A. REPORT SUMMARY

1. Project Title and Contract Number:
   Quality of Life-Family
   Contract Number AID/CM/TA-C-73-29

2. Principal Investigator:
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3. Contract Period:
   April 16, 1973 to November 30, 1973

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   April 16 to November 6, 1973

5. Total A.I.D. Funding of Contract to Date:
   $25,000

B. NARRATIVE SUMMARY OF ACCOMPLISHMENTS AND UTILIZATION

The major objective of the Quality of Life-Family Project was to explore the feasibility of developing non-formal education programs to improve the quality of life in rural and urban family units, in their cultural context.

Five developing nations, Sierra Leone, Ghana, and Nigeria in West Africa, and The Bahamas and Trinidad in the Caribbean, were visited. Information was obtained by personal interview from university administrators, university faculty, representatives of professional and voluntary organizations, and urban and rural people in each country. Public and/or university library facilities were utilized to ascertain government policy and priorities and to uncover research and publications which could

be used to assess the feasibility of a larger project.

From first hand experiences in West Africa and the Caribbean, we have made the following observations:

(1) There is an overwhelming need for family life programs in West Africa and the Caribbean. The strong family system in West Africa and the pride, dignity and aspiration for self-improvement of the grass roots people in the Caribbean provide the basic foundations on which Quality of Life programs can be mounted. The structure of such programs, however, may differ in these countries.

(2) From National Development Plans and the speeches of Ministers and other government leaders, there appears to be general agreement at the national level that quality of life must be improved for the masses in these developing nations.

(3) University personnel would be interested in participating in people oriented programs if freedom to do this is given by the appropriate ministries. Because university programs exist, there are some well trained professionals who could provide leadership for family life programs in West Africa. There is, however, the need to provide opportunities for advanced training for larger numbers of such persons. In the Caribbean, where there are no university level home economics programs, the need for training family life professionals is greater.

(4) In general, education is highly valued by the village man and the grass roots people in these developing nations. People seemed eager for more knowledge as a vehicle to live better.

(5) There is great interest in non-formal education, i.e., out-of school education, among both rural and urban people. The respondents identified family life areas as being those in which they felt information would be of greatest value in improving their levels of living and their quality of life.

(6) There was general consensus that family unit education, i.e., teaching the whole family together, was feasible in West Africa and the Caribbean, though it would be important to ascertain the ideal conditions in specific locations under which this technique for non-formal education could be carried out.

(7) The woman, her attitudes and actions, holds the key to household and family circle access by the outsider. It will be through the woman that any real progress in improving quality of life can be made. It becomes imperative to search for ways to ease the burdens of women in order to make them more effective in the home, in teaching children, and in community development.

(8) Research is needed to further refine the approach to be used in family life projects. It is important to obtain valid information on family life patterns in a specific

region in order to structure messages to the people, to ascertain teachable moments and teachable subjects.

Thus, from interviews with university and non-university persons, including village people, a strong impression was gained that West Africa and the Caribbean will respond to quality of life programs. From the priorities of people interviewed, a set of Quality of Life indicators has been formulated by the Howard University team and procedures for measuring progress toward these have been identified.

C. RECOMMENDATIONS

The following recommendations are made to the Agency for International Development:

1. That pilot projects to perfect techniques for a broader Quality of Life effort be carried out in Trinidad and in Sierra Leone; that the focus of such projects include study of family life patterns to provide base line data for development of indicators and procedures to enhance the quality of life in these countries.
2. That Institutes of Family Life be established in selected developing nations to mount and carry out programs related to strengthening the family as a human resource in national development.
3. That a Center of Excellence in Family Life be established in the United States (a) to conduct pilot projects on Quality of Life-Family, (b) to provide advanced training for country professionals in family life subject matter,

(c) to serve as an international and national resource for family life education, and (d) to facilitate and link with new Institutes of Family Life in developing nations.

4. That the training of paraprofessionals who would work with non-formal education programs in rural and urban family units be an integral part of subsequent pilot projects and quality of life programs; that this training be provided by provincial institutions through LDC government and private institution support; that the Center of Excellence in Family Life provide the base for training the teachers of paraprofessionals; that AID provide funding for this training in its broad programs and specific projects developed to improve quality of life.

The projects recommended in the section, Alternative Designs for a Larger Effort, are innovative in that they evolve from the concept that there must be an intersectoral approach to improvement of the quality of life, i.e., that nutrition, health, family planning, better roads, etc. as separate approaches have achieved limited success and that these must be included in a broader spectrum of approaches which touches family needs in a more intimate way to make a more substantial impact toward the goal of improving quality of life. Thus, our view is that one must consider a program in population control, for example, not as a separate input, but rather along with all inputs including those of the people in developing nations themselves, joined together

simultaneously and functionally toward this goal.

It is for this reason that the alternative projects are primarily designed from a human ecology base, a base which keeps the family as a center, one which focuses on improving coping behavior in relation to the realities which families face from day to day, and one which will lead to strengthening human resources as a force in community and national development.

Family Life Education → Increased coping skills in family life
↓
Family Strength
↓
Greater sensitivity to, awareness of, concern for and participation in solving problems of others
↓
Community progress
↓
National development

Though Human Ecology, the interaction of man with his near environment, is an interdisciplinary approach in which many skills and expertise impinging on family life are brought to bear on the solution of problems faced by families, inputs from other disciplines such as psychology, agriculture, and health would be utilized in the planning and implementation of people-oriented programs such as those recommended in this report.

PREFACE

The Report of the Preproject Reconnaissance Study Quality of Life-Family is divided into three parts:

Part 1: Summary of Data and Recommendations for West Africa and the Caribbean.

Part 2: Data for West Africa and the Caribbean.

Part 3: Interview Records.

Though the Study was conducted over a four month period by a two-woman team, the project has focused sixty-six combined man years of foreign service at Howard University on Quality of Life factors. The Howard Team and the Department of Home Economics express appreciation to the Agency for International Development for the grant which funded this project and provided the opportunity to design a larger Quality of Life Program.

Cecile H. Edwards
Project Director

TABLE OF CONTENTS

	Page
REPORT SUMMARY	
PREFACE	i
LIST OF TABLES	iii
I. THE PROJECT	1
A. Purpose	1
B. Implementation and Design	1
C. Problems and Constraints	6
II. THE FEASIBILITY STUDY	7
A. Statement of the Problem	7
B. Methodology	8
C. Review of Literature	11
D. Findings from First Hand Contact	21
1. Quality of Life	21
2. The Family Unit as a Learning Station	31
3. Non-formal Education	37
4. Results of Experiences in Five LDCs	42
5. Summary	48
E. Conclusions	49
III. ALTERNATIVE DESIGNS FOR A LARGER PROJECT	55
A. The Pilot Project - Center of Excellence	56
B. Institutes of Family Life - Center of Excellence	62
C. Quality of Life Project	68
D. Other Designs	69

LIST OF TABLES

Table		Page
1.	First Priority Needs of Families in Developing Nations for Improving their Quality of Life	22
2.	Responses by People in Selected Developing Nations to the Question "What is Most Important to Improve the Quality of Life of your Family?"	23
3.	Quality of Life Indicators and Procedures for Attaining Goals Based on Them	26
4.	Feasibility of Family Unit Education in Selected Developing Nations	32
5.	Feasibility of Mass Media for Non-formal Education in Selected Developing Nations	38
6.	Types of Subject Matter Desired by People in Developing Nations Through Non-formal Education Programs	40
7.	Traditional Roles of Women in West Africa as Still Performed in 1973	52

"We must educate the whole man to
fulfill his role:

1. as a worker
2. as a family person
3. to be a healthy individual
4. as a citizen
5. as a self-fulfilling individual.

I am what I am!
Give people ego!
Help a man to feel that he is a person
with dignity!
Give them education to cope with life!"

Dr. J. T. Okedara
Lecturer
Department of Adult Education
University of Ibadan
Ibadan, Nigeria

I. THE PROJECT

A contract "Quality of Life-Family" was signed on April 11, 1973 between Howard University and the Agency for International Development for a preproject reconnaissance study to be conducted in three African and two Caribbean countries. Dr. Cecile H. Edwards, Chairman, Department of Home Economics, is project director. The estimated completion date of the project was set for July 31, 1973 and later extended to November 30, 1973.

Immediately following the signing of the AID-Howard University contract a project office was created in the Department of Home Economics. A project consultant was employed to coordinate and facilitate activities. This consultant is a former AID employee with fourteen years of experience as a Home Economics Extension worker in India, Brazil, and Nigeria. The project director is a seasoned home economics researcher with over 125 scientific and professional publications.

A. Purpose

The purpose of this project was:

To assess the feasibility of a major research and development effort in non-formal educational techniques to improve the quality of life in rural and urban family units in LDCs.

B. Implementation and Design

Three committees were formed to advise and assist with the project.

Advisory Committees and Consultants

A University Advisory Committee includes faculty representatives of departments whose subject matter is related to the aims of the project. The interdisciplinary support for the project at Howard University, however, is drawn from a larger base. The members of this committee are:

Dr. Ronald Walters, Political Science
Dr. Clifton Jones, Sociology
Dr. Leslie Hicks, Psychology
Dr. Russell Adams, Afro-American Studies
Dr. Pearl Rosser, Institute for Child Development and Family Life
Dr. Thomas Johnson, Allied Health Affairs

An Advisory Committee within the Department of Home Economics includes:

Dr. Ruth Jefferson, Family Life
Dr. Marguerite Burk, Family Economics
Mrs. Adele McQueen, Preschool Education
Mrs. Effie Crockett, Urban Extension

An Ad-Hoc Interbureau Advisory Committee within AID is comprised as follows:

Dr. James D. Singletary, Office of Education and Human Resources
Dr. Edward Martin, Africa Bureau
Mr. Alfred Bissett, Program Office
Dr. Rachel Nason, Population Office
Mrs. Andromache Sismanidis, Nutrition Office

Consultants to the project are:

Dr. Barbara Nordquist, Human Behavior, Home Economics
Dr. Aggrey Brown, Political Sociology (Rutgers University)
Dr. Carl Thoresen, Behavior Motivation (Stanford University)
Dr. Hildrus Poindexter, Health, International Programs
Dr. Gerald Edwards, Science, International Programs (National Science Foundation)
Dr. Flemmie Kittrell, Human Development, Home Economics, International Programs

Dr. James D. Singletary serves as liaison between the Technical Assistance Bureau, AID, and the Howard University team.

Criteria for Country Participation

An important early decision was that of establishing criteria for country participation in the project.

First, and most obviously, the willingness of a country to participate and a positive reaction to project objectives would be a primary consideration. It was hoped that some clues to the country's interests in a subsequent project would be gained in conferences with country desk officers within AID. However, these contacts were largely unrewarding. The strategy of procedure materializing, that of university-to university dialogue without seeking or making commitments, made this criterion irrelevant.

A second consideration was that a country should present a stable political atmosphere, a question left to those in AID in a position to make a judgment.

The presence of an organizational structure through which the project could be carried out was deemed important. By "organizational structure" was meant a system for reaching families in non-formal educational programs such as home economics extension or similar schemes. Thorough evaluation of this criterion also became impossible in the AID decision that there would be no governmental contacts made by the Howard University team. These programs are usually found operating in Ministries of Agriculture, Health, Education, or Community Development.

The final criterion, one that was most nearly adhered to, was the presence of a center in the participating country which provides training in home economics, not necessarily at the degree level. In the six universities visited in five LDCs, three did not offer training in Home Economics. One of these (University of the West Indies, St. Augustine) has set up plans for the establishment of a degree course and the others (University of Ife and University of Ibadan in Nigeria) are engaged in activities though they do not offer formal training in home economics. Two teacher training colleges offering home economics were visited.

The decision not to visit the University of Ghana and the University of Nsukka (both academic centers of Home Science in West Africa) was advantageous, in a sense, to the project for had project visits been limited to the major home economics institutions in each country, an element of bias may have been introduced in favor of quality of life programs.

Conferences with AID Officials

With Dr. James D. Singletary, Chief Human Resources Officer, Office of Education and Human Resources, as project liaison in AID, conferences were held with desk officers from these countries: Nigeria, Liberia, Ethiopia, Jamaica.

In addition, conferences were held with AID officials concerned with Education and Human Resources, Non-Formal Education, Health, Population, Nutrition, Urban Development, Agricultural Networks, and Community Development.

The conferences with desk officers were for the purpose of explaining the objectives of the preproject reconnaisance study and to seek information about project feasibility in the countries they served. With one exception the reaction of desk officers or their superiors was negative in the extreme, resulting in a change of strategy and development of the university-to-university dialogue type of approach.

Several conferences were subsequently held with Dr. James D. Singletary to further refine the project scope and methodology and to discuss research techniques and other important factors related to the study.

Research Methodology
Assembly of Background Data

A major activity in the preliminary stages of the project was the compiling and interpretation of existing information from studies which have been conducted in various African and Caribbean countries relating to any aspect of family life. Prior to a decision on the specific countries to be involved in the project, all available material from the geographical area was consulted.

Another method of obtaining data and background information has been to contact individuals and organizations both in Washington, D.C. and abroad, with interest in and knowledge about the areas of concern to the preproject reconnaisance study. A list of those contacts will be found in Part two.

Interview Topics

In an all-embracing subject such as Family Life Education, it became necessary to specify the areas of immediate concern in order to gain the maximum information in a minimum of time. The following topics were listed as items for discussion during interviews:

Families. Impact of social and economic change on family structure; women in labor force and effects upon child rearing and home; rural-urban contacts between families; changing outlook among youth; major problems facing families; programs and plans for meeting these problems through university or through other sources; effect on family life of migration from rural to urban areas.

Non-Formal Learning. Extent to which out-of-school programs reach people; effectiveness in bringing about change; involvement of men, women, youth, and/or family units; evidences of effects of non-formal programs; problems encountered in conducting programs; ways in which programs can be improved.

Women. Role of women in development; education of women, formal and non-formal; leadership among women; role of voluntary organizations in meeting needs of women and families; existence of family life education programs; participation in decision-making in the family; community developments.

Men. Traditional roles of men versus women; in child-care, maintenance of home, training of children, provision of food supply, family recreation; community development. Participation in programs of voluntary organizations.

Paraprofessionals. Role of the paraprofessional in providing various services to families; resources and facilities for training and supervision of paraprofessionals; attitude toward training of paraprofessionals in the university setting; exploration of any ideas or plans regarding such training to be done at universities; links between university departments and various Ministries using (or needing to use) paraprofessionals in services to families; existence or need for teaching materials; resources for production of teaching materials. Exploration of idea of "second layer" of expertise in training and supervising paraprofessionals under "top layer" direction (assistants to professors, for example) in the university setting. Possibility of multi-disciplinary efforts in forming links between university and families.

Research. Existence of studies or plans for studies on family structure and patterns of living; facilities and resources for research on family; present and future need for research in this area; examples of topic areas to be researched and ways in which research findings will be used.

Change. Nature of change process now being experienced in the country; identification of change agents; role of women in change process; effects of change on family; stresses brought about by changes; new attitudes engendered by change.

C. Problems and Constraints

After conferring with desk officers and other AID officials connected with various African and Caribbean countries, the approach to this preproject reconnaissance study was substantially modified by a decision from the Office of Education and Human Resources that any visits to countries would be "basically a university-to-university dialogue in which the Howard University team will discuss their ideas with . . . university educators in respect to the family as a delivery system in improving the quality of life."

The directive added, "Howard will not be soliciting the assistance of any . . . educators in contemplating future activities. Nor will they be suggesting any further projects to the LDC people they meet. They simply want to engage in an 'idea-dialogue' with LDC specialists with respect to questions about non-formal educational techniques to improve the quality of life in family units."

No government official, department, bureau, or ministry was to be contacted in any country. No AID Mission support or assistance of any kind was requested by the Howard team.

A second modification was the explicit directive not to visit the University of Ghana, nor the University of Nsukka while in those countries. It was found that the actual leadership in the field of Home Economics in Ghana is located at the University. Inability to confer with those leaders because of the AID directive was a severe constraint on the fulfillment of the objectives of the study.

In addition, the preparation of the first draft of the report in conformity with the requirements specified in a contract appendage and its subsequent drastic modification by EHR in September, 1973 resulted in the need for project extensions in order to substantially revise and reduplicate the report. This has resulted in project expenditures in excess of contract funds.

II. THE FEASIBILITY STUDY

A. Statement of the Problem

The problem of assessing the feasibility of a major research and development effort in non-formal educational techniques to improve the quality of life in rural and urban family units was primarily one of identifying attitudes and resources, both human and material, which might serve as inputs in larger scale actionable programs.

Discussions within the Howard University Advisory Committee and the Agency for International Development were the base for evaluation of political and social conditions in developing nations which appeared favorable for pursuit of the study. It was decided that through literature search and study in the United States and the selected countries, travel to these developing nations, and use of the interview technique to ascertain priority needs and aspirations of the people and other information, data for the feasibility study could be obtained. Three to five days would be spent in each country.

The restriction of contacts to a university-to-university dialogue prevented the Howard University team from obtaining specific information on government programs utilizing non-formal education techniques, attitudes of government officials regarding human resource development in quality of life approaches, and the total array of resources which might be focused on this effort.

B. Methodology

With a broad background of general information on the geographical areas, the Howard University Team was prepared to quickly focus on the five countries to be visited when final choices were made. The countries chosen were Sierra Leone, Ghana, and Nigeria in West Africa; Bahamas and Trinidad in the Caribbean.

