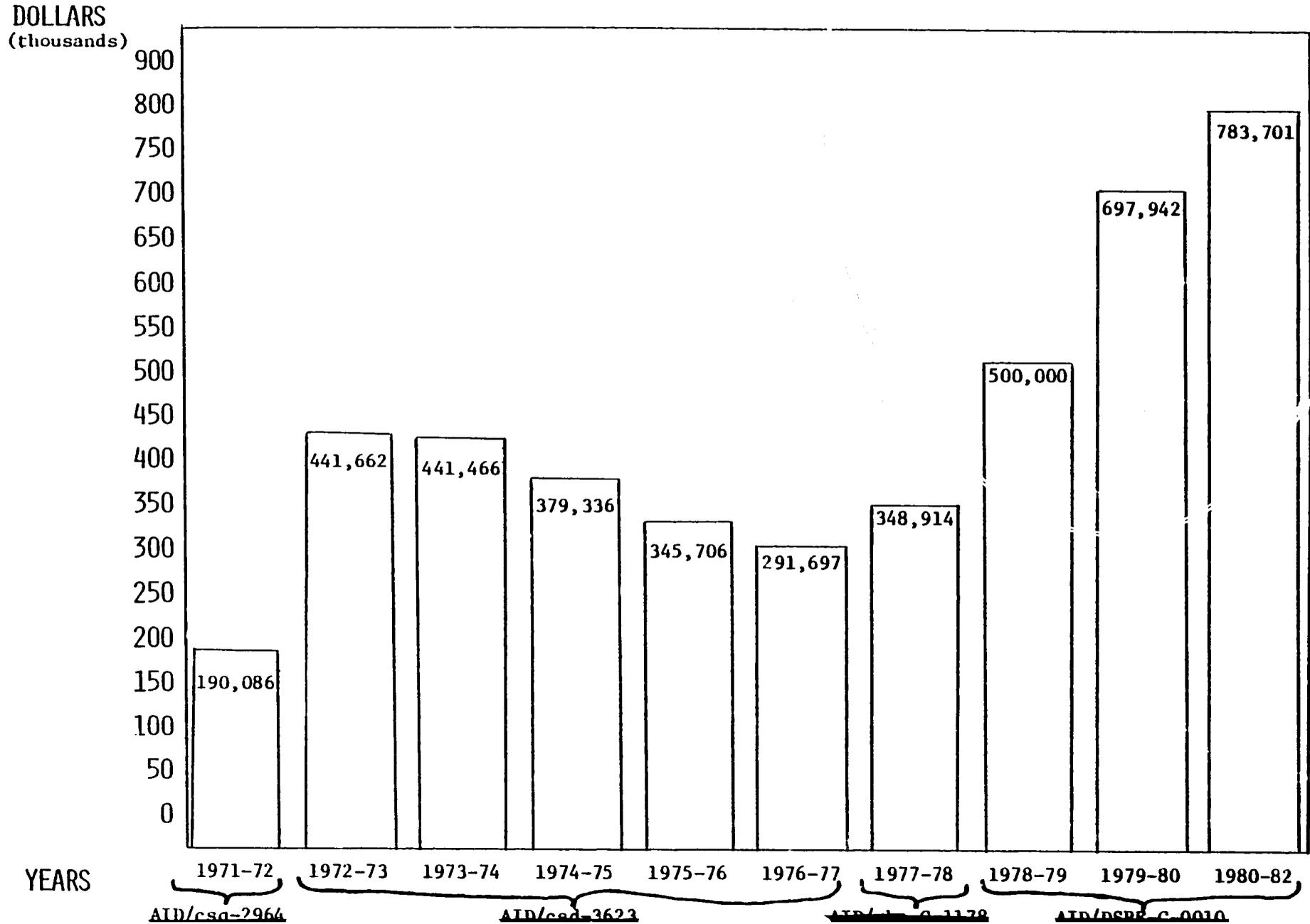
Project Phase-out

The grantee/grantor relationship between USAID and AHEA was terminated by mutual agreement. The termination was untimely only in the sense that the Project staff had been directed to prepare for a two-year extension (through

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Figure 7

AHEA - INTERNATIONAL FAMILY PLANNING PROJECT
FUNDING 1971 - 82



October 1983) and had done so. As a result, Project resources were expended—on approval of the Project Monitor—to 'gear up' for a massive rural training effort, which was not to come to fruition.

Because Project programming had been suspended from February through May 1981 in order to plan for new Project directions, activities in the countries were severely curtailed—only selected ongoing activities were allowed to continue. Hence very few country-based Project-supported activities took place. Consequently, funds designated for the countries were held in suspense. Wide scale Project programming was not resumed until July 1981.

To expend the remaining program monies, the Project staff sought and received permission for a 'winding down' period—a time in which previously suspended, albeit approved, activities might take place in those countries where the Project had been extremely successful.

As a result the final extension of time from December 31, 1981, to March 29, 1982, provided an opportunity for a less abrupt phase-out of the Project in the countries. Plans for the phase-out period were submitted to USAID/Washington and were approved in part. [Copies of those plans are included in the Project's permanent file records maintained at AHEA, and are also available from the Office of Population.]

Budget/Expenses

The original budget for the grant covered the entire three-year period. While the grantee could not exceed the obligated amounts for any period, freedom to make budgetary adjustments among the ten categories of items was unrestricted.

Chart VI below reveals the original budget and Chart VII indicates the expenditures.

Chart VI

Budget

AID/DSPE-G-0010
September 30, 1978 - March 29, 1982

Line Item	Funds Allocated			Total
	Fr: 9/30/78 To: 9/29/79	Fr: 9/30/79 To: 9/29/80	Fr: 9/30/80 To: 9/29/81	
Salaries	\$129,788	\$140,273	\$145,992	\$416,053
Consultants	18,600	28,944	35,750	83,294
Fringe Benefits	9,670	9,925	10,258	29,853
Overhead	102,086	108,300	112,451	322,837
Travel & Transportation	30,500	46,750	55,500	132,750
Allowance	14,985	24,250	20,000	59,235
Other Direct Costs	25,000	27,300	30,250	82,750
Equipment & Supplies	39,451	35,500	63,000	157,951
Participant Training	124,920	231,500	290,500	646,920
Subcontracts	5,000	25,000	20,000	50,000
Estimated Totals	\$500,000	\$697,942	\$793,701	\$1,981,543

Chart VII

Expenditures
AID/DSPE-G-0010
September 30, 1978 - March 29, 1982

	Fr: 9/30/78 To: <u>3/29/82</u>
Salaries	\$ 456,593.70
Consultants	63,710.38
Fringe Benefits	50,046.47
Overhead	378,400.43
Travel & Transportation Allowance	281,229.68
Other Direct Costs	211,244.92
Equipment & Supplies	95,276.78
Participant Training	409,805.89
Subcontracts	<u>0</u>
Total	\$1,946,308.25

As can be seen, although the original grant provided \$1,981,643, a total of \$1,946,308.25 was actually expended; \$31,298 of the original amount was loss by reduction in the total amount of the cumulative obligation to the grantee. The other monies represent those returned to the Project by participating countries.

By far, the greatest proportion of the funds were expended for program. Of the total expenditures, \$754,744 (consultants, travel and transportation and participant training) were direct expenses for program. When salaries for the field staff are included, as well as expenses for equipment, supplies, postage, etc.--approximately \$1,200,000 was program funding.

Adequacy of Funding

As the Project became widely known, requests for funding increased--additional countries desiring to participate, and participating countries desiring a larger share of the program funds. Each year, the requests for support (full and partial) of local programs in participating countries alone far exceeded the amount of program funds available.

Freedom to shift funds within budgetary categories allowed the Project staff to accommodate more of the requests--particularly in countries where the implementation of local activities had continuously proven to be outstanding.

On the other hand, rarely was the full amount of funds requested by any country granted--this mechanism also allowed "small pots" of money to be combined and used to fund other worthy activities.

Rarely did the home economists in the country make corresponding reductions in the scope or nature of programs proposed. The only noticeable reduction was an occasional reduction in the number of participants. Generally, the home economists were resourceful enough to supplement the reduced budget with assistance from the local community.

While local input (funds, or other resources) was required for participation in the Project, the core and field staff were hampered by a lack of funds. Chart VIII which follows provides the reader an overview of the kinds of requests for support received, and the amount of funding desired.

Handling of Funds

The country-based program was largely financed by the Project. Although local contributions were required of all Tier III countries and for movement from Tier III to Tier II status, the majority of the countries met the requirement through in-kind contributions, such as personnel, secretarial/support services; facilities; and the like. Funds were advanced to the country prior to the activity date. The manner of funds transfer tended to vary with each country.

Guidelines for the use of Project monies have been in place since 1971. However, these have necessarily been revised over time. The Project's Handbook of Policies and Procedures (first and second editions) detail the Project's policies and procedures for the receipt, use and reportings of all monies. The Handbook is located in the permanent files.

Chart VIII

Proposals Received by AHEA/IFPP
October 1, 1978 - March 29, 1982

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
<u>ASIA REGION</u>				
Nepal	Training of Trainers from Women's Training Centers	March 1980	Training of Trainers	\$7,000.00
Nepal	<u>Working With Villagers</u> Adaptation Workshop	December 1979	Materials Adaptation	\$1,000.00
Nepal	Resource Center Development	July 1979	Home Scientists	\$1,200.00
Nepal	Translation and Publication of The LINK	September 1979	Home Scientists	\$ 150.00
Philippines	Integration of Population Education into Agrarian Reform Programs			
	Phase I	April 1980	Material Development	\$2,000.00
	Phase II	October 1981	Material Evaluation and Revision	\$3,500.00
	Phase III	March 1982	Training Field Workers	\$7,000.00
Philippines	Evaluation of Teacher's Guide	October 1981	Teachers/Education	\$1,500.00
Philippines	Field Worker Training Bureau of Agricultural Extension	June 1980	Field Worker Training	\$2,000.00
Thailand	Teacher Training Using Sourcebook	June 1979	Teachers	\$1,000.00
Thailand	<u>Working With Villagers</u> Workshop II	June-August 1980	Field Workers	\$15,625.00

Chart VIII (continued)

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
Thailand	<u>Working With Villagers</u> Training for Community Development, Agricultural Extension and Health Workers	February 1980	Field Workers	\$3,500.00
Thailand	Population Education and Family Planning for Improving The Quality of Life	October - September 1979-80	Entire populace through mass media	\$1,000.00
Thailand	<u>Working With Villagers</u> Field Workers Workshop for Community Development	April-June 1980	Field Workers	\$6,020.00
Thailand	Development of A Textbook "Nutrition with Population Education Concepts"	1980	Nutrition Teachers	\$4,000.00
Thailand	Training of Slum Youth Part I	September 1980	Slum Youth	\$2,000.00
	Part II	September 1981		\$1,500.00
Thailand	Development of Integrated Guides and Aids for Primary School	November 1979	Primary School Teachers	\$5,000.00
Sri Lanka	Effectiveness of Inegrated Family Health & Nutrition Programs in One Community	1980	Village Leaders	\$4,600.00
<u>AFRICA REGION</u>				
Ghana	Workshop for Teachers in Ashanti and Brong-AHAFO Regions	April 1980	Teachers	
Ghana	Orientation to Integrated Approach for Teachers	March 1980	Teachers	\$1,537.00

Chart VIII (continued)