Immediately, contacts were made with university and training college officials who, in turn, made appointments and set up conferences with staff members of various faculties and departments related to the interests of the preproject reconnaissance study. Any non-scheduled time was spent in libraries, bookstores, in informal interviewing, village visits and other methods of acquiring information about family life.

In formal discussions, the information sought from university administrators dealt with the priorities of the institution; the relationship of the university community to communities at large; university interest in special problems related directly to family living and the possible roles a university could play in reaching and helping families.

With staff members from various faculties or professional fields, specific information was sought on how their programs related to the world outside the university; what research was available or planned that concerned family life; what they regarded as the greatest needs of families to acquire a better quality of life; their general attitudes toward family life education as an academic discipline; what families needed to be taught; how families could be taught; and if it was possible to teach the family as a unit.

In opportunities to talk with ordinary citizens (or the so-called "man in the street") such as bus or taxi drivers, clerks, hotel waiters and bus boys, room stewards and maids, etc. the line of questioning was tailored to fit the individual. When a reasonable degree of communication could be established, much valuable information was gathered regarding family size and composition, food preferences, diet patterns, recreation, what families needed to improve themselves, what parents wanted for their children, and so forth. This type of discussion was also pursued during opportunities to talk with families in villages.

Institutions and Villages Visited by the Howard University Team

West Africa

- Sierra Leone
  - University of Sierra Leone
    - Njala University College
    - Fourah Bay College
  - Milton Margai College
  - Monsongo Village
  - Genneh Village
- Ghana
  - Winneba Advanced Teachers' Training College
  - Winneba Specialists College
  - Large rural market between Accra and Winneba
- Nigeria
  - University of Ife
  - University of Ibadan
  - Isoya Village

The Caribbean

- The Bahamas
  - Bahamas Teachers' College
  - Rural areas on New Providence Island
- Trinidad
  - University of the West Indies
    - St. Augustine Branch
  - Rural farm in Trinidad

Development of an Instrument to Measure Behavior Change

During the Preproject Reconnaissance Study, three of the consultants on the project, Dr. Carl Thoresen (Stanford Center for Research and Development in Teaching), Dr. Aggrey Brown (Political Sociology, Rutgers University), and Dr. Barbara Nordquist (Human Behavior, Home Economics, Howard University) participated in work designed to identify concepts that can be used to assess behavior in the home and to motivate change. They are attempting to develop measuring devices which can be adapted to assessment and motivation strategies which are tailored to family life patterns in the particular culture and specific regions in a developing nation.

The preliminary work on behavioral modification and assessment is considered as a first step toward the objective of helping people in developing nations to move toward goals which they identify as important for improvement of their own quality of life and assessment of the extent to which these goals have been achieved.

As work progressed however, it became apparent that more data on family life patterns than that available in the literature was needed. In addition, any instrument so developed would need to be adapted finally to the specific country selected for a larger quality of life project.

Within the time available and project funding limitations, there was no possibility of adapting these theoretical and American-oriented materials, ideas and techniques to the LDCs. Moreover, this should be done in cooperation with the people in these countries. The papers generated by this project concern are available on request.

It is recommended that the study of incentives for motivating changes in behavior leading to improved quality of life, as defined by the people in developing nations, and an instrument to measure these changes become a component of a subsequent larger project, and that this aspect of the program be coupled with a study of family life patterns in countries selected.

Document Center

The references and documents listed in part two will form the initial base for a document center to be housed in the Department of Home Economics at Howard University. These materials from West Africa and the Caribbean will be available to faculty, students, and AID personnel, and for the planning of a larger project.

C. Review of Literature

The following review of literature is not intended to provide a broad comprehensive survey of the topics listed, but rather to summarize recent significant developments in areas related to the quality of life-family study. References are available on request. A more detailed discussion of other pertinent concerns related to this project is presented in part two of this report.

Nutrition - Protein Enrichment

The alarming rate of population increase and the lagging rate of food production in less developed nations have focused efforts of many agencies on provision of additional food and more nutritious food to support man's survival and advancement. The recent demonstration of relationships of severe protein-calorie malnutrition in human beings to retarded brain growth and development, disturbances in central nervous system function, and retarded cognitive development in early childhood have mandated more extensive and more deliberate efforts to increase the supply of high quality protein foods to LDCs.

Although the "Green Revolution" and innovative responses to protein enrichment have increased production on a quantitative basis, the per capita production and consumption of protein-rich foods has risen very little in developing countries. Some 20 percent of the population in developing countries is undernourished and 60 percent is malnourished.

Low rates of economic development in less developed nations are related to protein shortages and poor protein quality. Among the more practical methods recommended for alleviating malnutrition through increase in protein quantity and quality are greater use of animal sources of protein, protein and/or amino acid fortification of presently used foods, utilization of oilseed meals as protein supplements, and production of crops with higher protein content and improved protein quality.

The United States, other nations, and several international developmental agencies, such as the Rockefeller, Ford, and Kellogg Foundations, and the World Bank, are now supporting increased production of rice, wheat, corn, barley, sorghum, millet, chickpeas, pigeon peas, other legumes, and other crops.

Agriculture Networks

Economic growth in developing countries is constrained by agricultural expansion. The awareness of the importance of agricultural research to the development of agricultural economy has led to significant progress in the development of agriculture networks.

Examples of agricultural research systems which have strengthened agricultural production are to be found in Mexico, where the Rockefeller Foundation gave support to a program which provided national sufficiency in wheat and maize, and in India, where new agricultural universities supported by USAID provide the institutional base for agricultural research, teaching, and extension.

Significant progress in the development of agricultural technology has been made through the establishment of international agriculture research institutes, including The International Center for Maize and Wheat Improvement in Mexico, The International Rice Research Institute in the Philippines, The International Center for Tropical Agriculture in Colombia, The International Institute for Tropical Agriculture in Nigeria, The International Crops Research Institute for the Semi-Arid Tropics in India, and The International Potato Center in Peru.

These centers and their linkages form the base for international agricultural networks, tying in with national research systems of the less developed countries and the research systems of the more developed countries. They facilitate the transfer of agricultural knowledge, provide training, and conduct research to identify relevant agricultural technology to meet the rapidly growing food requirements of an expanding population.

This approach will substantially increase the potential for LDC nations to improve their quality of life <u>if</u> programs can be developed through non-formal education channels to make available noncommercial agricultural knowledge to the rural components of the population.

Population - Family Planning

With the pronouncement of family planning as a basic human right in 1967 by the United Nations Declaration on Population, several developments have encouraged important changes in population policies in a number of the less developed countries. Among these have been the broader dissemination of the concept of fertility control and modification of laws restricting the availability of birth control means, the increase in activities of international organizations in the population and family planning field, new fertility control technology, and increased resources for development of population and family planning programs. The United Nations Fund for Population Activities now gives

substantial support through the UN system; WHO, UNESCO, FAO, and the International Bank for Reconstruction and Development and the United Nation's Children's Fund have incorporated population and family planning activities into their programs. Through the International Planned Parenthood Federation greatly increased support has been given to affiliated programs in over 85 countries. Exemplary progress has been made in programs in the Phillipines, Indonesia, India, Ghana, Costa Rica, People's Republic of China, and Thailand.

Among the several organizations receiving support from AID to expand population and family planning activities in the developing countries is the American Home Economics Association. "The Thailand Project of Functional Literacy" and the FAO program, "Planning for Better Family Living," utilize family planning as one component of larger programs designed to improve family life.

Evaluation of programs in Turkey and Thailand are now in progress and continue to reveal shortcomings in these programs, particularly in the evaluation procedures themselves.

The establishment of a Population Education Network is currently in progress with representation by American and foreign universities, World Education, Inc., UN, AID, and the Ford foundation. This effort responds to the increasing awareness of and concern for the problems of population and resource imbalance and the realization of the inability of family planning programs alone to attract large numbers of acceptors. If this new field can increase awareness of students and adults of the causes and consequences of population growth for the society as well as the individual, it will lead to decisions resulting in smaller family size and reduce population growth rate--both important features in developing nations for improving quality of life.

A landmark in the development of an international population network was the workshop held at the East-West Communication Institute during the summer of 1972. Indonesia, Malaysia, Thailand, and the Philippines participated in this conference supported by UNFPA, Ford Foundation, Population Council, World Education, and the Pathfinder Fund.

This new surge toward population education is significant in relation to this project in that it represents the realization that the "Human situation must be viewed, understood, and approached in an integrated way. Health, nutrition, family size, environmental waste and pollution, and economic well being are all parts of the problem."[1]

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[1]T. B. Keehn, The Context in Which Population Education Developed. Report of a seminar on creating an international population education network. World Education, New York, 1973.

Health - Delivery of Health Services

The fact that only a small percentage of the populations in developing countries have ready access to health care and that a quantum increase in traditional hospital and physician based health services is unlikely in the near future, due to the expense involved, has prompted the identification of innovative alternatives. Among these are greater investments in the training of physician's associates and midwives and techniques for combining the delivery of health, nutrition, and family planning services. AID is currently exploring the feasibility of such integrated delivery systems in several countries.

Awareness that health is an intersectoral outcome dependent on many social, economic, and biological factors is increasing. Poor home sanitation, impure water, absence of positive educational influences, and child care practices, for example, cannot be expected to reduce infant disease and deaths from diarrhea significantly because these are beyond the usual roles played by medical care facilities.

Major program thrusts in the health delivery system field include effective national planning which considers health socio-economic development relationships, modification of environment to reduce biological and social factors which cause disease, and systems for access to the population.

Educational Technology

The establishment of a Center for Educational Technology at Florida State University by AID made available American expertise in the planning, design, and implementation of instructional systems, educational measurement and evaluation, multimedia and self-instructional materials, and educational management to developed and developing nations throughout the world. The increasing availability of educational technologists in developing nations should enable non-formal and formal educational programs to move forward with greater speed and depth.

Projects are in progress to determine to what extent new educational media, including instructional radio and television, films, programmed learning, recordings, correspondence study, or combinations of these, can be useful in developing countries to facilitate educational expansion and to improve the quality, content, and efficiency of in school and out of school education.

Strategies for the use of mass communications media in basic education, family planning, and nutrition education have been employed. Overall strategies for Colombia, Indonesia, and the Democratic Republic of the Congo have been developed.

Non-formal Education

The realization that formal schools do not fully meet the needs and expectations of people and that a large proportion of the population in developing nations is not fully literate has sparked the search for alternatives. The widespread interest in non-formal education, for example, out of school learning experiences, has served as the impetus for international seminars, the most recent of which was sponsored by the South East Asia Development Advisory Group, a program of the Asia Society of New York in Washington, D.C., Penang, Malaysia, and Seoul, Korea.

The impact of preschool years on a child's basic attitudes and values, his out-of-school hours in the home, his associations with peer groups and out-of-school organizations, his access to learning opportunities in the world of work and in the community are all potent forces in shaping the life of the individual. Whereas formal education makes men both literate and modern, one's lifelong learning experiences make men whole. Thus, non-formal learning is undergoing an era of rediscovery.

Decreasing resources, expanding school age populations, and the need for alternatives to upward mobility, for educational innovation, and for maximizing the benefits of formal education are but a few of the concerns which have brought about increase in developing and expanding programs of non-formal education, particularly in developing nations. The rewards of formal education, certification and degrees, must be matched by similar incentives in non-formal education, whether these are ability to perform, success at accomplishing developmental tasks, improved coping behavior, or simple satisfaction for actual accomplishment.

Non-formal education is defined by Paulston[1] as any structured, systematic, non-school educational and training activities of relatively short duration where sponsoring agencies seek concrete behavioral changes in fairly distinct target populations. More broadly he states that it might include all socialization and skills, learning processes taking place outside formal education.

A broad network of non-formal adult education programs can be found in most countries. A wide variety of literacy and similar adult education classes, group meetings, and training sessions are offered on all kinds of subjects. These are conducted by departments of education, community development agencies, religious organizations, health and welfare agencies, agricultural extension services, labor unions, community organizations, cooperatives, credit unions and housing associations, business and industry, political and social associations, the armed forces, and prisons, and other custodial institutions.

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[1]Paulston, Rolland. In New Strategies for Educational Development, D. C. Heath and Co., 1973, edited by C. S. Brembeck and T. J. Thompson. p. 65.

Telesacundaria, Radioprimaria, and Tarabumaran Radio Schools represent three examples of projects in which the use of television and radio has been explored in developing nations.

The cost of instructional radio is estimated at 1/3 cent to 3 to 4 cents per student, one-fifth as much as instructional television.

The UNESCO Commission on the Development of Education has recognized the need for introduction of new techniques for reproducing and communicating educational material at a quicker pace and the urgency for significant reallocation of resources and utilization of new methodologies by developing nations to enable education to reach the bulk of the population.

Evaluations of non-formal education programs have been made by several agencies. Among those of specific interest to the Preproject Reconnaissance Study are "Assessment of Projects for the Education and Training of Women and Girls for Family and Community Life" (UNICEF, July, 1970) and "Non-formal Education for Rural Development: Strengthening Learning Opportunities for Children and Youth" (United National Economic and Social Council, February, 1973) Ahmed[1] has described the problems and prospects of non-formal education.

Recent bibliographies on the subject of non-formal education are available.[2,3]

Family Unit Education

The experiences of such countries as India, Thailand, Turkey, Honduras, Costa Rica, and the Philippines with non-formal educational programs designed to change behavior at the village level strongly suggest that learning in groups is generally the most effective means for bringing about changes in attitudes and behavior. Competition for respect mobilizes energies; social support stimulates thinking and sifting of ideas and through social interaction serves as an error-correcting device. More importantly, in traditional societies, individuals learn the meaning of new ideas and make decisions on whether to change their behavior through the social interaction of primary groups--the family, relatives, and neighbors. An individual's perception is a function of the degree of group concensus. When a new norm is adopted by the group, there is powerful pressure on the individual to conform.

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[1]Manzoor Ahmed, Non-formal Education: Problems and Prospects, paper presented before the A.A.A.S., December, 1972.

[2]Non-formal Education, A.I.D. Bibliography Series, Education and Human Resources No. 2, April 27, 1971.

[3]Paulston, R. G., Non-formal Education: An Annotated International Bibliography, Praeger Publishers, Washington, 1972.

The concept of family orientation in education is not new in this country. Its principle is embodied in the concept of family-centered teaching introduced by McGinnis[1] in 1952. This approach is one that:

"1. relates all phases of subject matter to the entire life cycle of the family;
2. takes account of the cultural level or background from which family members come as well as the one to which they now belong;
3. is based on knowledge of the conditions under which families are living today;
4. emphasizes the changing roles of men, women, and children within the family group;
5. relates all subject matter to costs in terms of personal or family resources;
6. increases student's ability and confidence in making decisions and learning to accept the 'rightness' of her own judgment in choice-making;
7. enhances the worth and dignity of each member of the family and decreases guilt feelings;
8. develops competencies in the performance of routine homemaking tasks in ways which lead to enhanced respect for oneself and one's job;
9. fortifies individual families to be free to set their own goals and make their own choices;
10. emphasizes decision-making wherein unity, rather than conflict and bitterness, results from differences;
11. provides practice in group processes;
12. includes learning experiences with children . . . from infancy through adolescence;
13. provides help for young people who are disturbed or upset about their family backgrounds and experiences."

Family-centered means that the focal point is the entire family in all of its stages of development (from the newly wed, through the young couple with little children, the family in which the children are adolescent and preparing to leave home, to the elderly couple whose children have made homes of their own). It includes the entire family in education for family living with due consideration for variations in cultural background and traditions. It means a study of family living in relation to individual satisfaction, to personality development, to human relations, to physical needs involving both intangible as well as tangible elements.

Thus, in the United States, learning to work and live together has received some emphasis over the past 20 years in home economics programs through family-centered approaches providing education for all family members.

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[1]McGinnis, Esther. Family Centered Teaching. Journal of Home Economics, 44:9(1952).

Quality of Life

There is increasing awareness of the failure of gross national product (GNP) to serve as the sole criterion for measuring the development of a country. We are beginning to realize that a high GNP does not necessarily guarantee greater human welfare or distribution of economic benefits to the people. Nor does a high GNP lead to more employment, better health care, greater political stability or stronger village communities.

Governmental leaders now see that human measures must be evaluated as being of equal importance with GNP as indices of development. The participation of people in civic and community affairs, the improvement of the nation's health care systems, the alleviation of poverty, and the sharing of the benefits reflected in a rising GNP throughout the population are important measures of development.

Social indicators movement. The modern social reporting movement was initiated in 1929 with the appointment by President Hoover of a commission to devise a social survey. In 1966, former President Johnson commissioned the Department of Health, Education and Welfare to investigate the possibility of a social report. The study which followed urged measures to monitor progress in health, social mobility, learning, and other desirable goals. However, the selection of statistics which will be published shortly in the categories of health, public safety, education, employment, income, housing, recreation, and population will only provide indicators of output or end products, rather than inputs.

Social indicators are defined by Parke and Sheldon of the Social Science Research Council as periodically gathered statistics that measure changes in significant aspects of a society. The 1969 HEW study, Toward a Social Report, identifies social indicators as a statistic of direct normative interest which facilitates concise comprehensive and balanced judgments about the condition of major aspects of a society.

In this country, a growing effort to monitor changes in the social climate is being carried out in the conviction that economic indicators alone are not sufficient to gauge the nation's well being. A variety of organizations such as the National Opinion Research Center, the University of Michigan, and the Law Enforcement Assistance Administration are trying now to measure various facets of human behavior and feeling to determine what Americans consider to be worthwhile in life. These efforts will result in periodic social reports comparable to the economic reports referred to previously, such as the Dow-Jones Index.

Other approaches to bring about heightened sensitivity to social change have been advanced by Daniel Bell of Harvard and Bertram Gross of Wayne State who urge a system of national "social accounts" to provide a social balance sheet which may be used to judge gains and costs of social and economic change. The Urban Observatory of San Diego is engaged in a study to detect social patterns. These and other groups view previously assembled statistics, such as those on education, health, pollution, poverty, land use, and crime, as isolated facts of limited value in analyzing and comparing social trends. For example, data on numbers of teachers, new classrooms, and money spent on education tell little about the real goal of education . . . how well children learn. Dr. Eleanor Sheldon, Director of the Social Science Research Council, believes that the utility of social indicators has been oversold[1] and doubts that they will be useful in setting goals and priorities in the evaluation of programs or in the development of a social balance sheet. She does, however, view social indicators as being useful to improve descriptive reporting of social trends and to analyze and predict social change.

Though these approaches are not acceptable to all, there is a growing consensus that new social barometers are needed to help policy makers understand what people really need and want.[2]

The concept that changes in political attitudes can be measured periodically as a basis for forecasting public action is being tested by the University of Michigan. Its Institute for Social Research has used this technique in measuring trust in government. Similar survey approaches are being used by the National Crime Panel and in the General Social Survey, the Detroit Area Study, and the Urban Observatory Program.

Whereas the thrust of the social indicators movement identified subjective measures, for example, what people are earning, how many hours they are working, what they are buying, they do not answer the question, "Are people happier and more fulfilled?"

Quality of life indicators. According to Dr. Angus Campbell of the University of Michigan, "Ultimately the quality of life must be in the eye of the beholder." An attempt to measure attitudes, frustrations, and satisfactions is currently in progress at the Institute for Social Research, supported by the Russell Sage Foundation. In the Bay Area Survey of the Survey Research Center, University of California at Berkeley, an attempt is being made to establish the validity of survey questions which give a reflection of attitudes.

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[1] E. B. Sheldon and W. E. Moore, Indicators of Social Change, Connecticut Printers, Inc., Hartford, 1968.

[2] C. Taylor and M. Hudson, World Handbook of Political and Social Indicators, second edition.

It is important to keep in mind, however, that quality of life is a concept which may have a different meaning for each individual, and therefore, will vary from country to country, and within countries. The Howard University Team would add that social indicators as conceived in this country which values material gains, are not valid as indicators of quality of life in developing nations whose people are not so oriented. If, then, in these developing nations, education, i.e., knowledge, is the most important aspiration of a majority of the people, one must avoid description of quality of life in materialistic terms, i.e., social indicators.

D. Findings from First Hand Contact

1. Quality of Life

Most of us will agree that Quality of Life is a nebulous concept. However, we at Howard University have defined it in these terms:

> An improved quality of life is evidenced by self-fulfillment, self esteem, wider tolerance of self and others, sense of personal security and peace with one's self, greater job satisfaction, greater receptivity to learning, greater receptivity to positive change, greater work productivity, higher plane of health, and improved coping behavior in daily tasks and in human relations. All of these lead one to a more positive outlook on life and an interest in progress of self, family members, and the community.
>
> To achieve a better quality of life requires finding more satisfactions in daily living and the will to seek to improve one's lot.
>
> The search for improvement in quality of life involves:
>
> - Essential competencies to make effective decisions affecting one's family and its individual members.
> - Meeting adequately the needs, physical, emotional, and social, of family members.
> - Increasing the options available to families and their individual members.
> - Greater access to resources of the community, nation, and world.

During the Preproject Reconnaissance Study persons in all walks of life in West Africa and the Caribbean were asked "What is most important to you to help you live better?" Responses to this question are presented in Tables 1 and 2.

TABLE 1. FIRST PRIORITY NEEDS OF FAMILIES IN DEVELOPING NATIONS[1] FOR IMPROVING THEIR QUALITY OF LIFE

First Priority Need	West Africa						Caribbean				% of Total Responses
	Sierra Leone		Ghana		Nigeria		Bahamas		Trinidad		
	Number	%	Number	%	Number	%	Number	%	Number	%	
Increased income	4	17			8	42			8	61	27
Family life information[2]	4	17	2	100	4	21	16	88	1	8	36
Nutrition education and food	4	17			4	21					11
Basic education	5	22			3	16	1	6	4	31	17
Health education and services	4	17					1	6			7
Garden and agricultural information	2	9									2
Number of Interview Responses	23		2		19		18		13		75

[1]As stated by people during personal interviews.

[2]Includes management of resources, budgeting, housing

TABLE 2. RESPONSES BY PEOPLE IN SELECTED DEVELOPING NATIONS TO THE QUESTION "WHAT IS THE MOST IMPORTANT NEED TO IMPROVE THE QUALITY OF LIFE OF YOUR FAMILY?"[1]

Response		Sierra Leone	Ghana	Nigeria	Bahamas	Trinidad	% of Total Responses
Total Number:	182	81	7	37	45	12	
Family Life		(35)	(5)	(14)	(32)	(2)	(48.4)
Home Economics		1		1			1.1
Mgt. of leisure time		1			1		1.1
Crafts & related art		3					1.7
Home improvement		4				1	2.7
MCH, Child care[2]		4	1				2.7
Food preparation & storage		3	1	1			2.7
Mgt. of resources		7	1	4	6		9.3
Nutrition[3]		7		5			7.0
Clothing		1					0.6
Family relations[4]		1	2	1	23		15.0
Attitude change		1			2	1	2.3
Exposure to others		1					0.6
Coping skills		1		2			1.7
Gardening, Farming		5				2	4.0
More Food		4		1		1	3.3
Health, Hospitals[5]		11	2	4			9.3
Basic Education		10		5	2	3	10.9
More Extension Services		1					0.6
More Markets for Goods		1					0.6
New Start in Life		2					1.1
More Technical Skills		1		1			1.1
More Employment		3		7	1	4	8.2
Self Help Projects		2					1.1
Transportation		2					1.1
More Equipment		1					0.6
Better Housing		1		1	3		2.7
Higher Living Standards		1		2	3		2.3
Job Security					3		1.7
Civic Sense				1			0.6
National Discipline				1			0.6
[illegible]		1			2		1.1
Gov. [illegible]					1		0.6

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[1] as revealed in personal interviews of university and non-university people.
[2] includes child feeding, child rearing, maternal and child health.
[3] includes improved nutritional status, food selection.
[4] includes stronger male image, exposure to positive male model, family togetherness, family counselling, family life education, husband-wife communication.
[5] includes mobile clinics, sanitary practices, health services.

It will be noted that in 128 of the 182 responses tabulated in Table 2, 70.3 percent, some type of knowledge is identified as being important in improving the quality of life. This would suggest that for these respondents knowledge is an important key to quality of life. Because the majority of people in West Africa are illiterate, and educational facilities are limited, this knowledge must be made available through non-formal education. It follows, therefore, that non-formal education is the most feasible approach to improving quality of life in West Africa.

Quality of Life Indicators

Analysis of responses to the quality of life question provided 17 indicators which people alluded to by stating the route through which an inferred goal could be obtained. These indicators are identified in column 1, Table 3. Having arrived at these indicators or goals, a method of evaluation was attempted for each indicator. The latter, when further refined, could serve as focal points for baseline and subsequent data in a larger quality of life project.

TABLE 3. QUALITY OF LIFE INDICATORS AND PROCEDURES FOR ATTAINING GOALS BASED ON THEM

QUALITY OF LIFE INDICATOR	INTERVIEW RESPONSE FROM WHICH DERIVED: MECHANISM FOR REACHING GOAL	METHOD FOR EVALUATING WHETHER QUALITY OF LIFE HAS BEEN IMPROVED*
1. SATISFYING, GAINFUL EMPLOYMENT	Small enterprises, vocational education, increased productivity, more income, handicrafts, thai dyeing	Questionnaire to secure information on adequacy of employment to meet family needs and satisfaction with it
2. SENSE OF BEING LOVED	Improved communication with family, better family relationships	Instrument to measure attitude changes
3. SENSE OF BEING NEEDED	Increased communication with family, positive family relationships	Instrument to measure attitude changes
4. SATISFYING EXPERIENCES IN THE HOME AND IN THE COMMUNITY	Enriched communication with family, increased productivity, greater coping skills	Instrument to evaluate quality of experiences
5. GOOD RELATIONSHIPS WITH OTHERS	Family togetherness, family counselling	Evaluation by peers
6. PEER ESTEEM	Closer family relationships	Evaluation by peers
7. POSITIVE OUTLOOK ON LIFE	Coping skills, family relationships, family togetherness	Instrument to measure attitude changes

*Baseline data would be obtained prior to these measurements.

TABLE 3. QUALITY OF LIFE INDICATORS AND PROCEDURES FOR ATTAINING GOALS BASED ON THEM (Continued)

QUALITY OF LIFE INDICATOR	INTERVIEW RESPONSE FROM WHICH DERIVED: MECHANISM FOR REACHING GOAL	METHOD FOR EVALUATING WHETHER QUALITY OF LIFE HAS BEEN IMPROVED
8. COMFORTABLE, SATISFYING PHYSICAL ENVIRONMENT	Inproved household equipment, management of resources, home improvement, home management, housing	Instrument to measure satisfaction with physical environment
9. POSITIVE COPING SKILLS	Family life education, including food preparation, clothing construction, child care, management of resources, budgeting, etc.	Measure change in ability to perform simple household tasks
10. ADEQUATE AMOUNTS OF FOOD	More protein-rich food, gardening information, agricultural information, agricultural extension agents, improved farming methods	Dietary survey
11. BEING WELL NOURISHED	Nutrition education, food habits, food preparation, food handling, food storage, food selection	Dietary, clinical and biochemical assessment to reveal nutritional status
12. SATISFACTORY MEANS OF CONVEYANCE	Rural transportation, transportation	Questionnaire to reveal satisfaction with method of transportation

TABLE 3. QUALITY OF LIFE INDICATORS AND PROCEDURES FOR ATTAINING GOALS BASED ON THEM (Continued)

QUALITY OF LIFE INDICATOR	INTERVIEW RESPONSE FROM WHICH DERIVED: MECHANISM FOR REACHING GOAL	METHOD FOR EVALUATING WHETHER QUALITY OF LIFE HAS BEEN IMPROVED
13. ADEQUATE SUPPLY OF CLOTHING TO MEET PHYSICAL AND EMOTIONAL NEEDS	Improved clothing, management of resources	Wardrobe survey and evaluation, as related to clothing needs previously identified
14. ABILITY TO COMMUNICATE WITH OTHERS	Reading and writing, verbal skills, education	Language usage test
15. SATISFYING LEISURE TIME ACTIVITIES	Education for leisure, crafts	Questionnaire on use of leisure time and satisfactions derived from these activities
16. HEALTH, INCLUDING PHYSICAL, MENTAL AND SOCIAL WELL BEING	Maternal and child health, health information, mobile clinics, sanitation, counselling	Health evaluation, including blood and urine analyses, height and weight measurements, morbidity statistics from census data, absence of diseases and illness, and other items
17. BRINGING CHILDREN TO ADULTHOOD (HAVING HEIRS)	Maternal and child health, child care, child feeding	Number of living children in relation to births, infant mortality statistics, census data

If indeed, quality of life can be conceptualized from what the people in a country consider most important, then procedures for reaching quality of life can be identified and measures of change in quality of life can be devised.

The Quality of Life Indicators presented in Table 3 were constructed from interviewee responses during the Preproject Reconnaissance Study, and represent, for the persons interviewed, their perception of their needs to live better lives. Obviously, however, this technique has value in program planning at the national level in developing nations, if community development is to meet the needs identified by the people themselves. Thus, when inputs for a quality of life program are defined by the people themselves, opportunities for improving quality of life may be more realistically approached.

Though conceived independently of social indicator efforts now in progress in the United States, the quality of life indicators formulated in the Howard University Project represent an attempt to devise a mechanism for improving quality of life in developing nations. In a subsequent larger project, this approach would be refined and instruments for measuring attitudinal and other changes would be developed.

If we assume that these aspirations are valid, then what can be done within the context of the family to bring about change?

Let us take two of the quality of life indicators, (10) adequate amounts of nutritious food and (11) being well nourished, as an example to illustrate the involvement of the family, paraprofessionals, the U.S.-LDC university linkages and the government in a developing nation.

Quality of Life Indicator - Adequate Amounts of Food

1. The Ministry of Agriculture, LDC, and U.S. university linkages would cooperatively develop a plan for extensive rural and urban backyard gardens, including visual materials adapted to specific sections of the country. The host country would provide seeds and agricultural extension workers. The U.S.-LDC university linkages would assist in the development of backyard garden plans in relation to needed foods to balance diets in specific sections of the country.
2. The LDC university would hold workshops in which agricultural extension workers would train paraprofessionals from selected village and urban communities. These paraprofessionals would serve as "Master farmers" in their own communities to help people with backyard garden projects, and to provide information on food storage and preservation and food choices for balanced diets.
3. Radio would be used to provide motivational messages and agricultural information and to relate backyard gardening to good nutrition and health.

4. Paraprofessionals would assist families with agricultural information, food storage and food preservation techniques.
5. Families would work together to develop backyard gardens.

Quality of Life Indicator - Being Well Nourished.

6. Visual materials relating the importance of foods grown to health of all members of the family would be used by the paraprofessional and agricultural extension worker to assist families in making better food choices, preparing food to retain nutrients, and to provide elementary nutrition education principles.

Effect on Quality of Life.

7. Dietary choices are improved; health is improved.
8. People are more productive in their occupation; their dispositions are improved because they feel better; they get along better with family members and with others in the community; children are more alert and responsive to learning situations· they spend more time in school.
9. As work productivity increases, income increases; less time is lost from work due to illness.
10. Outlook on life becomes more positive due to increased coping skills and more satisfactory interactions with others.
11. There is greater interest in improving their own living conditions and those of others in the community.
12. They participate more in community planning and decision making; they are more receptive to change.
13. They seek new information and better ways of doing things to further improve their income.
14. Their coping skills increase and their satisfactions are communicated with others. Peer esteem increases.
15. They have new interests and new aspirations; a change in behavior pattern occurs.
16. They participate in community programs to improve the lot of others.
17. Community development is fostered.
18. National development is enhanced.

Similar examples can be structured from each of the quality of life indicators, as each of these is derived from the people's perception of what they need most to improve their quality of life.

"PEOPLE ARE WHOLE HUMAN BEINGS."

"One cannot just teach family planning.
The earlier thought in adult education
was just to teach people to read and write.

We are finding out now if people have a bad
home, poor nutrition, and poor relationships
with their fellow men, they will not succeed!"

Dr. J. T. Okedara
Lecturer
Department of Adult Education
University of Ibadan
Ibadan, Nigeria

2. The Family Unit as a Learning Station

The concept of family unit education, i.e., participation of the whole family in learning situations, was novel and intriguing to many of the professional educators interviewed. Seventy-six percent of those interviewed felt that this approach was feasible (Table 4). Of this group, several offered techniques which might be used to involve the total family:

> Utilization of films, television, and transistor radios as teaching media.
> Involving the total family in steps, the initial phase being carried out with the parents.

We were cautioned that this educational technique would require more training on the part of the teacher, would be difficult with polygamous and extended families, and would require an interdisciplinary approach.

Others prescribed the circumstances under which it would be possible:

> if children had not been to school.
> if the idea could be sold to the family, and
> if subject matter to be taught was that which the audience wanted.

Those who were not sure as to whether family unit education would work, 13 percent of the total number interviewed, cited the following reasons:

> Families were not used to getting together.
> The roles of men and women in West Africa are traditionally different.

Those who gave negative responses, 10.6 percent, felt that it would not be possible to get the whole family together at one time.

Those who thought that family unit education was feasible offered additional information as to when this would be possible. These data are given in the appendix by country as "teachable moments."

Obviously, there are so many factors which would hinder the effectiveness of family unit education. Among these constraints interviewees gave the following:

> If children have been to school and parents have not, an element of competition may be introduced to which the parents may not react favorably.

TABLE 4. FEASIBILITY OF FAMILY UNIT EDUCATION IN SELECTED DEVELOPING NATIONS[1]

Developing Nation	Feasible	Not Sure	Not Feasible
	% of Total Responses		
West Africa			
Sierra Leone	85	15	-
Ghana	50	50	-
Nigeria	67	-	33
The Caribbean			
Bahamas	100	-	-
Trinidad	80	-	20
West Africa and the Caribbean	76	13	11

[1]As viewed by university and non-university professionals

The traditional practice of men and women not doing things together, of the man not considering the opinion of the woman, may create an initial phase of tension on the part of the learners.

The children may exert a distracting influence.

The traditional practice of not expecting children to sit around the table for discussion and of considering parents in a class by themselves would require attitudinal changes.

If, however, family unit education is able to set the climate for families to communicate with each other, to discuss their problems and seek solutions to them together, to overcome these obstacles would, in itself, provide an important thrust toward the climate for improvement of quality of life.

In Nigeria, two interviewees advised us that family unit education was not new. As an example, that it was the traditional method of teaching in Nigeria, we were reminded of the grandmother telling stories to children in the home. At the Medical School of the University of Lagos, we were told that experimentation with the whole family as a learning station was in progress.

With these interview responses in the background, it was with no little excitement that we learned of a situation in Ibadan, the following day, in which the initial session of a program involving family unit teaching was to be conducted. At the Institute of Child Health, University of Ibadan, a team of physicians, nurses, pediatricians, nutritionists, and psychologists under the leadership of Dr. Margaret Adenle-Janes and Dr. Beatrice Ashem had culminated months of careful planning into an activity entitled "Mother's Self-Help Program." With a capacity crowd of village family members of all ages in attendance at the Institute auditorium, the "crash" or "saturation" technique was used to carry out teaching in the combined areas of health, family planning, food, and nutrition. The objectives of this program and its details are given in part two. and Part 3 of this report, respectively.