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
Ghana	Training Program for Teachers/ Field Workers	August - Sep- tember 1980	Training	\$4,514.00
Ghana	Training Program for Home Science Administrators	February 1980	Home Science Admini- strators	\$2,000.00
Sierra Leone	Integration of Family Planning and Nutrition Phase I	FY 1979-80	Health Nurses and Field Workers	\$3,000.00
Sierra Leone	Seminars on Communications	March 1980	Mass Media	\$2,400.00
Sierra Leone	Training and Development of a Resource Team for AHEA/IFPP for Africa	February 1981	African Network Home Economists	\$10,000.00
Sierra Leone	Use and Adaptation of AHEA Resources	September 1980	Home Economists	\$2,600.00
Sierra Leone	National Seminars on Responsible Living for Youth	February 1980	Youth	\$600.00
Sierra Leone	Seminar on Family Life Problems for Policy-Level Officers and Principals	March 1979	Policy Officers and Principals	\$1,100.00
Sierra Leone	Bringing Family Life Education to Fishing Villages	December 1980	Home Economics Stu- dents and Village Families	\$4,600.00
Sierra Leone	Parent Education Program Through Functional Literacy	November 1979	Parents through Field Workers	\$4,600.00
Sierra Leone	Establishment of a Research Training Center	1979	Provide facilities for teachers, field workers, etc.	\$5,000.00

Chart VIII (continued)

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
Nigeria	Workshop to Train Secondary Teachers	December 1979	Teachers	\$6,335.00
The Gambia	Workshop/Integration of Family Planning and Home Economics	April 1980	Home Economists	\$1,067.00
The Gambia	<u>Working With Villagers</u> Field Workers Workshop	January 1981	Field Workers	\$4,550.00
The Gambia	Orientation Workshop Establishment of Association	1979	Home Economists--all levels	\$1,042.00
The Gambia	Training for Rural Youths	March 1982	Youth	\$5,000.00
Liberia	Awareness/Orientation Workshop	February 1981	Home Economists and Other Professional Leaders	\$500.00
Sudan	Training of Home Science Students	January 1980	Home Science Students	\$1,250.00
Sudan	Adaptation Workshop	July 1980	Adaptation of Materials	\$1,250.00
Sudan	Training Workshop for Home Economists at all Levels	October 1981	Home Economists, Teachers, Extension, etc.	\$11,735.00
Tanzania	Orientation/Awareness Workshop for Selected Home Economics Leaders	March 1980	Home Economics Leaders	\$1,053.00
Tanzania	Seminar for Home Economics Teachers	June 1981	Home Economics Teachers	\$5,000.00

Chart VIII (continued)

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
Tanzania	Working With Villagers Training Workshop Extension Workers Community Development	December 1981	Field Workers	\$7,000.00
Tanzania	Adolescent Sexuality Workshop	March 1982	Youth	\$7,000.00
<u>LATIN AMERICA/ CARIBBEAN REGION</u>				
Jamaica	Seminars on "Teenage Pregnancy"	September 8-19, 1980	Teenage Pregnancy	\$4,000.00
Jamaica	National Workshop on Community Education	September 22-26, 1980	Community Leaders	\$3,200.00
Jamaica	Training of Interns	July 1980	Interns from Teachers Colleges	\$8,092.00
Jamaica	Assessment of Prototype Lessons	September 1980	Teachers	\$3,140.00
Jamaica	Parent Awareness Seminars	March 1979	Parents	\$700.00
Jamaica	Evaluation of Syllabus	March 1980	Caribbean Examinations Council	\$1,762.00
Panama	Pre-Service Training Program	June to September 1978	Future teachers	\$1,100.00
Panama	Integration of Family Planning in Rural Development Activities	May - August 1978	Teachers	\$400.00
Jamaica	Workshop Re-Emphasis for Rural Workers	March 1979	Adult Farming Population	\$2,550.00
Jamaica	Workshop for Regional Contact Persons	April 1979	Network of Contact Persons	\$2,050.00

Chart VIII (continued)

Country	Proposed			Funding Requests
	Activity Title	Dates	Focus	
Jamaica	Workshop Effectiveness of Integrated Program	August 1979	Teachers	\$3,150.00
Jamaica	Adaptation Workshop for Teachers and Interns	July 1979	Prototype Lessons-- Teachers	\$3,919.00
Jamaica	Seminar for Revision of Syllabus for Teachers Colleges	September 1979	Syllabus for Caribbean Examinations	\$921.00
Jamaica	Echo Workshops	November - February 1980	Teachers Follow-up	\$1,342.00
El Salvador	<u>Working With Villagers</u> Regional Workshop on Orientation and Adaptation	February 1979	Trainer Level Home Economists	\$4,437.50
El Salvador	<u>Working With Villagers</u> Workshop for Trainers and Field Workers	July 1979	Training of Trainers	\$1,968.00
El Salvador	Seminars on Family Planning Integrated into Home Economics Programs	January 1980	Extension Agents	
Guatemala	Audio Visual Materials for Community Development Workers	March 1981	Community Development Workers	\$1,800.00
Guatemala	<u>Working With Villagers</u> Orientation Workshop	August 1979	Community Development Home Economists	\$1,596.00
Guatemala	Workshop--Training in Home Economics/Family Planning for Community Development	October 1981	Community Development Home Economists	\$2,633.00
Guatemala	Orientation Workshop for Home Economics Educators	October 1981	Home Economics Teachers	\$5,630.00

Chart VIII (continued)

Country	Activity Title	Proposed		Funding Requests
		Dates	Focus	
Guatemala	Workshop for Field Workers of APROFAM	November 1981	Family Planning Field Workers	\$6,148.80
Guatemala	Orientation Workshop for Teenage Trainers Ministry of Education	November 1981	Teenage Counselors	\$5,630.00

FEDERAL CASH TRANSACTIONS REPORT

Approved by Office of Management and Budget, No. 80-RO182

(See instructions on the back. If report is for more than one grant or assistance agreement, attach completed Standard Form 272-A.)

1. Federal sponsoring agency and organizational element to which this report is submitted

AGENCY FOR INTERNATIONAL DEVELOPMENT

2. RECIPIENT ORGANIZATION

Name AMERICAN HOME ECONOMICS ASSOCIATION

Number and Street :2010 MASSCHUSETTS AVENUE, N. W.

City, State and ZIP Code: WASHINGTON, D. C. 20036

4. Federal grant or other identification number
DSPE-G-0010

6. Letter of credit number
72-00-1093

8. Payment Vouchers credited to your account

10. PERIOD COVERED BY THIS REPORT

9. Treasury checks received (whether or not deposited)

FROM (month, day, year) TO (month, day, year)
1/1/82 3/29/82

3. FEDERAL EMPLOYER IDENTIFICATION NO. ▶ 53-002 5870

11. STATUS OF

FEDERAL

CASH

(See specific instructions on the back)

a. Cash on hand beginning of reporting period \$ 91,206.79

b. Letter of credit withdrawals VOUCHER 52 3/17/82 49,941.81

c. Treasury check payments

d. Total receipts (Sum of lines b and c) 49,941.81

e. Total cash available (Sum of lines a and d) 141,148.60

f. Gross disbursements 113,856.56

g. Federal share of program income

h. Net disbursements (Line f minus line g) 113,856.56

i. Adjustments of prior periods 403.19 1567.26 (1,970.45)

j. Cash on hand end of period \$ 29,262.49

12. THE AMOUNT SHOWN ON LINE 11J, ABOVE, REPRESENTS CASH REQUIREMENTS FOR THE ENSUING

Days

13. OTHER INFORMATION

a. Interest income \$

b. Advances to subgrantees or subcontractors \$

14. REMARKS (Attach additional sheets of plain paper, if more space is required)

SEE ATTACHED SHEET

15. CERTIFICATION

I certify to the best of my knowledge and belief that this report is true in all respects and that all disbursements have been made for the purpose and conditions of the grant or agreement

AUTHORIZED CERTIFYING OFFICIAL

SIGNATURE

Craig Wilson

TYPED OR PRINTED NAME AND TITLE

CRAIG WILSON ADMINISTRATOR, BUSINESS OPERATIONS

(Area Code)

TELEPHONE 202

(Number)

862-8311

DATE REPORT SUBMITTED

6/22/82

(Extension)

THIS SPACE FOR AGENCY USE

AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.
Washington, D. C. 20038
202/862-8300

ATTACHMENT FOR FEDERAL CASH TRANSACTION REPORT

AMERICAN HOME ECONOMICS ASSOCIATION

AID/ DSPE G-0010
3/29/82

#14 REMARKS RE:

#7 VOUCHERS 50 & 51 AGAINST THIS LETTER OF CREDIT WERE FUNDS DRAWN DOWN FOR GRANT #AID/ORT-0200-SS01168-00 AND THE AMOUNTS ARE NOT INCLUDED IN THIS REPORT AS THEY WERE RECORDED ON FEDERAL CASH TRANSACTION REPORT FILED SEPARATELY UNDER DATE OF 6/2/82 IN THE AMOUNT OF \$25,394.00.

#11(I)THIS ITEM REPRESENTS A RETURN OF UNUSED FUNDS FROM OVERSEAS OF \$1,567.26 WHICH SEEM WAS DEPOSITED IN OUR BANK ACCOUNT BUT WHICH REDUCES EXPENDITURE AND INCREASES CASH ON HAND. IT ALSO DEDUCTS \$403.19 REPRESENTING AN ADJUSTMENT AS A RESULT OF AMENDMENT #3 FOR PHA-C-1178.

#11(J)THE BALANCE ON HAND AT 3/29/82 INCLUDES COMMITTED EXPENSES NOT PAID AS OF THAT DATE IN THE AMOUNT OF \$25,252.73 THESE EXPENSES EITHER HAVE SUBSEQUENTLY BEEN PAID OR ARE SCHEDULED FOR PAYMENT.

Home Economics: NOW—MORE THAN EVER

FEDERAL CASH TRANSACTIONS REPORT

(See instructions on the back. If report is for more than one grant or assistance agreement, attach completed Standard Form 272-A.)

Approved by Office of Management and Budget, No. 80-R0182

1. Federal sponsoring agency and organizational element to which this report is submitted

AGENCY FOR INTERNATIONAL DEVELOPMENT

2. RECIPIENT ORGANIZATION

Name : AMERICAN HOME ECONOMICS ASSOCIATION

Number and Street : 2010 MASSACHUSETTS AVENUE, N.W.

City, State and ZIP Code: WASHINGTON, D.C. 20036

4. Federal grant or other identification number AID/OTR
0200-G-SS-1168-00

5. Recipient's account number or identifying number

6. Letter of credit number
72-00-1093

7. Last payment voucher number
49

Give total number for this period

8. Payment Vouchers credited to your account

9. Treasury checks received (whether or not deposited)

10. PERIOD COVERED BY THIS REPORT

FROM (month, day, year)

TO (month, day year)

1/1/82

3/2/82

3. FEDERAL EMPLOYER IDENTIFICATION NO.

53-002-5870

11. STATUS OF FEDERAL CASH

(See specific instructions on the back)

a. Cash on hand beginning of reporting period	\$ (7,243.80)
b. Letter of credit withdrawals	25,394.00
c. Treasury check payments	-0-
d. Total receipts (Sum of lines b and c)	-0-
e. Total cash available (Sum of lines a and d)	18,150.20
f. Gross disbursements	15,968.20
g. Federal share of program income	
h. Net disbursements (Line f minus line g)	15,968.20
i. Adjustments of prior periods	-0-
j. Cash on hand end of period	\$ 2,182.00

12. THE AMOUNT SHOWN ON LINE 11J. ABOVE, REPRESENTS CASH REQUIREMENTS FOR THE ENSUING

Days

13. OTHER INFORMATION

a. Interest income	\$
b. Advances to subgrantees or subcontractors	\$

14. REMARKS (Attach additional sheets of plain paper, if more space is required)

CASH ON HAND REPRESENTS ON UNPAID OBLIGATION AT 3/31/82

DISBURSEMENT MADE IN MAY, 1982

15. CERTIFICATION

I certify to the best of my knowledge and belief that this report is true in all respects and that all disbursements have been made for the purpose and conditions of the grant or agreement

AUTHORIZED
CERTIFYING
OFFICIAL

SIGNATURE

Craig Wilson

DATE REPORT SUBMITTED

6/22/82

TYPED OR PRINTED NAME AND TITLE

CRAIG WILSON, ADMINISTRATOR, BUSINESS OPERATIONS

(Area Code)

(Number)

(Extension)

TELEPHONE | 202 | 362-8311

THIS SPACE FOR AGENCY USE

Standard Form 1034 September 1973 4 Treasury Form 2000 1034-116		PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL				VOUCHER NO. 1	
U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION AGENCY FOR INTERNATIONAL DEVELOPMENT ATTN: FM/PAD, ROOM 601, SA-12 WASHINGTON, D.C. 20523			DATE VOUCHER PREPARED 6/22/82		SCHEDULE NO.		
PAYEE'S NAME AND ADDRESS AMERICAN HOME ECONOMICS ASSOCIATION 2010 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C. 20036			CONTRACT NUMBER AND DATE AID/OTR-0200-G-SS-1168-00		PAID BY		
			REQUISITION NUMBER AND DATE 8/1/81 - 3/31/82		DATE INVOICE RECEIVED		
			DISCOUNT TERMS		PAYEE'S ACCOUNT NUMBER		
SHIPPED FROM			TO		WEIGHT		
GOVERNMENT B/L NUMBER							
NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES <small>(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)</small>	QUANTITY	UNIT PRICE		AMOUNT	
		SEE ATTACHED FISCAL REPORT "NO PAY" FRLC 72-00-1093		COST	PER	18,150.20	
(Use continuation sheets if necessary) (Payee must NOT use the space below) TOTAL						18,150.20	
PAYMENT: <input type="checkbox"/> COMPLETE <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL <input type="checkbox"/> PROGRESS <input type="checkbox"/> ADVANCE		APPROVED FOR BY: _____ TITLE _____		EXCHANGE RATE = \$1.00		DIFFERENCES _____ Amount verified: correct for (Signature or initials)	
Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.							
_____ (Date)		_____ (Authorized Certifying Officer)			_____ (Title)		
ACCOUNTING CLASSIFICATION							
PAID BY	CHECK NUMBER	ON TREASURER OF THE UNITED STATES			CHECK NUMBER	CN (Name of bank)	
	CASH	DATE			PAYEE:		
\$							
* When stated in foreign currency, insert name of currency. * If the ability to certify and authority to approve are combined in one person, one signature only is necessary; otherwise the approving officer will sign in the space provided, over his official title. * When a voucher is received in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs, must appear. For example: John Doe Company, per: John Smith, Secretary, or "Treasurer", as the case may be.						PER _____ TITLE _____	

Standard Form 1094 September 1975 4 Treasury FRM 1000 1036-116		PUBLIC VOUCHER FOR PURCHASES AND SERVICES OTHER THAN PERSONAL				VOUCHER NO. 22A	
U.S. DEPARTMENT, BUREAU, OR ESTABLISHMENT AND LOCATION AGENCY FOR INTERNATIONAL DEVELOPMENT ATTN: FM/PAD RM. 601 SA-12 WASHINGTON, D. C. 20523			DATE VOUCHER PREPARED JUNE 22, 1982		SCHEDULE NO.		
PAYEE'S NAME AND ADDRESS AMERICAN HOME ECONOMICS ASSOCIATION 2010 MASSACHUSETTS AVENUE, N. W. WASHINGTON, D. C. 20036			CONTRACT NUMBER AND DATE AID/DSPE-G-0010		PAID BY DATE INVOICE RECEIVED DISCOUNT TERMS PAYEE'S ACCOUNT NUMBER		
			REQUISITION NUMBER AND DATE JANUARY 1, 1982 - MAR. 29, 1982				
			SHIPPED FROM TO WEIGHT				
GOVERNMENT B/L NUMBER							
NUMBER AND DATE OF ORDER	DATE OF DELIVERY OR SERVICE	ARTICLES OR SERVICES <i>(Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)</i>	QUANTITY	UNIT PRICE COST PER		AMOUNT (1)	
		SEE ATTACHED FISCAL REPORT				137,542.03	
		"NO PAY" FRLC 72-00-1093					
(Use continuation sheet(s) if necessary) (Payee must NOT use the space below)						TOTAL 137,542.03	
PAYMENT: <input type="checkbox"/> COMPLETE <input type="checkbox"/> PARTIAL <input type="checkbox"/> FINAL <input type="checkbox"/> PROGRESS <input type="checkbox"/> ADVANCE	APPROVED FOR BY: TITLE	EXCHANGE RATE = \$	= \$1.00	DIFFERENCES			
Amount verified: correct for (Signature or initials)							
Pursuant to authority vested in me, I certify that this voucher is correct and proper for payment.							
(Date)		(Authorized Certifying Officer)			(Title)		
ACCOUNTING CLASSIFICATION							
PAID BY	CHECK NUMBER	ON TREASURER OF THE UNITED STATES		CHECK NUMBER	ON (Name of bank)		
	CASH	DATE		PAYEE			
				\$			
1 When stated in foreign currency, insert name of currency. 2 If the ability to certify and authority to approve are combined in one person, one signature only is necessary. Otherwise the approving officer will sign in the space provided, over his official title. 3 When a voucher is receipted in the name of a company or corporation, the name of the person writing the company or corporate name, as well as the capacity in which he signs must appear. For example: John Doe Company, per John Smith, Secretary, or Treasurer, as the case may be.						PER	
						TITLE	

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED AGENCY FOR INTERNATIONAL DEVELOPMENT ATTN: FM/PAD/CMA	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER AID/OTR -0200-G-SS-00-1168	OMB Approved No. 80-RO180	PAGE OF 1 1 PAGES
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3. SPONSORING ORGANIZATION (Name and complete address, including ZIP code) AMERICAN HOME ECONOMICS ASSOCIATION 2010 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C. 20036	4. EMPLOYER IDENTIFICATION NUMBER 53-0025870	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUAL
	8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) 8/1/81 TO (Month, day, year) 1/31/82		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 1/1/82 TO (Month, day, year) 3/2/82	

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (g)
	(a)	(b)	(c)	(d)	(e)	(f)	
PROGRAMS/FUNCTIONS/ACTIVITIES ▶	TRAVEL	CONSULTANTS	MEETING COSTS	INDIRECT COSTS			
Net outlays previously reported	\$ 2,914.60	\$ 3,396.94	\$ 273.73	\$ 658.53	\$	\$	\$ 7,243.80
Net outlays this report period	10,534.85	(596.94)	5,478.63	1,650.01			17,066.55
Less: Program income credits	--	--	--	--			--
Net outlays this report period (Line b minus line c)	10,534.85	(596.94)	5,478.63	1,650.01			17,066.55
Net outlays to date (Line a plus line d)	13,449.45	2,800.00	5,752.36	2,308.54			24,310.35
Less: Non Federal share of outlays	--	--	1,098.35	--			1,098.35
Total Federal share of outlays (Line e minus line f)	13,449.45	2,800.00	4,654.01	2,308.54			23,212.00
Net unliquidated obligations	2,088.19		93.81				2,182.00
Less: Non Federal share of unliquidated obligations shown on line h	--						
Total Federal share of unliquidated obligations	2,088.19	-0-	93.81				2,182.00
Total Federal share of outlays and unliquidated obligations	15,537.64	2,800.00	4,747.82	2,308.54			25,394.00
Total cumulative amount of Federal funds authorized	12,155.00	2,800.00	8,130.00	2,309.00			25,394.00
Unobligated balance of Federal funds	(3,382.64)	-0-	3,382.18	0.64			-0-

10. EFFECTIVE DATE (Place "X" in appropriate box) <input checked="" type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED	11. CERTIFICATION I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.		SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Craig Wilson</i> TYPED OR PRINTED NAME AND TITLE CRAIG WILSON, ADMINISTRATOR BUSINESS OPERATIONS	DATE REPORT SUBMITTED 6/22/82
	b. RATE 10%	c. BASE DIRECT COSTS		d. TOTAL AMOUNT 2,308.54

MARKS: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with award legislation.

-170-

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED ATTN: FM/PAD/CMA AGENCY FOR INTERNATIONAL DEVELOPMENT	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER AID/DSPE G-0010	OMB Approved No. 80-RO180	PAGE OF 2 2 PAGES
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3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code) AMERICAN HOME ECONOMICS ASSOCIATION 2010 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C. 20036	4. EMPLOYER IDENTIFICATION NUMBER 53-0025870	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUAL
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) 9/30/78 TO (Month, day, year) 3/29/82		9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 1/1/82 TO (Month, day, year) 3/29/82		

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a) PARTICIPANT TRAINING	STATUS OF FUNDS				(f)	TOTAL (g)
		(b) SUBCONTRACTS	(c) OVERHEAD	(d)	(e)		
a. Net outlays previously reported	\$ 335,050.84	\$ -0-	\$ 344,349.97	\$	\$	\$	\$ 1,808,766.22
b. Total outlays this report period	74,687.50	-0-	31,240.92				113,856.56
c. Less: Program income credits OTHER CREDITS	(1,567.26)						(1,567.26)
d. Net outlays this report period (Line b minus line c)	73,120.24		31,240.92				112,289.30
e. Net outlays to date (Line a plus line d)	408,171.08		375,590.89				1,921,055.52
f. Less: Non-Federal share of outlays	-0-		--				-0-
g. Total Federal share of outlays (Line e minus line f)	408,171.08		375,590.89				1,921,055.52
h. Total unliquidated obligations	1,635.81		2,809.54				25,252.73
i. Less: Non-Federal share of unliquidated obligations shown on line h							
j. Federal share of unliquidated obligations	1,634.81		2,809.54				25,252.73
k. Total Federal share of outlays and unliquidated obligations	409,805.89		378,400.43				1,946,308.25
l. Total cumulative amount of Federal funds authorized	373,051.00	-0-	376,271.00				1,950,345.00
m. Unobligated balance of Federal funds	(36,754.89)	-0-	(2,129.43)				4,036.75

11. INDIRECT EXPENSE	a. TYPE OF RATE (Place "X" in appropriate box) <input checked="" type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED
b. RATE 50% OFF SITE	c. BASE 26,235.17
d. TOTAL AMOUNT 34,050.46	e. FEDERAL SHARE 34,050.46
SALARIES 100% ON SITE	10,011.50

12. CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
Craig Wilson
TYPED OR PRINTED NAME AND TITLE
CRAIG WILSON, ADMINISTRATOR
BUSINESS OPERATIONS