If the large response on the part of village family members and their intense interest during the hour-long presentation can be used as indices of success, the program was highly successful. However, a plan for evaluation of the program included records of height, weight, and dietary intake as a basis for determining if the people had actually practiced what they had been taught. In addition, reinforcement of learning was to be continued with sharing of results with the villagers as the project progressed. Finally, important features of the project were that (1) each participant had to agree to tell others in his village what he had learned, (2) a movie utilizing a native Yoriba actor, transparencies, and color slides were used to reinforce learning by repetition, and (3) short lectures to the audience in their native language, Yoriba, were made by an interdisciplinary team.

The question of incentives is one which arises whenever an attempt to motivate change in behavior occurs. In the project described above, five shillings were given to each man who attended; three additional shillings were given if he brought his wife and for each child in the family. Should financial rewards serve as the base for non-formal education, and what substitutes can insure continued participation by village people? We must probe more deeply into the values, aspirations, and priorities of these people to answer these questions.

Whatever the case, the Mother's Self Help Program in Ibadan represents an example from which many techniques can be used in non-formal education approaches. One must only remember the national program launched against venereal disease in China in recent years. Using saturation techniques in this crash program in two years, venereal disease was alleviated in the country.

When negative answers were given to the feasibility of the family unit as a learning station, the Howard University team searched for alternatives. Among suggested alternatives were the following:

Special courses for parents,
for men,
for housewives,
for mothers and children together,
for boys,
for men and children together,
Mass education for women, for men, and for women and girls together.

A variety of settings outside the traditional home were recommended: church, (women's groups), the marketplace, at religious occasions, festivals, agricultural shows, clinics, house to house visitations, association cooperatives, village council meetings, community family unit education projects rather than village programs, evening institutes, workshops, community centers, lodge programs, balls, school service clubs, evening courses for couples, farming cooperatives, and before or after outings.

Most respondents suggested that the opportune times for assembling the whole family were after the evening meal (6:00-7:00 P.M. in cities, 7:00-8:00 P.M. on the farm) with consideration of the locality, the season, and the religion in relation to choice of the day of the week. Others suggested that non-formal education would be appropriate during meal times in Westernized families, before and after prayer sessions, during festivals, on Sundays, after Mosques or ceremonies, and generally after market hours.

If programs were projected by radio, the appropriate time would be from 7:00 to 8:00 P.M.; if by television from 8:00 to 9:30 P.M.

In addition to traditional lectures and films (including those on television and radio) the use of a mobile cinema library was suggested.

A pilot project is recommended as the vehicle for evaluating the potential of family unit education in West Africa and the Caribbean.

In such a project family unit teaching, i.e., whole family involvement in a learning situation, would be carried out in a variety of settings as suggested by the people themselves. These would include 1:1 relationships of paraprofessionals with families in village homes, in village centers, and in larger community centers on specific occasions. These larger community clusters of families could utilize the facilities of hospital clinics, churches, and school auditoriums or classrooms at hours when other programs were not in session.

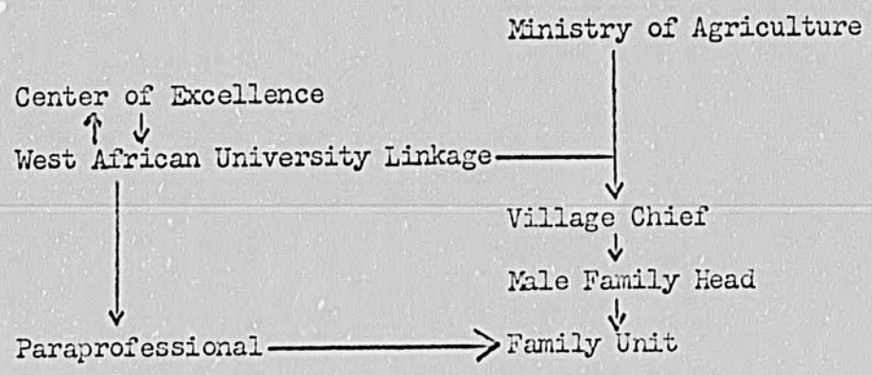
The second feature of the family unit approach would be use of the radio to reach the family unit at specified times. Transistor radios in individual homes, or family unit gatherings in the village center with group discussions, interpretation and follow up by the paraprofessional would serve as techniques by which non-formal education would be carried to families.

Though the family unit has a strong base in West Africa, there was consensus that families are not used to doing things together, that communication between family members leaves much to be desired. It is well known that the village male in West Africa does not eat with his wife and seeks social life with other males in the community.

The family unit approach would bring families together in non-formal learning situations. Individual family members would, therefore, be stimulated to discuss, plan, and implement activities related to the learning situation. This vehicle would foster a sense of family togetherness, individual involvement in group progress, develop a sense of being needed, a sense of being loved, and peer esteem.

Though problems will exist initially in decision making to embark on whole family learning, the techniques for arriving at such a decision have been ascertained in the villages and communities visited. Examples of such approaches would be to obtain the approval of the village chief and subsequently that of the male head of the family, though these are stated in a simplistic manner.

Conceptualizing this approach in West Africa, the following scheme would be applicable:



Family unit education will work in some situations but not in others. The constraints in various localities have been outlined by country in part two. In a larger project it is recommended that education of the whole family be considered as one approach, but not as the sole approach. Significant opportunities for providing non-formal learning experiences must be grasped for all segments of the family at moments when they are most receptive to learning. A quality of life project should seek to maximize these opportunities for learning for each family member.

"Anything needing joint planning for successful completion, theoretically, should be directed toward every member of the family."

Dr. C. G. M. Bakare
Institute for Behavioral Research
Department of Education
University of Ibadan
Ibadan, Nigeria

3. Non-formal Education

The need for non-formal education in West Africa is evident from the high illiteracy rate among village people. More over Bahamians show great interest in non-formal education, which follows from the fact that education is high in their set of values. This interest is reflected in the excellent attendance at over 3,000 institutes sponsored by the Bahamian Ministry of Education over a short period of years.

In searching for an appropriate vehicle for non-formal education, it was apparent that massive efforts to reach the people in these developing nations must be carried via radio, including rediffusion[1] and central radio boxes[2] (table 5). In West Africa 80 percent of the people live in villages; in the Bahamas, communication with people residing on the out-islands is effective only by radio.

Open broadcasting (unorganized audience), instructional radio (organized learning), rural radio forum (group decision making following broadcast), radio schools (informal learning groups), and radio animation (participating group discussion of problems) are challenging uses of radio in rural settings. In all of these approaches, radio must be conceived as a means for development in conjunction with the programs of social organizations in the same areas.

As an alternative, transistor radios would be provided to a selected sample of village people who would be required to listen at a specific time to programs on family life. Base-line data obtained at the initiation and completion of this series would give some indication of the effectiveness of this channel for non-formal education.

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[1] One central place where news is tapped; for example, in Lagos there are connecting lines to various homes where residents pay one dollar per month for the program.

[2] One radio receiver is centrally located in the village.

TABLE 5. FEASIBILITY OF MASS MEDIA FOR NON-FORMAL EDUCATION IN SELECTED DEVELOPING NATIONS

	Radio	Television	Newspapers
West Africa			
Sierra Leone	Yes	No	No
Ghana	Yes	No	No
Nigeria	Yes	Yes	No
Caribbean			
Bahamas	Yes	No	No
Trinidad	Yes	Yes	No

Those who gave positive responses to the question of the feasibility of family unit education also gave their opinions of the types of subject matter which would be desired by people in such a formal setting. These responses are tabulated in Table 6.

Among the subjects most often viewed as being of interest to people were crafts for leisure and income, gardening and agriculture, food preparation, social etiquette. Indeed, of the total responses 61 percent were in the area of family life education.

In the sample of responses tabulated in Table 1, it is clear that the people perceived education (family life information, nutrition and food education, basic education, health education, garden and agricultural information) to be more important for improvement of the quality of life than increased income. Though basic education (language, reading, and mathematical skills) was given first priority by 17 percent of those interviewed, a larger number, 47 percent gave priority status to the desire for family life information, including nutrition and food information.

In probing beyond the first priorities of those interviewed (Table 2), basic education accounted for 10.9 percent of the total responses. Again, a larger number of interviewees, 48.4 percent, expressed a desire for information related to family life as an avenue to improve quality of life.

These findings from our limited number of interviews would point to the desirability of exploring further the utilization of networks of non-formal education as a vehicle to improvement of quality of life. Such a vehicle would mandate extensive use of audiovisual aids and mass media in West Africa because of the high rate of illiteracy and predominance of people who live in villages.

TABLE 6. TYPES OF SUBJECT MATTER DESIRED BY PEOPLE IN SELECTED DEVELOPING NATIONS THROUGH NON-FORMAL EDUCATION PROGRAMS

	Number of Responses	% of Total Responses
Basic Education	5	10
Family Life Education	31	61
Management of Resources Child Feeding and Care Home Beautification Food Preparation Nutrition Education Cloth Dyeing Sewing Cloth Weaving Dress Design Crafts		
Health and Sanitation	7	14
Backyard Gardens and Agriculture	6	11
Vocational Education	2	4
	51	100

Working on the premise that to be effective whatever is done must be inexpensive in use of scarce resources and reach a large number of people, we must discard formal education as the prime vehicle for a quality of life program. This does not mean that family life education could not be carried out in schools. An auxiliary approach would be working with national governments to initiate programs of instruction in family life in primary and secondary schools.

Since the people must work with their own resources where they are, non-formal education is the most expedient avenue for them to quality of life. Though radio is the vehicle of choice for mass education in rural settings, the advent of low cost television programming will make this a prime consideration in subsequent years. The relative costs of this in specific urban communities will need to be explored where television channels are available and sets are accessible to a large proportion of the population, such as is true of the larger cities in Nigeria and Trinidad.

Role of Agriculture

Provision of a more adequate food supply is a significant input in the development of the quality of life concept. Development of home gardens and even subsistence livestock enterprises should be a part of such a program. Therefore, it is important that an agricultural component be present in a larger quality of life effort.

Though some assistance could be given at the national level through commercial agriculture consultation, the central focus of a subsequent effort should be on home food production by families, and especially by women. Thus, a non-commercial approach and non-commercial type linkages must be established. Though there are existing linkages between American universities specializing in commercial agriculture and these developing nations a greater impact would be made by the development of liaisons with black American institutions such as Tuskegee Institute, Prairie View Agricultural and Mechanical College, Tennessee State University and Florida Agricultural and Mechanical College which are experienced in working with small farmers. Of these Tuskegee Institute is broadly experienced in programs of rural agriculture in developing nations.

The significance of non-money income derived from home food production and its contribution to health have not been evaluated in considerations of GNP. The lack of information on home food production is a deficiency in the World Food Survey and all national food statistics. Urban migration brings the additional disadvantage in loss of this source of income-in-kind and its dietary contribution.

Since quality of life would be increased by home food production in developing nations, it is recommended that agricultural programs receive a prominent place in the plan for a subsequent larger quality of life project.

4. Results of Experiences in Five LDCs

The data to be presented in this section of the report are the result of an impressionist survey and will need to be more properly related to scientific studies of a more substantial nature, such as those of Cantrell (Institute at Princeton, 1950-55).

These data, therefore, serve only as an eye-opener. We recognize that they were not obtained through scientific (statistical) sampling and that data based on impressions will introduce a bias. However, the data do give clues to those aspects of the problem which should be studied further.

The principal and significant project findings that will be dealt with in detail later in the report are summarized here.

University Administrators

The first task of the institution is to provide trained leadership for the nation; there is a growing awareness that the university cannot remain an island in a sea of community need; the university can perform more dynamic functions in meeting community needs especially in those fields directly concerned with the family such as agriculture and health; administrators are open to further exploration of the subject of university-to-university linkages.

Administrators interviewed were:

- University of Ife, Nigeria
  - Vice Chancellor
  - Deputy Vice Chancellor
- University of Ibadan, Nigeria
  - Deputy Vice Chancellor
- Njala University College, Sierra Leone
  - Principal
  - Registrar
  - Assistant Registrar
  - Public Relations Officer
- Winneba Teachers' Training College, Ghana
  - Acting Vice Principal
- Bahamas Teachers' Training College, Nassau
  - Principal
  - Vice Principal
- University of West Indies, Trinidad
  - Dean, Faculty of Agriculture who was also Acting Vice Principal

University Faculty
and Staff

Staff members in professional fields directly involving people such as agriculture, home economics, health sciences, social sciences react favorably to the idea of university involvement with the community. Some of them are involved. The Extension Education Department, Faculty of Agriculture, at the University of Ife, Nigeria has a program covering nine villages. The Home Economics Department at Njala Teacher Training College in Sierra Leone has a village extension program.

University staff recognize the need for research on family patterns. There is the universal complaint of "no funds, staff, nor time" to do the research needed.

There is considerable awareness among university staff of the programs in family planning and a tendency to equate family planning with family life education. There was no opposition from any staff person to the idea of family life education. All agreed on the need for such programs that would reach all levels of the society.

University/Teachers' Training College Staff interviewed were:

- Njala Teachers' Training College, Sierra Leone
  - Head, Home Economics Department
  - Home Economics Extension Instructor
  - Nutrition Instructor
  - Home Economics Instructor
- Milton Margai Teachers' Training College, Sierra Leone
  - Head, Home Economics Department
  - Head, Rural Science Department
- Winneba Teachers' Training College, Ghana
  - Head, Home Economics Department
  - Home Management Instructor
  - Former Head of Home Economics Department
- University of Ife, Nigeria
  - Dean and Vice Dean, Faculty of Agriculture
  - Five Members of Wisconsin University Team in Faculty of Agricultural Extension Education
  - Director, Community Drama Troupe
  - Dean and Vice Dean, Faculty of Health Sciences
  - Two Professors - Social Science Faculty
- University of Ibadan, Nigeria
  - Three Professors - Faculty of Agriculture
  - Rural Sociologist
  - Head, Department of Applied Nutrition and Food Science
  - Director, Institute of Child Health
  - Pediatrician, Institute of Child Health

Acting Director, Nigerian Institute for Social and Economic Research (NISER)
Head, Department of Adult Education
Head, Behavioral Research Unit, Department of Education
Bahamas Teachers' Training College, Nassau
Two Home Economics Tutors
University of West Indies, Trinidad
Dean, Faculty of Agriculture
Head, Agricultural Extension Education
Professor, School of Education
Visiting Professor, School of Education
Vice Dean, Faculty of Social Sciences
Professor, Food Technology
Professor, Department of Sociology
Staff Member, Caribbean Food and Nutrition Institute

In addition to these university administrators, faculty, and staff, a number of interviews were held with other professionals and non-professionals. Please refer to part two by country for lists of these persons.

Citizens

There were a few opportunities to talk with voluntary leaders afforded by brief attendance at the National Conference on Social Development in session in Sierra Leone and the Conference of the Caribbean Mental Health Association in session at Nassau, Bahamas. At the latter conference, these included two clinical psychologists, a psychiatric social worker, several teachers, and school administrators. Dealing with the consequences of inadequate family life, this group of informants understood, better than most, the importance of family life education. They were particularly helpful in describing Bahamian patterns of family life and were very conscious of the need for wide spread schemes of non-formal education aimed at families. They were able to discuss the situation in New Providence, the island on which the capital city of Nassau is located. They were also quite knowledgeable about the Family Islands, as the outlying areas are called.

The most important needs of families mentioned by respondents in informal conversations were family life information, basic education, and employment. In these contacts, people talked with were employed, at whatever wages the job offered, in countries where rates of unemployment were as high as sixteen per cent. The need for better jobs at higher wages was always at the surface but with the apparent realization that this would be accomplished in the next generation through the avenue of education (Table 1). The effects of inflation were frequently mentioned as well as the need for better housing and health services.

National Development
Plans

Because no official contacts were made, it is not possible to ascertain definitely the present position of government officials regarding utilization of human resources in improving quality of life and their priority for this in National development.

However from:

1. National Development Plans for each country,

2. Printed speeches delivered on public occasions and before Parliaments,

3. Speeches by government officials before national meetings, such as family life and social welfare conferences,

4. Interviews with persons employed in the Ministries informally,

5. Statements in response to the questions:
   a. What are the priorities of the national government?
   b. What is the government doing for the people of this country?

6. Evaluation of numerous books and other references authored by individuals in the country, it is possible to formulate the philosophy of the government regarding quality of life.

Using these as indices of government priorities and programs for the people, the project team must conclude that:

1. There is no strong sentiment in West Africa which identifies a concern for quality of life in relation to priority allocation of finances to human resource development.

2. There is a climate of interest in this both among government leaders and university personnel but these interests have not been mobilized into organized programs. The new Youth Corps program in Nigeria represents a possible exception to this statement.

3. There is an interest on the part of the government in being assisted in strengthening its human resources.

At the university level, it is quite clear from interviews with faculty and staff that the interest in developing human resources is present. Highly motivated individuals are attacking the practical and programmatic problems associated with this through village projects and research.

However, there is a clear division in West Africa between the role of the Ministry and that of the University. Only the Ministry can work with the people: while they are free to do pilot projects, the role of the university is to train teachers and extension personnel who subsequently are employed by the government to work at the village or city level.

Because of these factors, it appears that the climate for assistance by the United States is favorable. There must, however, be attitudinal changes within the government to focus their concerns on quality of life through reinforcement of their strongest national resource, i.e., development of the awareness that they already have this strong base from which national development can advance; that they need now to develop this resource with the same commitment as has been given to development of their natural resources, be it oil, or cocoa, or mineral deposits.