DATE REPORT SUBMITTED
6/30/82
TELEPHONE (Area code, number and extension)
202-862-8311

-171-

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED ATTN: FM/PAD/CMA AGENCY FOR INTERNATIONAL DEVELOPMENT		2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER AID/DSPE G-0010		OMB Approved No. 80-R0180	PAGE 1 OF 2 PAGES
3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code) AMERICAN HOME ECONOMICS ASSOCIATION 2010 MASSACHUSETTS AVENUE, N. W. WASHINGTON, D. C. 20036		4. EMPLOYER IDENTIFICATION NUMBER 53-0025870	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. BASIS <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUAL
8. PROJECT/GRANT PERIOD (See instructions) FROM (Month, day, year) 9/30/78 TO (Month, day, year) 3/29/82			9. PERIOD COVERED BY THIS REPORT FROM (Month, day, year) 1/1/82 TO (Month, day, year) 3/29/82		

10. PROGRAMS/FUNCTIONS/ACTIVITIES ▶	STATUS OF FUNDS						TOTAL (g)
	(a) SALARIES	(b) FRINGE BENEFITS	(c) CONSULTANTS	(d) TRAVEL & ALLOWANCES	(e) OTHER DIRECT COSTS	(f) SUPPLIES & EQUIPMENT	
a. Net outlays previously reported	\$ 415,765.76	\$ 44,979.29	\$ 119,149.33	\$ 286,325.50	\$ 173,907.74	\$ 89,237.79	\$
b. Total outlays this report period	36,246.67	4,932.27	(55,438.95)	(5,095.82)	21,244.98	6,038.99	
c. Less: Program income credits							
d. Net outlays this report period (Line b minus line c)	36,246.67	4,932.27	(55,438.95)	(5,095.82)	21,244.98	6,038.99	
e. Net outlays to date (Line a plus line d)	452,012.43	49,911.56	63,710.38	281,229.68	195,152.72	95,276.78	
f. Less: Non Federal share of outlays	--	--	--	--	--	--	
g. Total Federal share of outlays (Line e minus line f)	452,012.43	49,911.56	63,710.38	281,229.68	195,152.72	95,276.78	
h. Total unliquidated obligations	4,581.27	134.91	-0-	--	16,092.20	--	
i. Less: Non Federal share of unliquidated obligations shown on line h	--	--	--	--	--	--	
j. Federal share of unliquidated obligations	4,581.27	134.91	-0-	--	16,092.20	--	
k. Total Federal share of outlays and unliquidated obligations	456,593.70	50,046.47	63,710.38	281,229.68	211,244.92	95,276.78	
l. Total cumulative amount of Federal funds authorized	452,949.00	49,842.00	124,837.00	293,127.00	185,680.00	94,588.00	
m. Unobligated balance of Federal funds	(3,644.70)	(204.47)	61,126.62	11,897.32	(25,564.92)	(688.78)	

11. INDIRECT EXPENSE	a. TYPE OF RATE (Place "X" in appropriate box) <input type="checkbox"/> PROVISIONAL <input type="checkbox"/> PREDETERMINED <input type="checkbox"/> FINAL <input type="checkbox"/> FIXED				
	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE	

12. CERTIFICATION
I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

TYPED OR PRINTED NAME AND TITLE

DATE REPORT SUBMITTED

TELEPHONE (Area code, number and extension)

-172-

APPENDIX A

- Country Assessment Form
- Country Coordinator Position Description

January 1978

American Home Economics Association
INTERNATIONAL FAMILY PLANNING PROJECT
C O U N T R Y A S S E S S M E N T

COUNTRY _____

Person Responding to Questionnaire _____

Title _____

Address _____

<u>YES</u>	<u>NO</u>
_____	_____
_____	_____
_____	_____

1. Is there a national population policy in your country?
When initiated? _____

If no, are there active efforts to initiate a national policy on population? Explain.

2. Have you received co-sponsored funding/support of family planning/home economics activities in your country? (List amount).

	<u>Amount</u>
Your Government	\$ _____
Family Planning Association	\$ _____
Local Organizations/Agencies	\$ _____
U.S. AID Support	\$ _____
Home Economics Association Support	\$ _____
Other (describe) _____	\$ _____

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What other efforts have you made to publicize the AHEA-International Family Planning Project? Explain.

7. What do you view as present needs in your country in relation to the AHEA Project?

<u>Activity</u>	<u>Number Needed</u>
Workshops	
Conferences	
Seminars	
Planning Meetings	
Other (<u>Explain</u>)	

8. If proposed activity is a workshop, what would you propose as the title?

Approximate best month(s) of year for workshops? Comment.

9. What types of activities are most needed?

- Training of fieldworkers
- Curriculum revision
- Developing/field testing extension materials
- In-country workshops, seminars for leaders
- Supervisory training
- Preparation of curriculum materials
- Field testing instructional materials

Teacher Workshops --

- Primary
- Secondary
- College
- University

Community/Village/Rural Development

- Non-formal education
- Literacy/family planning classes
- Mother's clubs
- Youth clubs
- Media
- Research (Explain)

10. Which of the activities listed above would you give highest level priority?

11. Do you have specific activities planned for the AHEA Project over the next six months? (Describe or enclose program of work.)

Is there a need for language-specific instructional materials in your country?

LANGUAGE

- Spanish
- French
- Arabic
- Other _____

<u>YES</u>	<u>NO</u>
—	—
—	—
—	—

0. Is this a high priority need in your country?
Explain.

21. Has there been specific language translations done for any of the instructional materials developed in the AHEA Project?
Explain.

22. Can you recommend a person or persons who could do an accurate language translation?

Name _____

Address _____

23. Have you initiated the development of a country advisory committee to the International Family Planning Project? Explain.

24. Can you recommend 7-12 persons who would be willing to serve on the advisory committee to the AHEA-International Family Planning Project from the following:

Home Economist-Teacher
University Professor
Extension
Community/Rural Development
Nutritionist

Health Professional

Family Planning Association

Agriculture

Women leaders

Social Welfare/Social Affairs

Youth Program/Community Development

YES	NO
_____	_____
_____	_____
_____	_____

Ministry level supervisors

Church groups

(Please list name, title, work and home address on the last pages of this questionnaire.)

Please give your comments on the significance of the AHEA-International Family Planning Project in your country.

On a separate sheet of paper, list family planning/home economics activities you would project as significant to be included in the new 5-year proposal for your country. (Explain, giving highest priorities and extent of activities.)

Position Description

Country Coordinator

International Family Planning Project

The Country Coordinator assumes major responsibility for implementing the Project in the country, including:

1. Developing, coordinating and/or initiating the development of a comprehensive country plan for integrated family planning/home economics Project activities.
2. Cooperating and/or initiating with the RAD and appropriate Project Staff, Advisory Committee, Country Home Economics Association (CHEA), USAID, government agencies and others to establish, implement and evaluate Project programs in the country.
3. Maintaining contacts with family planning/population education-related organizations and agencies to ensure coordination of activities and cooperation with other home economics-related activities in the country.
4. Identifying funding sources (in-country, regional or international) for integrated family planning/home economics activities.
5. Completing and distributing final reports of Project activities.
6. Serving as a member of the Advisory and/or Executive Committee.
7. Developing and coordinating the implementation of a public relations strategy for integrated family planning/home economics in the country.
8. Developing and disseminating an inventory of available instructional and informational materials useful in the conduct of country family planning/home economics programs.
9. Performing other tasks as necessary.

APPENDIX B

- Working With Villagers Survey Questionnaire

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American Home Economics Association
International Family Planning Project

SURVEY OF THE UTILITY OF THE
WORKING WITH VILLAGERS (WV) INSTRUCTIONAL MATERIALS

Instructions

The American Home Economics Association and Sister Associations in selected developing countries are conducting a survey of individuals involved in the International Family Planning Project. The purpose of the survey is to learn their opinions about the Working with Villagers instructional materials and to learn how they have used the materials. You can contribute to this study by carefully answering the questions which follow.

It is important that the final reports to USAID of our ten-year effort contain an accurate estimate of the number of individuals trained with the WV materials and a description of the kind of outreach that has occurred. You may need to refer to your reports or records of Project activities to accurately answer the questions.

In some cases, separate directions for responding are given for a question. Please read the directions carefully, and answer each question as completely as you can.

Thank you, and good luck! We are counting on you to provide us with accurate data so that we can demonstrate the degree of success the Project has achieved through its non-formal education component.

WORKING WITH VILLAGERS

Questionnaire

1. We need the following information about you:

Name/Job Title _____

Address _____

Employer _____

Country _____ Date _____

2. How many Working with Villagers workshops were held in your country?

3. For each workshop, give TOTAL numbers of days devoted to the workshop and TOTAL workshop attendance.

<u>Workshop</u>	<u>Workshop Attendance</u>	<u>Workshop Length (Days)</u>
1st		
2nd		
3rd		
4th		
5th		

4. What was the TOTAL attendance at all Working with Villagers workshops?

5. Give TOTAL number of supervisors and field staff trained with Working with Villagers materials for each Ministry or group involved.

A. Ministry of Agriculture

Number of supervisors trained _____

Number of field workers trained _____

B. Ministry of Community Development (or if similar Ministry, please identify _____)

Number of supervisors trained _____

Number of field workers trained _____

C. Other Ministry or group serving rural families

Name: _____

Number of supervisors trained _____

Number of field workers trained _____

D. Other Ministry or group serving rural families

Name: _____

Number of supervisors trained _____

Number of field workers trained _____

6. For each Ministry or other group, give total number of home economics employees.

A. Ministry of Agriculture

Number of supervisors _____

Number of field workers _____

B. Ministry of Community Development (or if similar Ministry, please identify _____)

Number of supervisors _____

Number of field workers _____

C. Other Ministry or group (please identify _____)

Number of supervisors _____

Number of field workers _____

D. Other Ministry or group (please identify _____)

Number of supervisors _____

Number of field workers _____

7. For all the Working with Villagers workshops held for trainers and for field workers, indicate (a) the area(s) of training covered and (b) the amount of time (in hours) devoted to each area. Check (✓) the units covered and write in the approximate total number of hours. If an area was not covered, leave the spaces blank.

	TRAINERS		FIELD WORKERS	
	Area of Training Covered	Approximate Time (Hours) Devoted to Training in this Area	Area of Training Covered	Approximate Time (Hours) Devoted to Training in this Area
• Getting Acquainted				
• Integrating Family Planning into Home Economics				
• Family Planning in Our Area				
• Handling Family Planning Rumors				
• Reasons People Reject Family Planning				
• Demonstrating Prototype Lessons				
• Getting to know the Villagers and the Village				
• Seeing a Problem Through the Eyes of a Village Woman				
• Developing a Profile of a Village				
• Identifying Village Problems				
• Checking Individual's Interests				
• Integrating Family Planning into Lessons				
• Setting Objectives for New Lessons				
• Practicing the Use of Prototype Lessons				
• Increasing Learners' Involvement and Participation				
• Creating a Learning Atmosphere				
• What Helps Adults to Learn				
• Stimulating Participation through Questions and Discussions				
• Leading a Discussion				

	TRAINERS		FIELD WORKERS	
	Area of Training Covered	Approximate Time (Hours) Devoted to Training in this Area	Area of Training Covered	Approximate Time (Hours) Devoted to Training in this Area
• Overview of Teaching Methods				
• Giving a Demonstration				
• Giving a Talk				
• Making Home Visits				
• Games				
• Problem Dramas				
• Reinforcing Learning				
• How to Assess Learning				
• Matching Objectives and Evaluations				
• Working with Other Organizations				
• Practicing and Evaluating New Lessons				
• Resource Files				
• Mounting Visual Materials				
• Basics of Simple Drawing				
• Simple Drawing in Action				
• Freehand Lettering				
• The Portable Easel				
• Drawings and Illustrations				
• Creating Figures for Flannelgraph				

8. Please list names of OTHER ORGANIZATIONS reached with Working with Villagers (such as Planned Parenthood, Family Planning Commission, etc.).

- | | |
|----------|----------|
| a. _____ | i. _____ |
| b. _____ | j. _____ |
| c. _____ | k. _____ |
| d. _____ | l. _____ |
| e. _____ | m. _____ |
| f. _____ | n. _____ |
| g. _____ | o. _____ |
| h. _____ | p. _____ |

9. In what way were these organizations reached? (Please check (✓) all appropriate).

- _____ a. individuals from other organizations trained in workshop
- _____ b. provided Working with Villagers materials
- _____ c. talked to individuals
- _____ d. served as resource person to discuss Working with Villagers
- _____ e. established liaison relationship
- _____ f. exchanged mailing lists
- _____ g. assisted in the preparation of curriculum, program, workshops, etc.
- _____ h. Working with Villagers used in developing curriculum, instructional and promotional materials
- _____ i. disseminated materials from resource center
- _____ j. material supplied to libraries, etc.
- _____ k. responded to requests and inquiries

10. In what other ways was Working with Villagers information or materials used? (Please check (✓) all appropriate).

- a. radio
- b. television
- c. lecture or talk to a specific group
- d. news item in local newspaper
- e. news item in newsletter of other organizations
- f. other (Please list)

- (1) _____
- (2) _____
- (3) _____
- (4) _____

AMERICAN HOME ECONOMICS ASSOCIATION
INTERNATIONAL FAMILY PLANNING PROJECT

Survey of the Utility of the Working with Villagers (WV) Instructional Materials

Instructions

The American Home Economics Association and sister Associations in selected developing countries are conducting a survey of individuals involved in the International Family Planning Project. The purpose of the survey is to learn their opinions about the Working with Villagers instructional materials and to learn how they have used the materials. You can contribute to this study by carefully answering the questions which follow.

Mark your answer for each question by placing an X in the blank by the side of the answer you choose. For example, if you choose the third answer to a question, mark it like this:

EXAMPLE

1. Which of these best describes your main job responsibility?

Mark one answer.

- (1) teaching children in school
- (2) working with families
- (3) working with "out-of-school" youth
- (4) regional or district supervision
- (5) supervision of a national program

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

Please complete the questionnaire and return it by _____

Thank you and good luck! Your responses will help us better assist families through our international outreach programs.

Previous Page Blank

Survey of the Utility of the Working with Villagers (WV) Instructional Materials

QUESTIONNAIRE

Name: _____ Date: _____

Address: _____

_____ Country: _____

Job Title: _____

Employer: _____

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

- (1) ___ adult or literacy education
- (2) ___ community development, agricultural extension, social services
- (3) ___ youth programs
- (4) ___ other: _____

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

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

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

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

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

- (1) ___ males
- (2) ___ females
- (3) ___ males and females

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

- (1) ___ no schooling
- (2) ___ primary/elementary
- (3) ___ secondary
- (4) ___ higher education

6. How did you first find out about the Working with Villagers materials?

- (1) ___ from a friend or co-worker
- (2) ___ at a workshop or training session
- (3) ___ at a training center
- (4) ___ from an agency _____
- (5) ___ other source _____

7. How did you feel about the training session you attended to learn about the Working with Villagers materials?

- (1) ___ very helpful
- (2) ___ somewhat helpful
- (3) ___ not helpful

(Comments: _____
_____)

8. How much do you use the Working with Villagers materials?

- (1) ___ all the time, almost daily
- (2) ___ frequently, at least once a week
- (3) ___ occasionally, three or four times a year
- (4) ___ not much, only once or twice
- (5) ___ haven't used them yet

9. Have you helped other co-workers or leaders use the Working with Villagers materials?

- (0) ___ no
- (1) ___ yes (If yes, approximately how many others?) _____

10. Have you made teaching aids for use with Working with Villagers lessons?

- (0) ___ no
- (1) ___ yes (If yes, what have you made?) _____

11. Have you developed new lessons based on Working with Villagers materials?

- (0) ___ no
- (1) ___ yes (If yes, what were the subjects of the new lessons?) _____

12. Are there ideas or lessons from Working with Villagers that you use very often? Please explain.

13. Are there ideas or lessons from Working with Villagers that you have tried that didn't work? Please explain.

14. Which of these descriptions most closely fits the way you use family planning and/or population education in your work? Mark all those that apply.

- (0) I do not include family planning or population education information in my work at all
- (1) I talk about family planning with people when they ask me questions about it
- (2) I try to bring up family planning and/or population education ideas when I talk with people informally
- (3) I use the same program of work I usually use, but include family planning and/or population education ideas when they are related
- (4) I use a curriculum guide or program of work revised to include family planning and/or population education ideas in it
- (5) I teach a special course and/or give talks to groups about family planning and population education
- (6) I plan programs, train workers, or prepare materials in family planning and population education
- (7) Other: _____

15. Before you became involved in the Working with Villagers training, about how much of your work time did you spend in family planning and/or population education activities? Mark one answer.

- | | |
|--|--|
| (0) <input type="checkbox"/> none | (3) <input type="checkbox"/> between 1/2 and 3/4 |
| (1) <input type="checkbox"/> less than 1/4 | (4) <input type="checkbox"/> more than 3/4 |
| (2) <input type="checkbox"/> between 1/4 and 1/2 | |

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

- | | |
|--|--|
| (0) <input type="checkbox"/> none | (3) <input type="checkbox"/> between 1/2 and 3/4 |
| (1) <input type="checkbox"/> less than 1/4 | (4) <input type="checkbox"/> more than 3/4 |
| (2) <input type="checkbox"/> between 1/4 and 1/2 | |

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

- | | | |
|---|---------------------------------|----------------------------------|
| (1) Worked on program revisions to include family planning and/or population education ideas in your home economics programs | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (2) Invited someone from another agency to talk with rural families about family planning and/or population education | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (3) Helped my co-workers include family planning and/or population education in their programs of work | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (4) Convinced a group to include family planning and/or population education in their program | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (5) Gave a talk or lecture about family planning and/or population education to a group | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (6) Helped form a course, seminar, workshop, or discussion group ; or helped develop materials related to family planning and/or population education | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (7) Visited the local family planning clinic to learn about the services available to people in my community | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (8) Worked in a family planning clinic or agency helping people with their family planning problems | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |
| (9) Distributed contraceptives to people wanting to use birth control methods | (0) <input type="checkbox"/> no | (1) <input type="checkbox"/> yes |

(10) Planned with people in family planning agencies how home economists can contribute to their programs

(0) ___no (1) ___yes

(11) Initiated the establishment of a clinic, service center, or other service program on family planning

(0) ___no (1) ___yes

18. Below are family planning concepts or ideas related to home economics. For each concept check (✓) the category which best describes how it was used in your program. Please check all concepts.

Concepts and Ideas	Not Included in Program	Included in Program	Given Emphasis in Program
(1) Menstruation			
(2) Male and female reproductive systems			
(3) Conception and development before birth			
(4) Physical and emotional needs of children			
(5) Human development and sexuality			
(6) Right to control one's own fertility			
(7) Responsible parenthood			
(8) Decision-making and planning the family			
(9) Spacing the births of children			
(10) Types and uses of contraceptives			
(11) Community services in family planning			
(12) Effects of population growth on society			
(13) Fertility, mortality, and migration			
(14) Family planning and nutrition			
(15) Family planning and clothing			
(16) Family planning and home management			
(17) Family planning and housing			
(18) Family planning and health			

19. How many people do you estimate you have talked with about family planning during the past year? Mark one answer.

- | | | |
|--|---------------------------------------|--|
| (0) <input type="checkbox"/> none | (3) <input type="checkbox"/> 10 to 24 | (6) <input type="checkbox"/> 100 to 199 |
| (1) <input type="checkbox"/> from 1 to 4 | (4) <input type="checkbox"/> 25 to 49 | (7) <input type="checkbox"/> 200 to 299 |
| (2) <input type="checkbox"/> 5 to 9 | (5) <input type="checkbox"/> 50 to 99 | (8) <input type="checkbox"/> 300 or more |

20. How many people do you estimate you have referred to family planning clinics or services in the past year? Mark one answer.

- | | | |
|--------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> none | (3) <input type="checkbox"/> 10 to 24 | (6) <input type="checkbox"/> 100 to 199 |
| <input type="checkbox"/> from 1 to 4 | (4) <input type="checkbox"/> 25 to 49 | (7) <input type="checkbox"/> 200 to 299 |
| <input type="checkbox"/> 5 to 9 | (5) <input type="checkbox"/> 50 to 99 | (8) <input type="checkbox"/> 300 or more |

Part III: To be answered
by Village Women Only and
responses recorded by
Field Worker

American Home Economics Association
International Family Planning Project

SURVEY OF THE UTILITY OF THE WORKING WITH VILLAGERS

Instructions

The American Home Economics Association and Sister Associations in selected developing countries are conducting a three-part survey of individuals involved in the International Family Planning Project, to learn how useful 'Working with Villagers' has been in providing information on family planning.

This part of the survey, Part III, will provide some minimal data on the impact of the 'Working with Villagers' materials on the behaviors of village women as a result of instructions they may have received from field workers trained through IFPP-sponsored activities.

In order to demonstrate that the 'Working with Villagers' materials are suitable for use with village women, a selected number of rural women will need to participate in the survey. We suggest the following procedures for selecting village women to participate in the study.

After the group of field workers to answer Part II of the questionnaire is identified, two from this group should be selected at random for interviewing village women with whom they work.

Next, two villages serviced by each of the two field workers is to be selected at random. Thus, four villages will be visited.

List the women, in each of the four villages, who have attended meetings held by the field worker. By random sampling, select five (5) women from each village to be interviewed. [This will give a total of 20 women to be interviewed.]

In order that this component of the survey be accurate it is important that the women interviewed be selected at random rather than chosen by the interviewer.

If at all possible the field workers visiting the rural women should memorize the six questions and not record the answers on the questionnaire in the presence of the woman. Make it an informal and pleasant interview.

Your assistance is needed so that the final report of this Project will reflect accurately the achievement of its objectives.

Thank you for your cooperation and good luck!

Return the reports of the five interviews you have conducted to
by

WORKING WITH VILLAGERS

Questionnaire

I. Obtain the following information about the village woman being interviewed:

- Name of Village _____
- Name of woman interviewed _____ Age _____
- Number of her children _____

Then, ask the following questions:

1. Did the home economist teach you about family planning?

Yes _____ No _____

2. Did you know about family planning before the home economist taught you?

Yes _____ No _____

3. Did the home economist teach you anything new about family planning?

Yes _____ No _____

a. If yes, what did she teach you that was new?

(i) _____

(ii) _____

b. If no, why? Give reasons.