It has been firmly established that the family has a solid structure in West Africa; that the roots of the urban man remain in the village; and that the major proportion of the nation's population still resides in villages. What is needed now is to direct the concern of the national government to the fuller utilization of this human resource for national development.

"Social and Economic Development are interdependent.

We are fed up with old ways. We were hopeful independence would bring change--need complete change.

People come to Freetown looking for this change. They find nothing. Problems build up. They don't come to squat; are looking for jobs, a better way of life--they don't find these. They turn to crime.

As economic status rises, or as soon as income rises, as people become affluent, standards accepted as normal are no longer sufficient."

Sociologist
Milton Margai College
at the Social Welfare
Conference
Freetown
July 1, 1973

Potential of Sierra Leone, Ghana, Nigeria, The Bahamas, and Trinidad for a Quality of Life Project

For the convenience of the reader, the information gathered before and during country visits has been placed in Part Two of this report. Under the heading Potential for a Quality of Life Project, an evaluation of each country is presented in relation to:

1. Components of the organizational structure which could be related to a Quality of Life-Family Project.
2. Potential for carrying out a Family Life Project.
3. Vehicles for a Family Life Project.
4. Roles of organizations in carrying out a Family Life Project.
5. Family Unit Education.
6. Strengths and weaknesses.

5. Summary

In relation to the specific objective of the preproject reconnaissance study, to explore the feasibility of developing non-formal educational programs to improve the quality of life in rural and urban family units, the findings of the Howard University Team are:

1. Leaders in government, as expressed in National Development Plans, and educational leaders, as expressed in interviews with the Howard University Team, agree that quality of life must be improved for the masses of people in their countries.

2. Universities and Teachers' Training Colleges responded favorably to the idea that programs in family life education could be a university function, especially where some type of extension program was already underway.

3. There is an overwhelming need for family life education in some form in each of the five countries visited. The suggested form it might take is given later in this report.

4. There is a consensus that basic research is needed on patterns of family life.

5. A direct method of improving the quality of life for the masses is through work with family units, whatever the form or type of unit, in non-formal educational programs. This approach is relevant to and consistent with the needs and desires of each country visited. There is strong evidence that a larger project of this type is both feasible and desirable.

6. Perhaps the greatest revelation from this study is that what people in these developing nations value most highly is <u>not</u> evidence of material gain such as increased wealth, fine homes, clothing, and cars, such as is aspired to in Western cultures, but knowledge.

For them education is the key to improvement of quality of life.

<u>The people</u> in the developing nations visited desire out of school education in areas related to <u>family life</u> to assist them in reaching a higher quality of life.

7. From their responses a set of Quality of Life Indicators has been developed as a first step toward working with them to achieve their own goals.

The relevance of a "Quality of Life-Family" project on a larger scale is amply documented in background references from foreign assistance agencies and from university leaders in five LDCs. This is further evidenced in the statements of government officials as extrapolated from National Development Plans. There is apparently a deep and genuine concern for the "poorest of the poor" who have not benefited from national and/or international development programs.

Aside from humanitarian concerns, the political and economic consequences of mass poverty have been recognized. From a political point of view, there is some recognition of the danger of having a submerged mass of hungry, poverty stricken people constituting a large percentage of the population. From an economic point of view, all but the most isolated and insulated recognize the drag upon development plans posed by large numbers of non-productive families. Robert McNamara describes these as "people who live beyond reach of market forces and existing public services." There is a very evident willingness to try innovative and creative approaches to this segment of the population as expressed by the educational leaders contacted in five LDCs, Sierra Leone, Ghana, Nigeria, the Bahamas, and Trinidad.

The operational significance of these findings toward objectives of a larger project is that ground work has been laid with important elements in each country for effective and efficient follow through in a minimum of time for a research and action project relating to family life.

E. Conclusions

From these and other observations given in Part Two of this report, we arrived at the following conclusions:

1. The utilization of non-formal educational programs to improve the quality of life in West Africa and the Caribbean is feasible.
2. Family Life programs can be effective in assisting people in West Africa and the Caribbean to meet their perceptions of improved quality of life.
3. Nigeria, Sierra Leone, Trinidad, and the Bahamas are suitable locations in which Quality of Life-Family Projects could be successfully mounted. In order of the length of time likely to be required to achieve measurable results, the countries visited are rated as follows: (a) Trinidad, (b) Sierra Leone, (c) The Bahamas, (d) Nigeria. It is not possible to make a judgment at this time on the basis of the limited data obtained in Ghana, though, in all probability, a program could be mounted in that country.

4. There is a need for basic research.

Family Life Patterns. Out of the voluminous quantity of material assembled and reviewed, both before and during the country visits, it was found that there is a minimum amount of data on the particular aspects of family life needed for a larger Quality of Life study. Though the Howard University Team obtained some information on the way families conduct their lives from day to day, or in other words, how they cope with living, additional, more detailed information is needed.

The lack of this type of information has been alluded to in reference to Richard Fagley's paper "Population, Nutrition, and the Role of Women."

Mr. Fagley said, "I want to focus on these questions in relation to the most neglected sector of any people-centered approach to development: the heavily burdened women of the villages, the second-class citizens of the poorer continents, . . . my conscience is deeply disturbed by the prevalent neglect of their rights and needs . . . time has convinced me that the advancement of women, especially in the most tradition-bound sector of the pre-industrial societies--their rural areas--is the single most important ingredient in a successful struggle for better nutrition, for smaller family patterns, indeed for a more adequate development strategy."

The speaker continued by describing the role of village women in providing food for the family, another area on which no hard data exist. He did find one expert who agreed that probably more than half the food consumed in the villages of the Third World--where most people still live--was produced by the labor of village women.

Mr. Fagley recounted that he inquired of some inter-governmental agencies--I.L.O., FAO, UNESCO--as to what was going forward in their respective fields to "ease the burdens of rural women and enhance their contribution to the development" He asked ". . . who was studying the work load of the largest segment of the work force in the underdeveloped world, to find out how the burdens could be eased, the work made more efficient, and some leisure gained for adult education and pre-school training of children? The answer I found--and it applies more widely than the agencies I mentioned--is this: Not very much."

Mr. Fagley presents in this point of view one focus of a Quality of Life-Family Project. Another is the inclusion of the entire family, not just the wife and mother, in programs of non-formal education that will motivate family units to work for higher standards of living.

Despite a paucity of material directly concerned with family patterns, a considerable body of general information has been collected from national and international sources. A list of this material will be found in Part Two.

Impact of women's roles on change. Of particular concern to the possibility of meaningful family life education programs is reliable knowledge about what is happening in agricultural societies where women and children have performed much of the labor. This is the burden of Ester Boserup's book Woman's Role in Economic Development.[1] Ms. Boserup tackles the larger issues by raising such questions as "What happens to marriage systems and to women's rights in land when agriculture is modernized in primitive communities? What changes occur in women's activities when, in the process of industrialization, large numbers of families leave their rural homes for the towns? Is it true that industrialization must first reach a certain stage before there is an urban labor market for women, or does the recruitment of women into urban jobs help to accelerate growth? Is there discrimination against female labor in the labor markets of developing countries or is it that these women lack the necessary qualifications? Are their attitudes toward wage earning the real obstacle to the expansion of female employment?"

While these issues are important and their solutions have a bearing on the quality of family life (if we assume that employed females, in the main, have households that must be managed), Ms. Boserup also tackles issues more germane to the immediate concerns of the preproject study.

She writes, "We have already discussed the predominance of women in agricultural production and particularly in food production for family use in many parts of the world. Add to this the processing of the food before cooking, i.e., the grinding, husking, pounding of grains and other basic foods for family consumption, which is virtually always done by women; the fetching of water and fuel for the household is also women's work; women usually collect most of the vegetable food, and they take part, together with men, in both crafts and house construction and in most other subsistence activities, the hunting of large animals and tree felling being the only major exceptions."

"It is not always realized how very time-consuming is this crude processing of basic foods, such as the pounding or grinding of cereals, the preparation of yams and tapioca, and the brewing of beer. According to an estimate made in the Congo, the household processing of tapioca and maize took four times as long as all the work hours spent on the cultivation of these subsistence crops."

There is some discussion of two household tasks requiring the greatest amount of time and labor--the collection of water and the gathering of wood. Ms. Boserup says, "In dry regions . . . the daily walks to fetch fuel and water often cover long distances and take up more of the village women's time than their agricultural activities." There is some evidence that these roles still consume a major portion of the woman's day (Table 7).

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[1]Ester Boserup, Woman's Role in Economic Development (London: George Allen and Unwin, Ltd., 1970).

TABLE 7. TRADITIONAL ROLES OF WOMEN IN WEST AFRICA[1] AS STILL PERFORMED IN 1973

Farm work, including the carrying of produce after harvest

Fetching of water from the bush

Sewing, cooking, shopping for needed home items

Dyeing of cloth, yarn spinning

Cleaning of village

Trading

[1] As stated in personal interviews with university educators and village people.

The meaning of this, from an outsider's point of view, is that life quality cannot be improved for families until onerous burdens of this kind of back-breaking and time-consuming labor are lifted. The women in question may not see it this way at all. There is some evidence that women do not object to the hard labor involved in processing as much as they object to the low prices received for results of their labor. When the price of a tin of oil palm skyrocketed in Nigeria during the Civil War, women worked at processing oil twice as many hours as before. What looks like progress to an outsider can be viewed dimly by the people affected. One has only to remember the reaction of Indian village women to the provision of private sanitary systems for human waste disposal that disrupted their nightly social visits as they went en masse to the fields for this purpose.

The important consideration for those who would help families to improve their lives is to find out how women spend their time and, more importantly, how they would wish to spend their time if their work habits could be improved.

These facts suggest that programs of the Agency for International Development in developing nations should be planned with inputs from knowledgeable sources as to the role of women and the impact of women on change in these societies.

It is recommended, in consideration of this important component of development, that a Women's Bureau be established within the Agency for International Development.

Teachable moments for families. If the focus of this report seems to have momentarily shifted from families to women, it is only because the woman, her attitudes and actions, holds the key to household and family circle access by the outsider. It will be through the woman that the entire household will be brought together in whatever teachable moments they have. (See appendix for teachable moments in West Africa and the Caribbean). The teachable moments for families is also a question to be researched.

Other areas needing investigation. Leaving aside child-rearing practices and nutritional status, two areas that have received considerable attention from researchers, there are still areas needing investigation. Some of them are:

Methods of earning income
Income use; savings schemes
Methods of meeting emergencies
Self-perception of women
Decision-making in the family
Division of responsibility in the family
Degree of responsibility for relatives
Time and resource management

Food preparation and preservation practices
Degree of family unity or cohesion
Recreation and use of leisure
Kinship, local and community groupings
Knowledge of local resources
Family relationships
Values, goals, levels of living

Since this type of information could be useful to various workers (health, cooperatives, community development), the basic research would lend itself to an interdisciplinary approach.

III. ALTERNATIVE DESIGNS FOR A LARGER PROJECT

From the findings, the hypothesis for a new larger project was formulated.

> THAT A QUALITY OF LIFE PROJECT MOUNTED ON A VILLAGE BASE AND DEVELOPING PROGRAMS AROUND WHAT THE GOVERNMENTS AND PEOPLE IN DEVELOPING NATIONS PERCEIVE AS THEIR NEEDS WILL ENHANCE THE QUALITY OF LIFE OF FAMILY MEMBERS AND CONTRIBUTE SUBSTANTIALLY TO THE DEVELOPMENT OF THE NATION.
>
> THAT STRENGTHENING THE HUMAN RESOURCES OF A NATION CAN BE A PROPELLING FORCE FOR ECONOMIC AND SOCIAL ADVANCES IN THE NATION AND IN THE WORLD COMMUNITY.

It is proposed that a Family Life Project be sponsored in developing nations by the Agency for International Development.

Objectives. The objectives of a larger family life program would be:

a. To test quality of life concepts and mount family life programs in cooperation with national governments and/or institutions in selected developing nations.

b. To train, develop, and leave in the country a strong concentration of professional family life educators and a cadre of paraprofessionals to carry programs to the village.

These objectives would be tied to establishment of a center of excellence in family life in this country to focus on enrichment of family life in developing nations and to serve as an advanced training center in family life education for people in developing countries.

Components. This larger subsequent program would, therefore, have two major components:

Pilot project(s) to refine methodology and secure data on family life patterns.

A Center of Excellence in Family Life.

A. The Pilot Project

Pilot projects would be initiated in Trinidad and Sierra Leone during the year 1974.

Goal

Involvement of people in improving their own quality of life.

Objectives

The objectives would be:

1. to refine methodology;
2. to improve and perfect planning;
3. to try out, on a small scale, the concepts on which a larger, subsequent Quality of Life-Family project would be based;
4. to work with people in developing nations to help them define quality of life for themselves as a basis for helping them to achieve it; and
5. to set up procedures for involving people in improving their own quality of life.

Procedures

Phase One

1. Liaison would be established with the Governments of Trinidad and Sierra Leone, their Ministries, voluntary organizations, the University of West Indies (St. Augustine branch) and the University of Sierra Leone (Njala University College).
2. Baseline data would be obtained according to a statistical design for the pilot project.
3. Paraprofessionals would be trained for work in village community development centers.
4. An appropriate number of villages would be selected. Transitor radios would be purchased from project funds and given at no charge to village people who, in turn, would make three commitments:
   a. to answer questions before, during, and at the completion of the Quality of Life messages;
   b. to listen at specific times to programs which are projected by project personnel;
   c. to tell others in the village what they had learned.
5. Data on family life patterns would be obtained to permit construction of messages to the people and to determine teachable moments, teachable subjects, and locations in which non-formal teaching could occur. The survey of family life patterns will reveal times of the day during which men and women listen to the radio and will thus indicate when messages should be transmitted to village and urban homes.
6. Family life subject matter to be conveyed would be adapted to the people's perceptions in each country of their needs, their goals in life, and their values.
7. Messages for radio, television, and newspapers would be constructed and tested.
   These messages would include a variety of Quality of Life components, such as nutrition, health, family planning, agriculture, sanitation, clothing, management of resources, and family counselling, rather than being limited to one topic.
   The following would be tested:
   a. The understanding and interpretation of messages based on people's perception of their needs to improve quality of life; interview techniques;
   b. Techniques for motivating change in behavior;
   c. Reward signals or devices for individuals who succeed in reaching goals defined by the project;
   d. Instruments for measuring change in behavior (adapted to family life patterns);
   e. Wording of questionnaires and procedures for obtaining baseline data.

If it is found that a good majority of the women listen to "soap operas," the messages will be beamed to them in this guise, as one alternative. If the men enjoy listening to sports programs--the messages will be interjected in language familiar to this field and at a time the men are accustomed to tuning in.
In the initial phase of the project, its paraprofessionals will check on the reaction to the radio messages and report daily to the project staff.

8. Advanced training in human ecology would be made available to professionals in the country through project scholarship funds requiring a commitment that the recipient return to Trinidad and Sierra Leone to work for a specified number of years.

Phase Two

Messages to the people would be projected. Paraprofessionals would work with the people in rural and urban settings.

Phase Three

A second set of baseline data would be obtained.

Phase Four

Evaluation and interpretation of data; preparation of report.
A minimum of 4 villages would serve as demonstration centers.
In this pilot project, the grantee would seek the cooperation and assistance of the Agency for International Development through its sections on Human Resources, Nutrition, Population, Agriculture, and Non-formal Education.

The project period would be 5 years and would run concomittantly with the establishment of a Center of Excellence in Family Life.

Trinidad is ranked first for the following reasons: The national government has already made a commitment to the improvement of family life and three National Family Life Conferences (the last in 1971) have developed an awareness of this need in the people. The level of literacy in Trinidad is 95 percent. Community Development Centers are located in villages all over the island and the prospect that a family life education program could be tied to the existing active extension program of the Ministry of Agriculture is excellent.

The major reason that Sierra Leone is ranked above Nigeria is that a greater impact could be made in Sierra Leone because of its smaller population. However, in Nigeria, the opportunity for helping 60,000,000 people to help themselves remains a great challenge.

Thus, if funds are available, Nigeria would be preferred because of the greater educational resources, the opportunity for bettering the lives of a larger number of people, the active research

germaine to a Quality of Life Project which is in progress now at the University of Ibadan, and the impressive nucleus of persons at this university who are engaged in village pilot projects.

The central themes behind this larger project would be the following:

1. The program must be carried out by the people themselves, though stimulation to do so would come from outside the country (Center of Excellence in Family Life).
2. Family resources would be developed to handle the problems facing these people.
   - People would be helped to realize their own strengths.
   - They may have forgotten that they can solve their own problems, and thus have become dependent on others.
   - They may have lost the will to solve their own problems.
   - The project would supply the challenge and incentives for them to begin to tackle their own problems.
3. Quality of life improvement would not be measured by material gains, but rather by evidence of changes in attitudes, improvement in coping behavior, and greater involvement of individuals and families in community programs.

The pilot projects in each country would be linked to a Center of Excellence in Family Life.

Center of Excellence in Family Life.

(a) Functions and roles.

The Center would assist in developing the programs of the Institutes and would bring its interdisciplinary resources to focus on all aspects of their programs and activities.

The Center would serve as one of the American universities in which country professionals would secure advanced degrees in family life education and home economics.

The Center would serve as the coordinating agency for the network of institutes and activities in all countries and to carry out the interuniversity and interdisciplinary programs of the project.

The Center would conduct in-service training programs for employees of Ministries and universities.

The Center would send interdisciplinary teams of its faculty and students in human ecology, sociology, psychology, economics, communications, political science, health, architecture, engineering, business, and planning to assist the Institutes and the Ministries in developing their programs on family life and to conduct seminars and workshops relating to family life.

The faculty of the Center would serve as consultants to the Ministries and universities in the development of family life programs.

The Center would assist link institutions in the promotion and development of seminars and workshops on family life.

The Center would promote the establishment of the Institutes of Family Life in developing nations.

The Center would take the initiative in discussions leading to the establishment of interdisciplinary teams at university centers in the developing nations.

(b) Linkages.

The Center of Excellence would establish linkages with other universities in this country and abroad.

For example, West African linkages would be established with:

University of Ibadan
Department of Adult Education
Department of Agricultural Economics
Institute of Child Health
Institute of Behavorial Research

University of Sierra Leone
Njala University College

Caribbean linkages would be established with:

University of the West Indies
St. Augustine and Jamaica

Efforts would be made early in the project to establish these and other university linkages, especially in agriculture.

Existing Centers of Excellence

U. S. Centers of Competence for International Development have been funded by the Agency for International Development in the areas of International Agricultural Economics, Agricultural Development, Water Resources for Agricultural Production, Tropical Soils, Aquaculture and Marine Resources, Land Tenure, Health and Population Planning, Law, Development and Modernization, Comparative Legislative Studies, and other areas.

Criteria for Selection of a Center of Excellence in Family Life

A Center of Excellence in Family Life should have:

1. High quality scientific personnel in fields related to quality of life, i.e., human ecology, social sciences, agriculture, etc.
2. Professional staff knowledgeable and experienced in non-formal education;
3. Sensitivity to and ability to develop rapport with people in developing nations;
4. Established informal contacts with social scientists and home economists in developing countries, such as those derived from faculty-foreign student relationships, both undergraduate and graduate, where these are from developing nations;
5. A thorough going conviction that it is possible for these LDCs to improve their quality of life from their own efforts, as opposed to the view that the United States can solve their problems by going

over with our own solutions; a conviction that the quality of life approach is the way to accomplish this; and

6. A commitment of the whole institution to the significance of the program.

The project proposed would produce:

1. A program for improvement of the Quality of Life, adaptable to specific developing nations, and including:
   - Institutional development;
   - Procedures for non-formal education in family life;
   - Trained manpower, both professional and para-professional;
   - Data on family life patterns, for use in planning subsequent programs both in this country and by the developing nation itself;
   - A Document Center on Quality of Life.
2. A significant contribution to development which can be measured in monetary and nonmonetary and nonmaterial terms, i.e., social development.
3. A Higher Quality of Life, a product which would be useful in all developing nations.

Other alternatives for the proposed Family Life Project would be the following:

a. Establishment of Institutes of Family Life or Family Life Centers.

Such centers, on the basis of the experiences gained and contacts made through this Preproject Reconnaissance Study, could be launched in Nigeria, Sierra Leone, The Bahamas, or Trinidad.

b. Development of interdisciplinary centers in Africa and the Caribbean.

The objective of the first phase of this alternative approach would be a determination of how the resources of the selected university can be paralleled with those existing in developing nations to improve quality of life.

Matching and/or mutually reinforcing elements in one or two countries would be identified to focus on improvement of the quality of life.

These matching elements, or interdisciplinary centers, would work cooperatively with a Center of Excellence in Family Life.

B. Institutes of Family Life

The Institutes of Family Life (or Family Life Centers) would engage in activities of these major types:

(1) Instruction by professional staff (Education).
(2) Research.
(3) Action programs.
   (a) Functions.

The Institute would serve as a center for working cooperatively with the appropriate Ministry.

Its major function would be

i. To adapt the store of information in family life education to the culture and needs of the people in the specific country.

ii. To disseminate information to the people.

Working through the Ministry, plans would be developed to incorporate family life information into the culture and to disseminate this information in novel ways through a saturation network utilizing mass media and audiovisual and non-formal education techniques to the people.

(b) Staff.

i. The Institute would be headed by a professional family educator who knows how to translate information on family life into terms which people can understand. This person would be highly trained and responsible for the overall conduct of the project.

ii. A person skilled in communications and family life education, who would be primarily responsible for the preparation of audiovisual materials and "messages" to the people over radio and television and the preparation of teaching materials in the local language, whether it be English, Yoriba, or a dialect.

iii. A person who would serve as liaison with the schools and who would be primarily responsible for working with school systems and primary, secondary, and village teachers to provide information and resource backups to their family life programs.

The Ministry of Education would be encouraged to incorporate family life education into the curricula at all grade levels.

iv. A home economist who would provide the technical skills essential for adaptation of family life education to the culture, values, and priorities of the people in the country.

v. The public relations expert who would be responsible for:

((a)) Planning and carrying out seminars and workshops for professionals and for family units.

((b)) Facilitating dialogue between Ministries.

((c)) Receiving and responding to invitations for speeches and lectures to local groups.

vi. A research-home economist who would conduct the survey of family life patterns, train research survey teams, compile, analyze, and interpret data on family life patterns. The work of this person would culminate in a printed document which would make available the information to the national government and universities.

(c) Program and operational strategy.

The professionally trained family life educator would have a joint appointment on the faculty of the university. In Nigeria, Ghana, Sierra Leone, or Trinidad, for example, this person would be highly experienced and well-trained. In the Bahamas, this person would be male and would hold the Master of Science degree with an extension background.

The members of the Institute staff would respond to many opportunities for non-formal education. They would give speeches on family life to voluntary organizations, church groups, and other local organizations, such as parent-teacher associations, village cooperatives, and village councils. They would provide printed visual materials in response to demands of these and other groups. It would be an introductory vehicle to thinking about family life at all levels. The services of the Institute would be set up in response to the family life priorities of the people.

The Institute would employ local persons to provide educational and demonstration activities within the towns and villages of the country at the invitation of leaders in these locales.

The Institute would provide fellowships for persons within the country to secure professional training in family life education at the Center of Excellence at Howard University or at other universities in the United States.

The Institute would sponsor annual and more frequent national family life education conferences and seminars in various regions of the country.

The Institute would work cooperatively with other established agencies within the country:

i. To study family life patterns (for example, in Nigeria, with Dr. J. T. Okedara in the Department of Adult Education, University of Ibadan).

ii. To develop saturation programs for village and urban populations (for example, in Nigeria, with Dr. Janes-Adenle, Institute of Child Health, University of Ibadan).

iii. To research and test techniques of working with families in the country and the structure of effective messages to the people (for example, in Nigeria, with Dr. Bakare, Institute of Behavioral Research, University of Ibadan).

The Institute would employ an Institute-trained paraprofessional to work on the staffs of the Institute of Child Health, would assist through grants in sponsoring the research of Dr. Okedara and Dr. Bakare, and would assist their programs through employment of family life educators or paraprofessionals on their staffs.

The Institute would train a cadre of paraprofessionals to work in villages and towns throughout the country and would employ them to perform this role during the first phases of the program. The staffs at the Institute of Child Health, the Department of Education, and the Institute of Behavioral Research would be invited to assist with the training of paraprofessionals.

The Institute would arrange for the services of trained persons to conduct surveys of family life patterns within the country.

The Institute would structure and carry out educational and other activities on all levels for family groups.

The Institute would bring members of other professional groups within the country to workshops and seminars to talk together and to devise new approaches to family life education.

The Institute would develop and hold seminars and workshops for whole family units, bringing in husband, wife(ves), and children together. (For example, in Nigeria at the Institute of Child Health, this has been done on a pilot scale by Dr. Janes-Adenle. At the University of Ibadan, Mrs. Carol Williams, an extension home economist, could contact and bring whole families by van to participate in these programs). The Institute would provide the funds for transport and the expertise for the seminars. Families would be housed at university campuses between semesters and during summer breaks in sessions, and given room and board from Institute funds.

The Institute would work to facilitate inter-Ministry dialogue and cooperation in carrying out the family life education programs and activities. It would have an advisory board with representatives from the various Ministries, voluntary organizations, university faculty, and local leaders.

The Institute would sponsor demonstration or pilot projects in villages to develop skills of village people to increase their source of income, to improve their health, to assist them with management of resources, both labor, time, and money. Paraprofessionals trained by the Institute would participate in these demonstration projects.

The Institute would sponsor travel for country professionals to pursue programs in family life and home economics in the United States and to make possible the attendance of these persons at national conferences and workshops abroad related to family life education.

The Institute would subsidize the program of a few selected persons who had already completed basic home economics (home science) programs in the country, to enable them to secure advanced training, skills, and academic degrees (M.S. and Ph.D.).

In short, the Institute would provide the network for linkages to American universities to prepare native trained professionals of the country to continue family life programs in the country after their return.

The initial programs of the Institute would be funded solely by the Agency for International Development for a period of five years. Following this period the Institute would continue for a period of five more years to provide training and fellowship assistance for advanced degree programs in family life education--all with the requirement that recipients return to their own country to work.

At the end of the initial five year period, the national government would assume one-fourth of the costs of operating the program until all components were funded over a period of four additional years.

The final year of the program would be used to assess change and evaluate its impact on national development. Base line data would be obtained during the first year of the project and again in the fifth and tenth years of its programs.

The family life education programs of the Institutes would include, but not be limited to management of resources, family relationships, meal preparation, consumer education, how to work in cooperatives, child care, crafts and related arts, and would center on husband-wife-child relationships in the home, in the community, and their relationships with other people.

Other benefits of the Family Life Program:

The Family Life Project would not only train people to continue this teaching in their own countries but would also add a new dimension in family life to people in developing nations . . . knowledge and values. It would give them a new vehicle for teaching and compound progress toward national goals by further strengthening the basic unit of the nation.

It would increase social mobility, incomes, raise levels of aspiration, improve health and education, and raise the level of coping behavior of village people. In short, the program in family life education would develop the potential of the people in these nations to contribute to national development and participation in world progress.

Abundant evidence is now available that the major penalty restricting the reaching of one's potential intellectually is produced during the first three to six months of life. One key objective of the project would be to maximize opportunities for the child to live a more useful life and to develop its potential through nutrition, improvement of early environmental conditions, and a favorable psychological atmosphere.

Both men and the women in a nation represent its human capital; they will make a greater contribution if they know more about human development (how to do better what they do). However, women must be relieved from the "burdens" of agriculture and day-to-day existence to carry forth a program leading to quality of life. The family life project would attempt to assist women and men to manage their resources more wisely.

Components of the family life program, therefore, would include:

i. Family roles.

ii. Interfamily communication.

iii. Management of resources.

iv. Nutrition.

v. Child development and child feeding.

vi. Male-female communication.

vii. Decision-making.

viii. Development of village play and recreation areas.

ix. Consumerism.

Through better management of resources, including time, through easing of the tasks required in the household related to preparation of food, farming, and sharing of family roles, more time would become available to increase the earning capacity of the family and therefore, its financial resources.

C. Quality of Life Project

A Quality of Life Project would have the following objectives:

1. To assist people in developing nations to define quality of life for themselves. i.e., to identify those activities, relationships, and inputs in their lives which are most important to them and what changes in these would enable them to live better. Obtain base line data.
2. To assist people in setting goals for improving their quality of life.
3. To identify procedures for involving people in the improvement of their own quality of life.
4. To develop methods for evaluation of these efforts.
5. To set in motion procedures for involving people in the improvement of quality of their own lives.
6. To evaluate progress toward improvement of quality of life (obtain second set of data).

This alternative design for a pilot project would focus on ways to motivate village people to become actively involved in programs which would lead to changes which they identify as being important to improve their quality of life.

The project would seek to change the awareness of people of the possibilities for the future and to lead them to the conviction that they can not only participate in change, but can also be agents of change.

The vehicles for carrying out this project can be drawn from any one or several skills which they identify as ones which they desire to obtain, such as in improved clothing, housing, home furnishings, nutrition and food supply, parent education, and child care and guidance. Non-formal education-paraprofessional linkages to the people would be utilized in such a project.

This smaller project would seek to develop the Quality of Life indicators originated in the preproject reconnaissance study and would focus on procedures which could be implemented to assist people in reaching their goals.

D. Other Designs

1. Family Life Education - Increased Income

Ultimately we cannot build developing nations by gifts and economic assistance. What we must do is to develop their ability to solve their own problems in the way that they see this must be done.

This, then, would be the hypothetical base for one alternative Family Project in West Africa:

That a quality of life project mounted on a village family base and structured around (1) improvement of village earning capacity and (2) increasing skills and coping behavior of family members through family life education will enhance the quality of life of family members and contribute to the development of the nation.

The project would be mounted in 4 phases and would be conducted over a 5 year period.

Initially, discussions would be held at the highest national level, and with appropriate ministers, (1) of the benefits to the nation of utilizing its great strengths at the village level for national development--utilization of human resources for improving quality of life. (2) to secure permission to engage cooperatively with Ministries and university units to carry out surveys. (3 months)

Phase I - (9 months)

Establish university linkages and secure approval of village chiefs.

A. Survey of village resources to increase income at the village level. (country university teams)

B. Research study of family life patterns.

C. From A and B the dual components would be identified of a massive program at the village level tying family life education with village industries, but restricting the program to selected locations within the nation and considering national, local and family values, cultures, and priorities.

Recommendations would be made to the national government and permission to launch the program would be requested.

Phase II (12 months)

A. Nationwide campaign to launch the concept of family togetherness and development of the sense of pride and dignity in contributing to community development, utilizing mass media (radio, extension agents, health teams, visual materials, voluntary organizations, non-formal education techniques, etc.)

B. Selection of village sites-identification of "Master family educators", village leaders, extension teams.

C. Training of paraprofessionals for village work in family life education (at universities and through institutes conducted

by ministries); employment of paraprofessionals to carry forth the work in villages.

D. Establishment of demonstration centers to develop the base of skills and natural resources to be utilized in the village enterprise.

E. Obtain base line data on measurable indices of quality of life.

Phase III (24 months)

A. Obtain second set of data on indices of quality of life.

B. Evaluate effectiveness of the program in improving quality of life.

Analysis and interpretation of data.

C. Preparation of project report.

Essential Features of the Program.

1. West Africa

A. Focus at the national level on utilization of human resources for national development, centered around strengthening of the capacity of individuals and families to contribute to the nation's progress through greater participation in community programs.

B. Provision of opportunities for increasing income through new sources of employment, i.e., development of village based industries.

A study of potentials of such industries could be made by country teams including persons skilled in economics, marketing, trade cooperatives, crafts, utilization of natural resources, agriculture.

C. Study of family life patterns to determine "teachable moments" in village life and areas in which coping behavior can be increased (what do village families do during a 24 hour period?; at what times of the day are various tasks performed?; what is the division of responsibility within the family?; what roles are played by various nuclear family members and members of the extended family?; who is the decision maker?; who is the family teacher?; what steps are involved in each task performed in home duties of family members?; how much time is devoted to each of these tasks and the total specific job?; what tools are used to perform household and farming tasks?; nature of family interractions and times during the day that such interractions usually occur?; identification of customs, values, priorities of family members).

D. Identification of priority components of a family life education program to build family strengths for family unity, increased family coping behavior within the home and in the community.

Questions which must be resolved:

1. What human manipulative (hand) skills can be developed at the village level, with low level manpower and high illiteracy to improve earning capacity of the village members?

2. What native resources can be utilized in specific villages to increase earning capacity for the village?

3. What components of a family life education program are essential for development of desire to participate actively and functionally in family and community development?

2. Study of Family Life Patterns

The need for additional information of a more specific nature on family life patterns has been highlighted in this report. A small alternative project would address this objective alone in the following manner.

Phase I

Permission from the national governments of selected developing countries to conduct the investigation;
Establishment of linkages with appropriate universities and organizations;
Organization of project by country;
Development of interview procedures; questionnaires;
Identification of project staff and paraprofessionals.

Phase II

Training of paraprofessionals in interview techniques;
Obtain data from rural and urban family units on family life patterns.

Phase III

Analysis of data;
Preparation of report.

Estimated time for completion: One year.

Projects such as the ones we propose

1. would address real needs which appear to be satisfiable.
2. would build a reservoir of good will; would do a lot to improve American relations with these Black African and Caribbean countries.
3. would build up in this country a pool of understanding and a pool of expertise which would be a resource to our government, the Agency for International Development, and the Department of State in their future dealings with the problems of West Africa and the Caribbean and our relations with these countries.
4. would bring a limited number of key persons to this country for work and study under the project. Through field work in these West African and Caribbean countries, we should be able to have some multiplying effect on the rate of their understanding and solving their <u>own</u> problems.

Obviously, the Agency for International Development will not be able to solve all the problems of all developing nations. This would not be good even if possible. Rather, AID should try to encourage these countries to the solutions of their own problems, this being done through pilot projects and training . . . including a whole array of techniques.

Finally, the benefit to this country is that we will increase stability in the world by minimizing and, hopefully, eliminating many of the causes of unrest due to poverty, ignorance, and lack of understanding.

What will happen if the United States
does not give assistance
to this effort?

The dragging pace of national development will continue to benefit the few who may profit through exploitation of natural resources. The sensitivity to the need for development of human resources will continue to generate for another 15 to 20 years until another generation resorts to riot and rebellion to convince the government that "People are whole human beings."

At best 50 to 100 more years will be required at the present pace to generate a measurable improvement in quality of life in West Africa.

Internal strife and revolt will segment and divide these developing countries and defray their resources from a contribution to world leadership.

What will happen if the United States,
the Department of State, and the
Agency for International Development
move forward to assist these
developing nations now?