(i) _____

(ii) _____

4. What did you learn about family planning from the home economist that was useful to you?

a. _____

b. _____

5. Have you done something as a result of what the home economist taught you about family planning?

Yes _____ No _____

(a) If yes, what did you do?

(b) If yes, why did you do it?

(c) If no, why? Give reasons.

6. Do you think there is any value in family planning?

Yes _____ No _____

(a) If yes, why? Give reasons.

(b) If no, why? Give reasons.

APPENDIX C

- Publications Received via Cooperative Relations Program

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PUBLICATIONS REGULARLY RECEIVED VIA COOPERATIVE RELATIONS PROGRAM

1. AID RESEARCH AND DEVELOPMENT ABSTRACTS
Bureau for Development Support
AID
Washington, D.C. 20523
2. AGENDA
Department of State
Office of Public Affairs
Washington, D.C. 20523
3. AHEA -- Action (Quarterly)
International Update
Journal of Home Economics
Washington Dateline
4. ASIAN-PACIFIC POPULATION PROGRAMME NEWS (Quarterly)
Division of Population and Social Affairs
ESCAP
5. BRIEFS - FAMILY LIFE AND POPULATION PROGRAM
Church World Service
475 Riverside Drive
New York, New York 10027
6. CENTER FOCUS
Center of Concern
3700 13th Street, N.E.
Washington, D.C. 20017
7. CERES (bi-monthly)
FAO
Via delle Terme di Caracalla
00100 Rome, Italy
8. COFO MEMO
Publication of the Coalition of Family Organizations
9. COMUNICACMERICA
Centro Interamericano de Adistrameinto en
Comunicaciones para Poblacion
Apdo. Postal 10333
San Jose, Costa Rica
10. CONCERN
IPPF - EAST and SE Asia and Oceania Region
246 Jalan Ampang
Kuala Lumpur 16-03, Malaysia

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11. DEVELOPMENT
International Development Review
Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
12. DEVELOPMENT COMMUNICATION REPORT
Clearinghouse on Development Communication
(AID funds - Academy for Educational Development)
1414 22nd Street, N.W.
Washington, D.C. 20037
13. DUALABS REGISTER
(a register of events which are of interest to public data users)
1601 North Kent Street
Arlington, Virginia 22209
14. EAST WEST CENTER MAGAZINE
East West Center
(see other address)
15. ECHO-EAST WEST CENTER ALUMNI NEWSLETTER
Alumni Office
1771 East-West Road
Honolulu, Hawaii, 96848
16. ESTUDIOS DE POBLACION
Asociacion Colombiana para el estudio
de la poblacion
Carrera 23
N 30-82
N 30-82
Bogota de l Columbia
17. FOCUS
Technical Cooperation
SID
Palazzo Civiltà del Lavoro
00144 Roma, Italy
18. FPIA NEWSLETTER
FPIA
810 7th Avenue
New York, New York 10019
19. FUTURIST
World Future Society
P.O. Box 30369
Bethesda Branch
Washington, D.C. 20014

20. INFORMATION BULLETIN (monthly-Spanish and English) (1977)
Inter-American Commission of Women
General Secretary of OAS
21. INITIATIVES (Quarterly)
Population Center Foundation of Philippines
(see address listed elsewhere)
22. INTERCHANGE
(Population Education Newsletter)
Population Reference Bureau Inc.
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
23. INTERCOM
(International Population News Magazine)
Population Reference Bureau, Inc.
(see above address)
24. INTERNATIONAL CENTER FOR RESEARCH ON WOMEN
1010 16th Street, N.W. - 3rd Floor
Washington, D.C. 20036
25. INTERNATIONAL CLEARINGHOUSE ON ADOLESCENT FERTILITY
Population Institute
100 Maryland Avenue, N.E.
Washington, D.C. 20002
26. INTERNATIONAL FAMILY PLANNING PERSPECTIVES & DIGEST
Alan Guttmacher Institute
Editorial Office
515 Madison Avenue
New York, New York 10022
27. INTERNATIONAL WOMEN'S TRIBUNE CENTRE, INC.
Newsletter - English
(La Tribuna O Spanish translation)
305 East 46th Street - 6th Floor
New York, New York 10017
28. IVIS IN ACTION
International Visitors Information Service
801 19th Street, N.W.
Washington, D.C. 20009
29. IYC REPORT (English, French, German, Spanish)
IYC Secretariat
866 UN Plaza
New York, New York 10017

30. **NAFSA NEWSLETTER**
National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009
31. **NEWS - The Alan Guttmacher Institute**
(A corporation for Research, Policy Analysis & Public Education)
515 Madison Avenue
New York, New York 10022
32. **NFE EXCHANGE**
Non-Formal Education Information Center
Institute for International Studies in Education
College of Education
513 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
33. **OPTIONS FOR POLICY AND PRACTICE**
(Bi-monthly special report)
Population Center Foundation of the Philippines
P.O. Box # 2065
Makati Commercial Center
Makati, Rizal, 3117, Philippines
34. **PEOPLE (French, English, Spanish)**
IPPF
18-20 Lower Regent Street
London SW1Y, 4PW, England
35. **POPLINE**
World Population News Service
Population Action Council (Population Institute)
110 Maryland Avenue, N.E.
Washington, D.C. 20002
36. **POPULATION BULLETIN**
Population Reference Bureau, Inc.
(see above address)
37. **POPULATION & DEVELOPMENT REVIEW**
The Population Council
One Dag Hammarskjold Plaza
New York, New York 10017
38. **POPULATION HEADLINERS**
Division of Population & Social Affairs
Economic & Social Commission for Asia and the Pacific (ESCAP)
United Nations Building
Bangkok, 2 Thailand

39. POPULATION NEWS SERVICE
Population Center Foundation
P.O. Box # 2065
Makati Commercial Center
Makati, Metro Manila, Philippines
40. POPULATION PROFILES
UNFPA
485 Lexington Avenue
New York, New York 10017
41. POPULATION REPORTS
Population Information Program
Johns Hopkins University
Hampton House
624 North Broadway
Baltimore, Maryland 21205
42. POPULATION & SOCIAL DEVELOPMENT - COMMUNICATION NEWSLETTER
Community and Family Study Center
1126 East 59th Street
Chicago, Illinois 60637
43. POPULATION - UNFPA NEWSLETTER
UNFPA
485 Lexington Avenue
New York, New York 10017
44. POPULI (Journal)
UNFPA
(See address above)
45. PP NEWS
Planned Parenthood Federation of America
Department of Public Information
810 7th Avenue
New York, New York 10019
46. PRB REPORT
(on significant trends and activities in population field)
Population Reference Bureau Inc.
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
47. PREGNANT PAUSE
Population Institute
1111 Kearney Street
San Francisco, CA 94133

48. SALUBRITAS
Association of Public Health
1015 18th Street, N.W.
Washington, D.C. 20036
(available - English, Spanish)
49. SOUNDINGS FROM AROUND THE WORLD
World Neighbors
5116 E. Portland
Oklahoma City, Oklahoma 73112
50. STUDIES IN FAMILY PLANNING
Circulation Dept. Publications & Information Office
Population Council
One Dag Hammarskjold Plaza
New York, New York 10017
51. SURVEY OF INTERNATIONAL DEVELOPMENT
SID
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
52. SWDCAP CHRONICLE
Social Welfare & Development Centre for Asia & Pacific
ESCAP
P.O. Box # 7339 ALO
MIA Pasay City 3120
Philippines
53. UNESCO FEATURES
UNESCO
7 Place de Fontenoy
75700 Paris
54. UNITED NATIONS DECADE FOR WOMEN
Branch for the Advancement of Women
Room DC-1033
United Nations
New York, New York 10017
55. VIBRO
(a quarterly newsletter on Community Development)
Editorial Office
Jalan Kenanga 163 Badran
Solo, Indonesia
56. WHO CHRONICLE
World Health Organization
Distribution & Sales Service
1211 Geneva 27, Switzerland

57. WIN NEWS
Women's International Network
187 Grant Street
Lexington, MA 02173
58. WORLD EDUCATION REPORTS
World Education
1414 6th Avenue
New York, New York 10019
59. WORLDWATCH PAPER
Worldwatch Institute
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036
60. WPS NEWSLETTER
World Population Society
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036
61. ZPG NATIONAL REPORTER
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

APPENDIX D

- Regional Assistant Director General Position Description
- International Family Planning Project Position Description
- Performance Evaluations

Position Description

Regional Assistant Directors
International Family Planning Project

The Regional Assistant Director assumes major responsibility for implementing the Project in the region, including:

1. Assisting with the developing of country plans in consultation with appropriate Project staff, country coordinators, country leaders, advisory committees of country home economics associations, USAID, and others.
2. Assisting in strengthening country home economics associations, and in broadening the home economics leadership base.
3. Supporting the country coordinator and country leader and enhancing her role in strengthening the integrated family planning/home economics program.
4. Assisting the advisory committee in executing its role in directing, planning, implementing and evaluating the in-country integrated family planning/home economics programs.
5. Assisting the advisory and executive committees and other local home economics groups in planning, implementing and evaluating in-country programs.
6. Monitoring budgetary allocations for the administration of programs implemented in the region.
7. Monitoring the preparation and submission of final Project activity reports.
8. Cooperating with other regional family planning related agencies in promoting integrated home economics/family planning programs; and assisting those country home economists in effecting similar cooperation.
9. Assisting the in-country home economists in identifying resources for in-country Project activities.
10. Developing regional public relations strategies and assisting coordinators and home economics associations in promoting integrated home economics/family planning through the media and other channels.
11. Assisting country coordinators and home economics associations in developing and disseminating an inventory of available instructional and informative materials useful in the conduct of country home economics/family planning programs.

12. Cooperating with other regional assistant directors and USAID officers in developing, implementing and evaluating Project programs.
13. Identifying new or innovative programs which may serve as models for other countries, (e.g., radio, mothers' clubs, primary school programs, teenage groups, etc.)
14. Recommending additions and deletions to the Project country leaders network list.
15. Collecting and making available instructional materials, etc.
16. Travelling and making oral and written presentations on behalf of the Project and home economics.
17. Performing other related duties as required.

PAGE 2

AHEA Job Specification

JOB TITLE: Director - AHEA/AID - IFPP

NAME:

6. Initiates and continues contacts with other agencies/international programs to develop inter-agency cooperation and coordination. (a) Attend meetings with highest potential for inter-agency cooperation and contacts. (b) Plan systematically for conferences, visits, etc., with organizations considered essential for inter-agency cooperation. (c) Provide opportunities for AHEA member involvement in international activities.
7. Communicates to appropriate AHEA staff about decisions regarding the Project's program, staff, etc., including employing evaluating, retention/termination.
8. Final responsibility regarding allocation of financial resources for country programs and monitors Project's financial expenditures.
9. Coordinates and plans for staff development.
10. Works closely with AHEA International Committee/Unit to ensure efficient coordination for all AHEA international matters pertaining to the IFHE Congress.
11. Participates in long-range planning and assumes other AHEA responsibilities as designed.

QUALIFICATIONS:

Administrative and managerial ability. Home economics program development experience. In-depth work experience in one or more developing countries. Knowledge of family planning/population programs.

APPROVED BY:

Kinsey B. Green, Executive Director

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980

TITLE: Deputy Director - IFPP JOB NUMBER: 511

LOCATION: Research, Development, and
Community Relations Unit (headquarters) CLASSIFICATION: E

RESPONSIBLE: Director, AHEA/AID - International Family Planning Project

DUTIES AND RESPONSIBILITIES:

The incumbent is responsible for assisting the Project Director in planning, coordinating, implementing and supervising the International Family Planning Project. Specific duties are as follows:

1. Assumes administrative and managerial responsibility for the Project in the absence of the Project Director.
2. Assists the Project Director with basic coordination and implementation of Project activities, with specific responsibility for the Latin American region, including, but not limited to:

(a) planning and implementing activities related to proposal development for Project and countries; (b) monitoring and assisting with correspondence, travel, materials requests, etc., for field services and country workshops within the region; (c) translating and interpreting information on program and training activities between the region and Project headquarters.
3. Coordinates and directs the Project training program.
4. Develops evaluation instruments and monitors use, implementation and analysis of results of evaluation for special Project and country activities.
5. Maintains communication link with the network of home economists for collecting and disseminating information on Project activities and IEC materials.
6. Maintains a review system for completing responsibilities delineated in regional plan of work.
7. Monitors and assists in: (a) writing Project reports (Annual, Special, Plan of Work, etc.) and (b) coordinating the preparation of country and regional reports for incorporation into major Project reports.
8. Performs other related duties as required.

PAGE 2

AHEA Job Specification

JOB TITLE: Deputy Director, AHEA/AID - International Family Planning Project
NAME:

QUALIFICATIONS:

Minimum of Master's Degree, doctorate preferred. Expertise in home economics, family planning/population education program development. Fluency in Spanish, ability to travel necessary.

APPROVED BY:

Kinsey B. Green

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980

TITLE: Program Assistant, AHEA/AID - IFPP JOB NUMBER: 512

LOCATION: Research, Development, and
Community Relations Unit (headquarters) CLASSIFICATION: C

RESPONSIBLE: Director, AHEA/AID - International Family Planning Project

DUTIES AND RESPONSIBILITIES:

Provides general program management and assistance as required to the Director and Deputy Director of the AID project. Works within the framework of AID and AHEA policy. Specific duties are as follows:'

1. Assists in establishing management for all office functions, including an effective filing system, and insuring continuity of day to day operations; maintains office files and records.
2. Performs standard duties such as maintaining office set-up, telephone inquiries, storing, and retrieving filed information.
3. Responsible for the system for identification, use and maintenance of resource materials files, permanent project report files, consultants and materials needed for Project evaluations.
4. Assumes responsibility for all AID matters, correspondence, including typing of technical reports.
5. Coordinates logistics of country staff and programs in relation to AID approvals, fund requests and reimbursements, country reports and activities.
6. Supervises all secretarial support staff.
7. Coordinates logistics for Project staff and participant travel.
8. Handles all requests for mailing Project publications in coordination with AHEA mailroom supervisor.
9. Does mock-up and layout for Project newsletter, LINK.
10. Performs other duties as required.

PAGE 2

AHEA Job Specification

JOB TITLE: Program Assistant, AHEA/AID - IFPP

NAME:

QUALIFICATIONS:

Initiative in working independently; willingness to perform some specialized tasks as necessary; ability to: (a) work cohesively with other staff members; (b) communicate effectively in verbal and written form; (c) organize ideas and materials; (d) organize work priorities to allow flexibility in meeting external demands; skills in typing (50 wpm) and proofreading. Previous work experience, high school diploma or equivalent. Some dictaphone necessary.

APPROVED BY:

Kinsey B. Green

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: _____ DATE: February 2, 1981

TITLE: Associate Director, IFPP JOB NUMBER: 513

Research, Development, and
LOCATION: Community Relations Unit (headquarters) CLASSIFICATION: E

RESPONSIBLE: Director, AHEA/AID - International Family Planning Project

DUTIES AND RESPONSIBILITIES:

The incumbent is responsible for assisting the Project Director in planning, implementing and monitoring the International Family Planning Project. Specific duties are as follows:

1. Assists the Project Director with basic coordination and implementation of Project activities, with specific responsibility for the Asian Region including, but not limited to:
 - a. planning and implementing--in concert with the Regional Assistant Director/Asia and core staff--activities in participating Asian countries
 - b. monitoring programs and activities in the Asian Region
 - c. assisting the RAD/Asia with maintaining effective implementation of Project activities
 - d. interpreting information on program activities within the region
 - e. making recommendations to the Project Director and other core staff on programs and activities appropriate for the region
 - f. working with other core staff desk officers to ensure effective intra-program implementation, and implementation of regional work plans
 - g. coordinating the preparation and production of official reports of and proposals for Project programs in the Asian region.
2. Coordinates and directs the Project's materials review and dissemination program, including, but not limited to:
 - a. developing and monitoring a materials review and dissemination program:
 - developing a system for providing systematic information on sources and availability of materials to field staff and network members
 - developing a system for collecting, analyzing, and reporting information on materials use and utility
 - initiating the dissemination of appropriate materials to regions/countries

PAGE 2

AHEA Job Specification

JOB TITLE: Associate Director, IFPP

NAME:

- b. reviewing and recommending for dissemination to Project countries recent publications (print and non-print) in the population/family planning field
 - c. writing reviews for Project Association (and others) publications (e.g., Link, Update, AHEA Action, Home Economics Research Journal, Journal of Home Economics, People, etc.)
 - d. making recommendations for reprinting, revising, and disposing of Project materials
 - e. coordinating the collection of information and editing the copy for the Project newsletter, Link
3. Recommends to the Program Assistant additions to and deletions from the Project network and permanent mailing lists.
 4. Represents the International Family Planning Project and AHEA via attendance at and participation in programs of organizations and agencies with which cooperative relations have been or are being established.
 5. Assumes oversight responsibility for budgetary allocations for Asian Region, materials dissemination and review, and Link.
 6. Performs other duties as assigned.

QUALIFICATIONS:

Expertise in international development programs, family planning/population education, knowledge of home economics. Experience in journalism, supervisory skills, and foreign language capability.

APPROVED BY:

Kinsey B. Green

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980
TITLE: Clerk-typist, AHEA/AID - IFPP JOB NUMBER: 514
 Research, Development and
LOCATION: Community Relations Unit (headqtrs) CLASSIFICATION: B
RESPONSIBLE: Program Assistant - AHEA/AID - IFPP

DUTIES AND RESPONSIBILITIES:

Serves as Clerk-Typist for the International Family Planning Project. Reports to administrative staff of the Project and works within the framework of the Association policies and procedures. Specific duties are as follows:

1. Assists in efficient management of office functions: Responsible for standard tasks such as: (a) Securing office supplies through Unit Administrative Assistant as needed; (b) Sets specific time aside each day for filing; (c) Gathers requested materials for mailing; (d) Insures proper routing of telephone inquiries and mail to specific staff person
2. Assumes responsibility for typing or referral for typing of Project correspondence, reports, publications, labels for external mailings
3. Handles correspondence related to requests for Project materials
4. Is informed on Project activities and procedures to the extent to be able to handle routine inquiries and assist Project staff with related office procedures
5. Responsible for general appearance of product with awareness of efficient office procedures
6. Updates continuously the International Family Planning Project Network List, card files, and mailing lists
7. Xeroxes and process all check requests for records
8. Responsible for recording financial records of Project
9. Keeps up-to-date consultant file of resumes and vitas
10. Performs other duties as assigned.

PAGE 2

AHEA Job Specification

JOB TITLE: Clerk-typist - AHEA/AID - IFPP

NAME:

QUALIFICATIONS:

Business and secretarial courses; two-year experience; accuracy in typing (50 wpm) and proofreading; has initiative; is versatile; able to work effectively with people; capable of performing a variety of job responsibilities. Some dictaphone and/or shorthand skill necessary. Some Mag Card II knowledge.

APPROVED BY:

Kinsey B. Green

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: International Relations Coordinator DATE: August 1980
TITLE: AHEA Project Liaison Officer JOB NUMBER: 515
Research, Development, & Community
LOCATION: Relations Unit (Paris, France) CLASSIFICATION: D
RESPONSIBLE: Director, AHEA/AID - IFPP

DUTIES AND RESPONSIBILITIES:

1. Coordinates AHEA International Family Planning Project activities with those of related population education and family planning programs of other international agencies such as: IFHE, UNESCO, FAO, IPPF, etc.
2. Develops contacts for and facilitates the expansion of AHEA Project activities to countries in North Africa and Francophone African countries.
3. Assists IFHE in fulfilling its role as a non-governmental organization (NGO) with advisory status to international bodies of the U.N., in order to enhance potential for home economics leadership and contribution to integrated development activities with a population component
4. Assists the AHEA Project with the translation/adaptation of its materials into French and Arabic, as directed by Project Director.
5. Develops a "clearinghouse" of teaching materials, reference resources, and research reports for home economists to use in their work of integrating family planning/population education into home economics. Arranges for the dissemination of these materials through reviews in LINK.

QUALIFICATIONS:

Minimum - Master's Degree; background in home economics, home science or extension; experience in program development; past exposure to AHEA-IFPP; language competency in English, French and Arabic; established contacts with other professionals and organizations at international level; administrative and research experience; ability to travel; ability to be self-directed and maintain own working schedule.

APPROVED BY:

Kinsey B. Green

Carole A. Jamison

AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980
Regional Assistant Director
TITLE: (Latin America and Caribbean) JOB NUMBER: 516
Research, Development & Community
LOCATION: Relations Unit (Panama City, Panama) CLASSIFICATION: E
RESPONSIBLE: Director, AHEA/AID International Family Planning Project

DUTIES AND RESPONSIBILITIES:

1. Assists with the development of country plans for emphasis countries, in consultation with country coordinators and advisory committees, USAID and other project staff.
2. Assists country advisory committees in strengthening the country home economics association, and broadening the home economics leadership base.
3. Assists Lesser Developed Countries home economists in identifying sources of in-country funds for project activities.
4. Serves as consultant to advisory committees and other home economics groups in planning and implementing in-country projects and other home economics activities.
5. Assists advisory committees in developing an inventory of specific instructional resources useful in the conduct of country home economics/family planning programs.
6. Assists coordinators and advisory committees in identifying new or innovative programs which may serve as models for other countries, (e.g., radio, mothers clubs, primary school programs, teenage groups, etc.).
7. Performs other related duties as required.

QUALIFICATIONS:

Specific competencies will be needed by the individual regional assistant project directors. These persons will be selected so that each specific competency desired is possessed by at least one of the Regional Assistant Project Directors.

APPROVED BY:

Kinsey B. Green

Revised PS 11/13/80

Carole A. Jamison

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AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980
 Regional Assistant Director
TITLE: (Africa) JOB NUMBER: 517
 Research, Development, & Community
LOCATION: Relations Unit (Freetown, Sierra Leone) CLASSIFICATION: E
RESPONSIBLE: Director, AHEA/AID International Family Planning Project

DUTIES AND RESPONSIBILITIES:

1. Assists with the development of country plans for emphasis countries, in consultation with country coordinators and advisory committees, USAID and other project staff.
2. Assists country advisory committees in strengthening the country home economics association, and broadening the home economics leadership base.
3. Assists Lesser Developed Countries home economists in identifying sources of in-country funds for project activities.
4. Serves as consultant to advisory committees and other home economics groups in planning and implementing in-country projects and other home economics activities.
5. Assists advisory committees in developing an inventory of specific instructional resources useful in the conduct of country home economics/family planning programs.
6. Assists coordinators and advisory committees in identifying new or innovative programs which may serve as models for other countries, (e.g., radio, mothers clubs, primary school programs, teenage groups, etc.).
7. Performs other related duties as required.