A carefully mounted massive effort by our government, working cooperatively with the national governments in developing nations, will bring measurable results in demonstration projects within 5 years and at the national level within 10 years. At this latter point, the government leadership may be prepared financially to continue a commitment to development of its human resources and a reservoir of manpower which has been trained through United States assistance would be available and in position in cities and villages, in the universities and voluntary organizations, to continue this task.

Further, attitudinal changes, not only at the national level but also in the people themselves, will serve as the propelling force to continue the upward mobility of the nation.

This type of assistance, indeed, may prove to be the greatest contribution of our nation to the progress of developing countries--far surpassing that of food and development of national resources.

To develop the ability of a nation's people to help themselves is to make a lasting contribution to fulfillment of the destiny of the nation.

. . . People working with people.

. . . Helping people to help themselves.

. . . Involvement of people in the improvement of their own quality of life.

These are the goals of the Howard University proposals.

"Investment in Human potential
has higher economic returns.
Use of these will result in a
civic responsibility which
can be left on its own to
continue to nourish the society."

Mr. D. B. Hamilton
National Planning and Social
Development
Sierra Leone

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE—FAMILY

Part Two:
DATA AND RECOMMENDATIONS FOR WEST AFRICA AND THE CARIBBEAN

Contract No. AID/CM/TA-C-73-29
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Cecile H. Edwards, Ph.D.
Project Director

Patsy Graves, L.H.D.
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PREFACE

The Report of the Preproject Reconnaissance Study Quality of Life-Family is divided into three parts:

Part 1: Summary of Data and Recommendations for West Africa and the Caribbean.

Part 2: Data for West Africa and the Caribbean.

Part 3: Interview Records.

Though the Study was conducted over a four month period by a two-woman team, the project has focused sixty-six combined man years of foreign service at Howard University on Quality of Life factors. The Howard Team and the Department of Home Economics express appreciation to the Agency for International Development for the grant which funded this project and provided the opportunity to design a larger Quality of Life Program.

Cecile H. Edwards
Project Director

TABLE OF CONTENTS

PART TWO

SECTION ONE: WEST AFRICA AND THE CARIBBEAN

A. NATURE OF THE PROBLEM 1

1. Sierra Leone 3

2. Ghana 3

3. Nigeria 3

4. The Bahamas 5

5. Trinidad-Tobago 6

B. BACKGROUND AND RATIONALE OF THE PROJECT 8

1. Work Experience of the Faculty of the Department of Home Economics with African Nations 9

2. People Helping People 10

C. COMPARISONS OF WEST AFRICA AND THE CARIBBEAN 10a

D. SUMMARY OF RELATED RESEARCH AND PUBLICATIONS 11

1. Rights of Women in the Home 12

2. Family Obligations 12

3. Why Do We Teach Home Economics? 13

APPENDIX

REFERENCES AND RESOURCES USED IN PREPARING FOR PROJECT TRAVEL 18

DATA OBTAINED BY INTERVIEW IN THE INDIVIDUAL COUNTRIES

SECTION TWO

A. SIERRA LEONE 29

1. Country Profile of Sierra Leone 29

2. People Interviewed in Sierra Leone 30

3. Institutions Visited in Sierra Leone 33

4. Potential for a Family Life Project 34

Page

6. Constraints to Family Unit Education in Sierra Leone 39

7. Teachable Moments for Family Units in Sierra Leone 39

8. Teachable Subjects - Those in Which People of Sierra Leone Expressed an Interest 40

9. Alternatives to Family Unit Education in Sierra Leone 40

10. Vehicles to a Better Quality of Life for Village People in Sierra Leone 40

11. Needs of Families in Sierra Leone 41

12. Priority Needs of the People in Sierra Leone as Viewed by University Educators 42

13. Changes Observed by Country Inhabitants in Sierra Leone 42

14. Problems of Urban Areas in Sierra Leone 42

15. Problems of Rural Areas in Sierra Leone 42

16. Major Problems of the National Government as Viewed by the People in Sierra Leone 42

17. Major Needs of the National Government as Viewed by the People in Sierra Leone 43

18. Major Needs of the People as Viewed by the Representatives of the National Government in Sierra Leone 43

19. Needs of Universities for More Effective Programs for the People in Sierra Leone 43

20. Impact of the University on the People in Sierra Leone 44

21. Impact of the National Government on the People in Sierra Leone 45

22. Traditional Roles of Men and Women in Sierra Leone 45

23. Desires of Village Males in Sierra Leone 46

References 47

Page

SECTION THREE

B. GHANA 55

1. Country Profile of Ghana 55

2. People Interviewed in Ghana 57

3. Potential for a Family Life Project 58

4. Feasibility Responses - Family Unit Education in Ghana 59

5. Constraints to Family Unit Education in Ghana 59

6. Alternatives to Family Unit Education in Ghana 59

7. Vehicles to a Better Quality of Life for Village People in Ghana 59

8. Priority Needs of the People in Ghana as Viewed by University Educators 60

9. Changes Observed by Country Inhabitants in Ghana 60

10. Needs of Universities for More Effective Programs for the People in Ghana 60

11. Impact of the University on the People in Ghana 60

12. Impact of the National Government on the People in Ghana 61

13. Traditional Roles of Men and Women in Ghana 61

14. Desires of Village Males in Ghana 61

References 62

SECTION FOUR

C. NIGERIA 66

1. Country Profile of Nigeria 66

2. People Interviewed in Nigeria 68

3. Institutions Visited by the Howard University Team in Nigeria 70

Page

4. Potential for a Family Life Project 71

5. Feasibility Responses - Family Unit Education in Nigeria 74

6. Constraints to Family Unit Education in Nigeria 74

7. Teachable Moments for Family Units in Nigeria 74

8. Alternatives to Family Unit Education in Nigeria 75

9. Vehicles to a Better Quality of Life for Village People in Nigeria 75

10. Needs of Families in Nigeria 76

11. Priority Needs of the People in Nigeria as Viewed by University Educators 76

12. Changes Observed by Country Inhabitants in Nigeria 77

13. Major Problems of the National Government as Viewed by the People in Nigeria 77

14. Needs of Universities for More Effective Programs for the People in Nigeria 77

15. Impact of the University on the People in Nigeria 78

16. Impact of the National Government on the People in Nigeria 78

17. Traditional Roles of Men and Women in Nigeria 78

18. Desires of Village Males in Nigeria 78

References 79

SECTION FIVE

D. THE BAHAMAS 95

1. Country Profile of The Bahamas 95

2. People Interviewed in The Bahamas 97

3. Villages Visited by the Howard University Team in The Bahamas 98

4. Potential for a Family Life Project 99

Page

5. Feasibility Responses - Family Unit Education in The Bahamas 103

6. Constraints to Family Unit Education in The Bahamas 103

7. Teachable Moments for Family Units in The Bahamas 103

8. Alternatives to Family Unit Education in The Bahamas 103

9. Vehicles to a Better Quality of Life for Village People in The Bahamas 103

10. Needs of Families in The Bahamas 104

11. Changes Observed by Country Inhabitants in The Bahamas 104

12. Problems of Urban Areas in The Bahamas 104

13. Major Problems of the National Government as Viewed by the People in The Bahamas 104

14. Major Needs of the People as Viewed by the Representatives of National Government in The Bahamas 105

15. Needs of Universities for More Effective Programs for the People in The Bahamas 105

16. Impact of the University on the People in The Bahamas 105

17. Impact of the National Government on the People in The Bahamas 105

18. Traditional Roles of Men and Women in The Bahamas 105

19. Desires of Village Males in The Bahamas 106

References 107

SECTION SIX

E. TRINIDAD 114

1. Country Profile of Trinidad 114

2. People Interviewed in Trinidad 116

Page

3. Potential for a Family Life Project 118

4. Feasibility Responses - Family Unit Education in Trinidad 121

5. Teachable Moments for Family Units in Trinidad 121

6. Alternatives to Family Unit Education in Trinidad 121

7. Needs of Families in Trinidad 121

8. Priority Needs of the People in Trinidad as Viewed by University Educators 121

9. Changes Observed by Country Inhabitants in Trinidad 121

10. Problems of Urban Areas in Trinidad 122

11. Major Needs of the National Government as Viewed by the People in Trinidad 122

12. Needs of Universities for More Effective Programs for the People in Trinidad 122

13. Impact of the University on the People in Trinidad 122

14. Impact of the National Government on the People in Trinidad 122

References 123

SECTION SEVEN

DEFINITIONS

HOWARD UNIVERSITY

CURRICULUM VITAE OF THE HOWARD UNIVERSITY TEAM

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE—FAMILY

Section One:

WEST AFRICA AND THE CARIBBEAN

A. NATURE OF THE PROBLEM

The necessity for a development strategy that will reach from a head of state through the bureaucratic maze of ministries and departments of government, past the daily routine of field and office workers, and finally to the poorest level of society in any given country has become a major concern of donor nations and foreign assistance agencies.

A bill presented to the United States House of Representatives[1] in connection with the foreign aid appropriation stated "Future United States bilateral support for development should focus on critical problems . . . which affect the lives of the majority of the people in the developing countries: food production, rural development and nutrition; population planning and health; education, public administration, and human resource development."

A reorganization plan[2] for the Agency for International Development stated that one of its purposes was to "emphasize humanitarian . . . aspects of United States development assistance."

In spelling out the practical application of this objective, the memorandum said, "Programming economic assistance more directly to meet basic human needs, rather than primarily for over-all country growth, will be an essential feature of our redirected Agency for International Development. American long term interests require that there be increased well-being in the less developed world. We have learned that if development is truly to occur--it has meaning only to the extent that genuine benefits accrue to those in the lower levels of the social and economic order. We believe that the United States through its assistance programs has a unique and significant contribution to make in bettering the condition of people and we will focus our programs directly upon helping improve their lot."

Clearly there is an "Up With People" philosophy permeating the foreign assistance efforts of the United States government. There is also evidence that the Agency for International Development is not alone in a realization that, despite impressive achievements in the past, there is still too much of human kind mired in the depths of poverty.

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[1] H.R. 8258, Bill to Amend the Foreign Assistance Act of 1969, May 30, 1973, page 3.

[2] Memorandum to All Employees, Summary of Reorganization Plan, January 24, 1973.

Robert McNamara, President of the World Bank, writes, "Most of the developing countries are making progress in over-all statistical terms. But hundreds of millions of people living in those countries are caught up in conditions of deprivation that no set of statistics can begin to describe. The truth is that poverty in the developing world is an intolerable assault on human dignity and decency. Malnutrition, disease, illiteracy, unemployment, and early death pervade these vast populations."

Mr. McNamara states further, "In these countries pursuit of rapid economic advance, the poorest forty percent of their populations are being largely left behind. The task, then, for these governments is to reorient their development policies in order to attack directly the personal poverty of this huge and most deprived segment of these people. This the governments can do without abandoning their goals of vigorous over-all economic growth. But they must be prepared to give greater priority to establishing growth targets in terms of essential human needs--in terms of nutrition, housing, health, literacy, and employment--even if it be at the cost of some reduction in the pace of advance in certain narrow and highly privileged sectors where benefits accrue only to the few."[1]

These are the pronouncements of donor agencies and governments. What are the attitudes of recipient governments in regard to the by-passed in their countries who remain outside the mainstream of progress? Although this report does not deal with Tanzania, remarks of that Nation's president aim so directly at the focus of the discussion that they are quoted as an example of concern for basic human needs.

President Julius K. Nyerere said on May 28, 1969 in reference to the Second Five-Year Plan for Economic and Social Development, "These priorities have been decided upon in the light of our objectives, which are:

> First, providing an adequate and balanced diet for all our people--which means healthy bodies;
> Second, providing sufficient food, and if possible, attractive clothing for all our people;
> Third, providing decent housing for all our people; and
> Fourth, providing educational opportunities for all the people."

President Nyerere can only speak for his nation but an examination of national development plans for several African countries reveals a similar trend.

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[1]Robert S. McNamara, One Hundred Countries, Two Billion People. The Dimensions of Development (Washington: Praeger Publishers, 1973), p. [illegible].

1. Sierra Leone

Sierra Leone's Ten Year Plan of Economic and Social Development, 1962-63 to 1971-72, is unique in its inclusion of the word "social" in the title. Thirty-seven per cent of resources were directed toward social services in the first five years with over twenty per cent going for medicine and health.

"The philosophy behind the Ten Year Plan," the document states, "envisions a social environment in which the energies of all its constituent elements are released and channeled into the constructive tasks of nation building."

2. Ghana

Ghana's One Year Development Plan, July, 1970 - June, 1971, devoted a section to Human Resources in which it stated, "Ghana's manpower resources are the instrument by which national development goals can be achieved. At the same time, the improper utilization and massive unemployment of these resources can jeopardize development efforts and create social, economic, and political problems. It is the policy of the Government, therefore, to seek the full and proper utilization of the nation's human resources in order to achieve economic progress and to enhance the well being of the individual."

The Plan stated further, "The Government recognizes and accepts its primary responsibility for improving the living standards and the quality of life of Ghanaians, especially those who dwell in rural areas. It regards this duty as the most effective way of nurturing and sustaining our infant democratic institutions."

In addition, the Ghanaian Development Plan pinpointed one of the greatest areas of need by the following statement: "It has been estimated that child birth related deaths among mothers amount to some 4,000 per annum. And as many as 40,000 children fail to reach the age of one. These attest to the need for improving the quality of life."

3. Nigeria

Nigeria's Second National Development Plan, 1970-1974, is understandably concerned with post-war reconstruction and development. With an apparently heightened appreciation of the human factor, there is a recurrent theme of social consciousness running throughout the statement of national objectives and priorities.

"The war-time experience of Nigeria," the Plan states, "has demonstrated the necessity for a sustained social will harnessed to a common social goal as a basis for national survival and greatness. For planning purposes, a set of national objectives must deal simultaneously with [illegible] first is a quantitative phenomenon and easier to measure. The second

is a qualitative notion which is not susceptible to quantitative analysis but which is crucial to the pace of economic development and social change. It is relatively easy to quantify targets such as output, growth rates, or changes in per capita income. Yet, it is becoming increasingly appreciated that the development process is a function of the innate forces in a society."

"The five principal national objectives are to establish Nigeria firmly as:

1. A united, strong, and self-reliant nation;
2. A great and dynamic economy;
3. A just and egalitarian society;
4. A land of bright and full opportunities for all citizens; and
5. A free and democratic society."

Then in line with AID Memoranda and World Bank pronouncements, Nigerian Development planners conclude in words that could apply to any nation aspiring to a better quality of life for its citizens: "The ultimate goal of economic development is the welfare of the individual. The focus of our policy objective should, therefore, be on how the ordinary citizen is to be affected by the resulting set of action programmes and projects. The prospect of the citizen in the process of economic development and social change should not be determined by the mere accident of the circumstances of his birth. He should be able to have equal access to all the facilities and the opportunities which could help him realize his potential and develop his full personality. A sense of self-reliance and a sense of national pride are worthy objectives which the Government believes the average Nigerian wishes to cultivate. But he can only do so in an atmosphere of expanding opportunities for full employment, for education, and for self-fulfilment. The nation will, therefore, remain fully committed to the achievement of these objectives at all times."[1]

4. The Bahamas

The 1972 White Paper[2], "Independence for the Commonwealth of the Bahamas," presented to Parliament by the Prime Minister sets forth the government's policies and plans with respect to social and economic independence.

On Education, the White Paper stated: "The policy of the Government is to provide equal opportunity for all Bahamians in a

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[1]Second National Development Plan, 1970-74. Federal Republic of Nigeria, 1970. Federal Ministry of Information, Printing Division, Lagos. Page 33.

[2]Independence for the Commonwealth of the Bahamas. Presented to Parliament by the Prime Minister, October 18, 1972. Cabinet Office, Box 147, Nassau, Bahamas.

system of education designed to promote progress and unity and it bears reiteration that our country's future rests in the hands of our young. It will be on the attitude they develop and the knowledge and skills they acquire that the Bahamas will depend for its growth and prosperity."

A White Paper on Education, "Focus on the Future," set out the following goals:

"1. The provision of opportunities for a sound liberal and general education, that are as nearly equal as possible, and which provide possibilities for all young people to attain the full development of their potentialities;

2. The continued extension of appropriate forms of education and training to citizens who experience physical, emotional, or intellectual handicaps; . . .

3. The development of community-wide education of young people and adults, for the wise use of leisure, individual satisfaction, and a full and meaningful life for all."

In regard to Community Development it was stated that "Centres will be progressively and systematically established in densely populated areas to cater for pre-natal and post-natal needs, child day-care needs, and recreational needs of young people."

This concern for youth is justified as illustrated in the following figures taken from the 1970 Census of the Population clearly indicating that the Bahamas is indeed a young nation.

Age Group	Male	Female
Under 1 year	2,447	2,340
1 - 4	11,189	10,875
5 - 9	13,325	12,847
10 - 14	10,233	10,345
15 - 19	7,107	7,509
20 - 24	6,205	6,462
25 - 29	6,847	6,854
30 - 34	5,898	5,577

5. Trinidad-Tobago

The Third Five-Year Plan, 1969-1973, of Trinidad-Tobago registers a concern for quality of life in the introduction by stating, "A Development Plan must begin with a diagnosis of the economic and social problems of the country for which the plan is being drawn up. We begin with the levels of living."

"In measuring the level of living one must not only look at the generally accepted broadest over-all measure, namely, the national income per head of the population. One must also look at the distribution of this income among the inhabitants of the country. Account must also be taken of the extent of the availability of services which are collectively provided by the State such as Education and Health . . . In addition, it is necessary to look at certain other indicators of "social" well-being such as life expectation at birth and infant mortality rates."