QUALIFICATIONS:

Specific competencies will be needed by the individual regional assistant project directors. These persons will be selected so that each specific competency desired is possessed by at least one of the Regional Assistant Project Directors.

APPROVED BY:

Kinsey B. Green

Revised PS 11/13/80

Carole A. Jamison

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AHEA JOB SPECIFICATION

NAME: _____ DATE: August 1980

TITLE: Regional Assistant Director (Asia) JOB NUMBER: 518
Research, Development & Community

LOCATION: Relations Unit (Quezon City, Philippines) CLASSIFICATION: E

RESPONSIBLE: Director, AHEA/AID International Family Planning Project

DUTIES AND RESPONSIBILITIES:

1. Assists with the development of country plans for emphasis countries, in consultation with country coordinators and advisory committees, USAID and other project staff.
2. Assists country advisory committees in strengthening the country home economics association, and broadening the home economics leadership base.
3. Assists Lesser Developed Countries home economists in identifying sources of in-country funds for project activities.
4. Serves as consultant to advisory committees and other home economics groups in planning and implementing in-country projects and other home economics activities.
5. Assists advisory committees in developing an inventory of specific instructional resources useful in the conduct of country home economics/family planning programs.
6. Assists coordinators and advisory committees in identifying new or innovative programs which may serve as models for other countries (e.g., radio, mothers clubs, primary school programs, teenage groups, etc.).
7. Performs other related duties as required.

QUALIFICATIONS:

Specific competencies will be needed by the individual regional assistant project directors. These persons will be selected so that each specific competency desired is possessed by at least one of the Regional Assistant Project Directors.

APPROVED BY:

Kinsey B. Green

Revised PS 11/13/80

Carole A. Jamison

SUPERVISOR'S EVALUATION

PERFORMANCE EVALUATION WORKSHEET

Name: _____

Title: Regional Assistant Director

Unit: Research, Development and Community Relations

Has employee's job description been updated if necessary? If not, do so in consultation with employee.

How well did employee perform in meeting job targets as listed on the last evaluation form?

Factors affecting job performance. Describe and give examples.

Previous Page Blank

Job targets in the next six months as agreed upon by the employee and supervisor.

Identify these in consultation with employee.

(Employee)

(Supervisor)

Date: _____

PERFORMANCE EVALUATION FORM

Name: _____

Date: _____

Job Title: Regional Assistant Director

Instructions: Circle the number which indicates your rating of your performance each function listed.

Job Functions, Responsibilities	PERFORMANCE EVALUATION						
	1	2	3	4	5	6	7
	Inadequate			Average		Outstanding	
1. Assists with the development of country plans for emphasis countries, in consultation with country coordinators and advisory committees, USAID and other project staff.	1	2	3	4	5	6	7
2. Assists country advisory committees in strengthening the country home economics association, and broadening the home economics leadership base.	1	2	3	4	5	6	7
3. Assists Lesser Developed Countries home economists in identifying sources of in-country funds for project activities.	1	2	3	4	5	6	7
4. Serves as consultant to advisory committees and other home economics groups in planning and implementing in-country projects and other home economics activities.	1	2	3	4	5	6	7
5. Assists advisory committees in developing an inventory of specific instructional resources useful in the conduct of country home economics/family planning programs.	1	2	3	4	5	6	7

PERFORMANCE EVALUATION FORM

Name: _____

Date: _____

Job Title: Regional Assistant Director

Instructions: Circle the number which indicates your rating of your performance each function listed.

Job Functions, Responsibilities	PERFORMANCE EVALUATION						
	1	2	3	4	5	6	7
	Inadequate			Average		Outstanding	
6. Assists coordinators and advisory committees in identifying new or innovative programs which may serve as models for other countries, (e.g., radio, mothers clubs, primary school programs, teenage groups, etc.)	1	2	3	4	5	6	7
7. Performs other related duties as assigned.	1	2	3	4	5	6	7
PROFESSIONAL IMPROVEMENT ACTIVITIES (list):							
a. _____							
b. _____							
c. _____							

JOB TARGETS: (Identify job targets for the next 6 months.)

(This step to be completed during evaluation conferences.)

1. _____

2. _____

3. _____

4. _____

CONFERENCE REPORT: (Including plans for improvement of areas in which weaknesses were identified)

CONFERENCE REPORT (Cont'd)

(Employee's Signature)

Date: _____

(Supervisor's Signature)

(Unit Administrator's Signature)

APPENDIX E

Summaries from Selected Research Studies

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SUMMARIES FROM SELECTED RESEARCH STUDIES

1. "Attitude of College Students to Family Planning/Population issues in Sierra Leone"

Purpose: The main purpose of this study on the attitude of college students to family planning issues was to provide information pertinent for future training activities including curriculum revision, and for further research. A secondary purpose was to identify the need for providing counseling on family planning matters for students in college; a group who over the years have been left out of family planning activities and services. This group are the potential parents of the future.

Findings: It is clear from this study that college students in Sierra Leone are generally aware of the need for family planning and population education and have specifically indicated that family planning programs and services should be made available to all, especially the young population who will be planning their families in the future.

The study reveals that although most of the students came from extended families they would prefer nuclear families for economic reasons. It is clear that general economic and social trends have changed their attitudes towards large family norms. Because of their strong approval of sex education in school it is imperative to address the attention of policy makers to the importance of providing this type of education, information, counseling, services and activities.

The Sierra Leone Home Economics Association has an ongoing Family Welfare Education and Counseling Project. This study has indicated the need to intensify the counseling activities and to train and increase the staff at the centre to work with the students in these colleges. There is need for more curriculum change to integrate family planning and population education into teacher training programs.

Though the study revealed that the students are aware of several family planning methods it does not provide information on the use and availability of contraceptives. A follow-up of this study would therefore be necessary to study the practice of family planning and the availability of services to students and the young population in general.

This study has shown that students believed in family planning as it relates to family welfare, needs and problems of living and coping with inflation and other social conditions.

For further information on this study contact:

Mrs. Alberta Wright
President, SLHEA
P.O. Box 1189
Freetown
Sierra Leone

2. "Family Life Education for Urban, Out-of-School Girls of Baroda City India"

Purpose: The major purpose of the Project was:

- To create an awareness regarding the importance of family life issues among young adolescent girls to enable them to achieve responsible parenthood;
- To equip the adolescent girls with the necessary knowledge that will enable them to make rational and responsible decisions regarding various family life issues;
- To provide information regarding health, nutrition, child care and family welfare leading to the realization that planned parenthood is essential;
- To make the adolescent girls aware of the concept, methods and practices of family life planning.

Findings: A base line survey was conducted to get an idea of the existing knowledge and needs of the adolescent girls regarding marriage and parenthood and family life. Twenty girls were interviewed and the responses of the girls to the questionnaire revealed that the majority (85%) of them were not aware of the various issues raised on family life and population situation.

Eight lectures spread over a period of two weeks were delivered to the adolescent girls on these topics:

- Some of the basic problems faced by the family, community and country due to rapid increase in population;
- Management of resources in relation to housing and clothing, nutrition, health and hygiene;
- Responsible parenthood which included age at which the first child is born, spacing of children, child care and rearing of children, etc.;
- Information about family planning programs, knowledge of human reproduction and available service facilities, etc.

The main aim was to find out the knowledge gained by the girls through the lessons given to them. For this, ten situations with appropriate probe questions were related one-by-one to each girl and the responses of the girls were noted. These situations covered all the issues on family life and population situations that were taught to them through the lessons. The girls, on the whole, were found to have improved their knowledge and understanding on various family life issues. Informal talks with the adolescent girls as well as the resource persons who gave the lectures revealed that the quality and relevance of the lectures as well as the situations given were appropriate and no changes were necessary.

When mothers of the target group were approached to seek their permission before offering the program on family life education to their daughters, it was revealed that the mothers were not only willing to let their daughters attend the program, but they urged the students to teach their girls the facts because they did not want their daughters to suffer as they did because of having too many children. On the whole, the program on family life education yielded favorable results--80 percent of the girls were found to have improved their knowledge and understanding on various issues of family life. The idea of giving a family life education program to the urban out-of-school adolescent girls proved to be successful and it is envisaged that such programs could be conducted in other wards of the city as well.

During the program a valid suggestion came from one of the resource persons, to train the adolescent girls who had been offered the program and let them reach out to other girls in their own as well as similar communities. Such an approach would work out well as young people would be more readily accepted by their own peer group.

Though initially, the girls were quite accepting when it actually came to attending the lessons, they had reservations because according to them nothing was to be gained materially from the program. Therefore as an incentive for attending the lectures, activities such as embroidering small garments, soap making, etc., were planned and given so that the girls could sell the end product and gain something materially.

3. "An Assessment of the Reaction of Men in the Age Group 18-50 Years to Spouses Attending Family Planning Clinics and Using Contraceptives in Rural Jamaica"

Purpose: The research was conducted to determine the main reasons why men prevent their spouses from attending family planning clinics and from using contraceptives and to measure the difference between age and socio-economic groups in their attitudes towards family planning. Members of Rural Women's Clubs have stated that they are attending family planning clinics; therefore, there is a need for change in the attitudes of men.

These purposes were felt to be justified because population growth is a priority problem in Jamaica.

Findings: Nearly 92 percent of respondents indicated that they know about "how to plan their families" including how to limit the number of children. However, the percentage of respondents who use a family planning method is 38.2, indicating a significant difference between the awareness of family planning and the use of family planning methods. Statistics show that most of the males who "do not like" their spouses using family planning methods are the young working class adults. Family planning programs need to be aimed at this group.

A paradox was discovered with respondents who do use contraceptive methods themselves but object to their spouses use of any family planning methods. The survey

shows no significant difference among areas or communities. An excellent method discovered for disseminating family planning information is electronic/media (particularly radio). For further information on this study contact:

Mrs. Novlet Jones
Extension Service
Ministry of Agriculture
Hope Gardens
Kingston 6, Jamaica.

4. "Evaluation of Attitudes and Constraints of the Integrated Home Science Programs in Formal Education in Ghana"

Purpose: The purpose of this study is to investigate:

- Teacher constraints in the implementation of Family Life Education (family planning ideas) through Home Science in Ghana.
- The acceptability by teachers to teach Family Life Education (family planning) concepts through Home Science.
- The attitudes of learners towards the content of the Home Science program in the schools.

The survey in essence is a study of an aspect of educational effectiveness.

Finding: This survey is still in process therefore the findings could not be reported. The research project was included in the program because the reporting of the topic and methodology provided information that could be used by other researchers. Measurement of student attitudes and teacher competency, attitudes and constraints will be obtained through administering a questionnaire. The construction of the questionnaire has been guided by the objectives and suggested content of the AHEA/IFPP resource materials as well as the new integrated home science syllabus. The draft questionnaire will be pilot tested for validity and reliability and the necessary modifications made before the study is implemented.

The results of this research will be reported in a future issue of THE LINK. For further information on this study contact:

Mrs. Jane Kwawu
Curriculum Research Unit
P.O. Box 2739
Accra, Ghana