Continuing, the Plan states, "The three main tasks therefore, set for development planning can be very simply stated--

Economic Diversification
Elimination of Structural Unemployment
Greater Economic Independence

To the extent that these three tasks are successfully accomplished, the level of living of the masses of our people can be raised continuously, mainly by our own internal efforts."

"The key ingredients for achieving these tasks are education and training and the achievement of a greater degree of self-confidence among the people."

Of particular interest to the focus of this report, the Development Plan spelled out some areas of concern for adult education. "Our Adult Education Programme must cater for direct educational needs of the people," the Plan stated, "and must prepare them for the rapid changes taking place in the society and the transition from the old to the new. It must also inculcate among both the rural and urban people on important aspects of self help, namely, thrift and the ability to manage money matters. For one of the prime functions of Community Development should be to teach the people how to use their money and resources properly, to invest their savings remuneratively, and to encourage the use of individual and group initiative to form sound business ventures and to generate self employment."

In 119 existing Community Centers with 90 additional centers to be constructed in the plan period, the following objectives were set out:

1. Strengthening the organization of village councils and instituting practical training in civics;
2. [illegible]
3. Agricultural improvement; and
4. Promotion of cooperatives.

Finally, the Trinidad-Tobago Development Plan concludes, "It is now a truism that the human resources of a country vitally affect its development."

B. BACKGROUND AND RATIONALE OF THE PROJECT

Against the background of an emerging awareness of people as the focus of development, the Department of Home Economics at Howard University has sought linkages with the Agency for International Development that would serve a three pronged purpose.

First, the further involvement of Howard University in a role that began with its founding in 1867 as "a principal architect of the national destiny and one of the major engineers of change in our society."

In its century of existence, Howard University has graduated more than 32,000 men and women in the professions, the arts, the sciences, and the humanities. Its 10,000 students represent the 50 States, the District of Columbia, and more than 90 foreign countries.

In addition to fifteen schools and colleges, Howard University is involved in the following institutes and community-oriented programs:

- Institute for Urban Affairs and Research
  - University Year for ACTION
  - University without Walls
  - Urban Studies Program
  - Pre-College Upward Bound
  - Neighborhood Consumer Information Center
  - Administration of Justice Program
- Institute on Drug Abuse and Addiction
- Business and Economic Development Resource Center
- Institute for Minority Business Education
- Institute for Human Development and Family Life
- Institute for the Arts and Humanities
- Institute for Administration of Criminal Justice
- Center for Ethnic Music
- District of Columbia Teachers Corps
- The Mississippi Project
- Dental Assistance Utilization Program
- Dental Therapists Training Program

The expertise and resources of these schools, colleges, institutes, and community-oriented programs of Howard University are available to the Department of Home Economics in any of its present or future endeavors.

A second purpose for seeking cooperative relations with the Agency for International Development was the deepened commitment of the Department of Home Economics to extend its historical role of classroom [illegible] a community [illegible] commitment and the preparation of students who are

motivated and equipped to handle the realities of living in the inner city, in the ghetto, and its counterpart areas in the developing nations.

A final purpose is the desire to combine the resources of Howard University, through the Department of Home Economics with the Agency for International Development in a pre-project reconnaissance study "Quality of Life-Family Project" to be conducted in three African and two Caribbean countries.

The rationale for such a project is:

1. That development has by-passed 40 percent of the population in Lesser Developed Countries.
2. That the by-passed 40 percent in Lesser Developed Countries can be motivated toward involvement in their own development, and subsequently in National development, in response to government recognition of the need to utilize human resources in attaining higher levels of development (or a better quality of life) for the total population.
3. That the Department of Home Economics at Howard University has the desire, the competence, and the resources to plan and conduct a quality of life project that will attack the problem of development at the primary source, the family unit, and to demonstrate that increased ability to deal with the problems of daily living within the family can result in an increased ability to contribute to community and national development.

1. Work Experience of the Faculty of the Department of Home Economics with African Nations

The Department of Home Economics at Howard University has had a large period of working experience with the people of Africa.

a. In 1947 a request was made by Liberia through the Point Four Program to have a nutrition survey made by the Chairman of the Department. The findings from this nutrition survey are still being used by the Department of Health, Agriculture, and Education. Two students from Liberia have recently received Bachelor of Science degrees from the Department of Home Economics.

b. Between the years 1956-60 the United States State Department sponsored Summer programs in Home Economics for African women who were studying in Liberal Arts Colleges in this country. The Women's African Committee and the Committee of Correspondence cooperated in the the development of this program. The following areas of study were provided: [illegible] in Daily Living, [illegible] Resources, [illegible] Development, [illegible] Anthropology.

A total of 60 students over a three year period came from Nigeria, Ghana, Liberia, Uganda, Sierra Leone, Northern Rhodesia (now Zambia), and Madagascar. The State Department provided tuition, travel, and living expenses for each student.

c. Kenya, after receiving its independence, helped three women on their "Air Lift" to the United States of America to come to Howard University and major in Home Economics. These women received their Bachelor of Science and two of the three received their Master of Science degrees before returning. They are now employed in Kenya as follows: one with the Ministry of Agriculture in Extension Service, one in the Ministry of Education as a curriculum supervisor, and one in the Ministry of Health as a nutritionist.

2. People Helping People

Our experience in working with people in this country and in other areas of the world is that four basic qualities are needed by the leader. To these, recipients respond in such a way that the working together becomes one of mutuality. Thus, at times, the leader teaches and, at other times, reverses his role and becomes the learner.

These four basic qualities of such a leader (teacher, chairman, or other) are first of all LOVE, because love fosters a sense of security; second, RESPECT, because it fosters self-respect in the recipient who then is willing to seek help; third, HELP as needed, which in turn encourages the recipient to put forth his best efforts for succeeding in his endeavor; and fourth, APPROVAL--what is done and would be good to repeat and enlarge--which fosters independent decision making, aids the recipient to set relevant goals, and to work out a system of values he holds dear.

The competencies of Howard University's Department of Home Economics for program development would be available in the subject matter disciplines related to family life education, including nutrition and food supply, child care and development, housing and home furnishings, health and sanitation, consumer interests, environmental concerns, clothing and textiles, parent education, and other areas basic to the attainment of higher standards of living.

The problems of utilizing human resources and the proposals of the Department of Home Economics would be linked in the development of specific programs in non-formal education to be designed within the context of a specific culture and upon the needs and wishes of the country concerned.

C. COMPARISONS OF WEST AFRICA AND THE CARIBBEAN

Summary of observations/impressions during travel.

a. The five countries visited by the Howard University Team are classified as LDCs. These countries accept the fact that they are less developed than what they often refer to as the "Super-Powers" and recognize that for a long time to come they will be trying to overcome past deficiencies and to "catch up." Table 4 gives some social and economic development indicators for these countries.

b. One country visited was newly independent; others had had that status for approximately ten years during which time emphasis has been placed on the creation of an economic infrastructure. After a tumultous decade of independence, during which the gap between the haves and have-nots in the countries widened, there seems to be a realization that this trend must be reversed.

c. Education is still regarded as the solution to most problems, but the concept of education now means more than the teaching-learning process in a formal classroom. Other forms of education are now deemed essential for national development. These may include the extra-mural programs of universities; the extension services and/or community development services of government ministries; the vocational or trade schools emphasizing the development of earning skills; the work of voluntary agencies and the teaching and "out reach" programs of religious bodies.

d. In the university-to-university level contacts in five countries, the Howard University Team from the Department of Home Economics found that the idea of family life education, in the form of teaching families as a unit or in groups of family units, was favorably received as an innovative approach to already recognized problems. Through interviews some indication as to the type of information desired by people was obtained and will be presented later in this report.

e. It is the impression of the Howard University Team that the presentation of a concrete, practical scheme for a family life education program within the cultural context of the specific country would be favorably received in all five countries.

f. Because a research component in a family life education program is so important to its success, it is highly probable that such a program could be launched under university auspices.

g. In planning non-formal programs for families, it is not only important to consider the desires and interests of people but also to design these programs in the cultural context of the group to be served. That strategies must be different for West Africa and the Caribbean is suggested by the following impressions and data, much of

which has been documented from country reference sources during this project.

h. A program for the improvement of quality of life should be tied to a means for increasing the income of the village person. The source of this income must be locally grown or available materials.

i. The program for Nigeria must be limited to a particular section of the country (Western Nigeria) or tailored to the culture and family life patterns, family structure, in that region. As in other countries of multi-cultures, messages via the mass media must be carefully structured and may be different in different parts of the country.

j. National governments should be encouraged to begin instruction in family life education in public schools at grade five.

k. Family Unit Education requires a resetting of the individual's priorities for the day's time and relationships between the male and his family.

2. Differences and similarities: West Africa and the Caribbean.

West Africa:

a. People are largely illiterate (80 plus per cent illiteracy).

b. Male plays a dominant role in the family.

c. Paternal inheritance pattern. A man's nieces and nephews inherit his property, not his wife and children.

d. Strong programs in home economics are already established in West Africa (Njala University College of the University of Sierra Leone, University of Ghana, and Nsukka University).

e. Government structures usually contain a Ministry of Social Welfare.

f. African families have deep roots; there is a solid family structure.

g. Agriculture has a strong base.

Caribbean:

a. People are largely literate (5 per cent illiteracy).

b. Female plays a dominant role in the family.

c. Programs in home economics not yet established at four year level (two year level program only in Bahamas; recommendation for a Nutrition and Community Service Department has been made to the University of the West Indies by a fourteen country committee; program awaiting funding).

d. A commitment at the national level has already been made in Trinidad for a program in Family Life Education; an international loan agreement has been signed.

e. Strong voluntary agencies are working in area of family life (Mental Health Associations, etc.).

f. Affiliate agencies are strongly established (Caribbean Food and Nutrition Institute).

g. Many Caribbean families have no father image.

h. Most of the food supply is imported.

In both countries:

a. There are national organizations of Home Economists (for example, Trinidadian Home Economics Association and the Ghanian Home Science Association).

b. Family Life Education Seminars or Conferences have been held (for example, Family Life Education, Seminar, Nairobi, Kenya, 1971; Family Life Education Conference, Trinidad, 1970, 1971, and 1972; Caribbean Federation on Mental Health--Conference theme was "The Family" in 1972; and Family Life Conference in Ghana, 1973).

c. Concept is widely held that the university should not work with the people directly. Extension programs are carried out through the Ministry of Agriculture.

3. Forces which deter a strong family life.

West Africa:

a. Rural to urban migration causes family disintegration.

b. Paternal inheritance pattern. Husband and wife do not pool their resources because of inheritance problems.

c. Women do not take enough interest in their own problems.

Caribbean:

Male is irresponsible; a more favorable father image is needed.

4. New insights and approaches suggested during project travel.

"What keeps families from behaving like families?" The Howard University Team did not ask that question in their interviews but found they were getting answers in the discussions engendered by inquiries about family life. What emerged in discussions in West Africa was a very definite "separation of powers" in the family in some cultures in different countries and between various groups within countries.

Persistent probing (and careful listening) turned up a very interesting and basic factor having to do with the psychological quality of family life--inheritance laws. This also has a very decided impact on the financial arrangements in the home and this, in a sense, affects the family from every point of view.

This complicated and legal question is briefly over-simplified as follows: In some cultures, the laws of inheritance favor the husband's brother, and thus his nieces and nephews against the rights and interests of his own wife and children. Therefore, husbands and wives tend to keep their real property separated so that in the event of the husband's death, the wife and children are not left penniless because the estate goes to the wife's inlaws. One interesting explanation of this law is that if a woman knows she is not going to inherit her husband's property, she is less tempted to do away with him and more likely to be interested in keeping him alive.

A few books and endless articles have been written on the subject. Wives and mothers are naturally more concerned than others because they suffer most from the consequences of such laws.

That this question of inheritance laws is in the forefront of women's thinking is evidenced by some recommendations of the previously cited Seminar "The African Woman Designs Her Future." The group proposed that "parents should make a will in favor of their own children and in case of them dying, instead, the inheritance should go to the mother with the obligation to use it to meet the children's needs. If the mother remarries, the inheritance should go entirely to the children, legitimate and illegitimate. If the mother dies, the inheritance should go to the child."

The burden of the message on this question of inheritance laws is that it has an influence on the quality of family life and must be taken into consideration in planning programs in family life education. The second message is that the extent of the influence of inheritance laws need to be researched by serious students of the family.

In the Caribbean, a new insight on the question of family life was the role of the male. This all pervading issue came up in every discussion. "What do families need to improve the quality of life?" asked the Howard University Team. "Fathers!" answered Dr. Timothy McCartney, clinical psychologist and author. Dr. McCartney's book Neuroses in the Sun, deals with "Mental health written with a Bahamian flavor." The entire book is valuable in seeking to understand Bahamian life; Part II, The Family Unit, is invaluable.[1]

The previously cited Family Life Education Conference held in Trinidad in 1971 had as its theme, "The Male in the Caribbean Family" another indication of the importance of the subject. The gravity of the problem is indicated by extracts from a speech made at the Conference "Male Attitudes in Caribbean Family Life" by Ms. Merle Hodge.

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[1]Timothy O. McCartney, Neuroses in the Sun (Nassau: Executive Printers of the Bahamas, Ltc., 1971).

Miss Hodge said, "Our disapproval is very severe against the mother who does not fulfill her role as we see it; for the survival of the society rests upon the stability of the woman in the absence of male responsibility. For we have never imposed a definition of fatherhood upon our males. A father is one who has caused children to be born. After this, he has a choice of roles. A man who causes children to be born and then never asks how they are, such a man feels no weight of censure and disapproval from the society."

This statement is the tip of the iceberg, beneath which is a generations old pattern brought about by a variety of social and economic reasons. Whatever the underlying causes and explanations, the present day fact is that Caribbean society has its special problems in the area of family life education. There is a vast body of information on the kinship and family structure in which the late E. Franklin Frazier, sociologist, author, authority on the Black family in America, and a Howard University professor, played a substantial role. Dr. Frazier is still extensively quoted by researchers.

There are many other relevant aspects of the problem, one being the high rates of illegitimate births in the Caribbean. The figures for Trinidad for 1968 are:[1]

Year	Total Births	Legitimate	Illegitimate	% Illegitimacy
1968	28,107	16,535	11,572	41.2
For Jamaica the corresponding figures are:				
1964	68,359	17,684	50,675	74.13[2]

Legitimate or illegitimate, these are all children with mothers and are therefore members of one parent families, or of two parent families. While other influences must obviously be brought to bear, the existing and prevailing pattern is of concern to the preproject reconnaissance study on Quality of Life-Family.

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[1] Justice Aubrey Frazier, "Legal Influences on Male Attitudes and Responsibilities in Caribbean Family Life," talk made at Conference on Family Life Education, Trinidad, October 9, 1971.

[2] Ibid.

C. SUMMARY OF RELATED RESEARCH AND PUBLICATIONS

Out of the voluminous quantity of materials assembled, both before and during the country visits, there is a minimum amount of data on the aspects of family life needed for purposes of this preproject reconnaissance study. One overwhelming impression of the Howard University team is the need for such data.

One method of summarizing data is to look at certain development indicators for each country. These figures tell their own story of what is happening to families as they indicate birth, death, and infant mortality rates; life expectancy, food consumption, literacy, availability of services, and means of communication. Table 1 gives the figures for such development indicators. All of these factors have a bearing on the planning of programs in family life education that will seek to involve family units in bettering their own circumstances.

In August, 1960 a Regional Seminar was held at the University of Ibadan, Nigeria called "The African Woman Designs Her Future." This Seminar was organized by the Women's Improvement Society and the Council of Women's Societies in Nigeria and sponsored by the International Alliance of Women with UNESCO assistance. Dr. Dorothy B. Ferebee, then Director of Howard University Health Services, was a Seminar speaker.

Fifty-five women from eight West African Countries attended the seminar with observers from Canada, Britain, and the United States. The seminar touched upon every aspect of family life with special emphasis on the role of women in the home and in the community.

Direct quotes from the Seminar report are offered as evidence of the thinking of a representative group of outstanding African women leaders on their problems and their suggestions for solutions. Many of the statements bear directly on the concerns of a "Quality of Life-Family Project."

"The aim of the seminar was twofold:

a. To examine some of the major problems arising from the interaction of traditional patterns and modern civilization which confront African women.

b. To consider definite plans and projects by which African women can be better equipped to make a greater contribution to modern society on the basis of equal opportunities and responsibilities [illegible]."

TABLE 1. SOME SOCIAL AND ECONOMIC DEVELOPMENT INDICATORS FOR THREE WEST AFRICAN AND TWO CARIBBEAN COUNTRIES COMPILED FROM VARIOUS SOURCES.[1]

Country	Sierra Leone	Ghana	Nigeria	Bahamas	Trinidad
Indicators					
Infant Mortality per 1000 live births	136	122	157	35	40
Crude Birth Rate per 1000 Women of Child Bearing Age	48	47	50	25	24
Crude Death Rate/100,000	33	18	25	6	7
Life Expectation at Birth, in Years	41	40	38	-	66 Female 62 Male
Population Density per Square Mile	34	37	61	13	201
Inhabitants per Physician (in 1,000's)	26	21	32	0.7	0.4
Inhabitants per Hospital Bed	1880	1370	2100	6	5
Caloric Consumption, Per Capita, Per Day	-	2030	2200	-	-
Protein Consumption, Per Capita, Per Day	-	47	62	-	-
Literate as Per Cent of Total Population	15	25	15	95	89
Pupil/Teacher Ratio in Primary Education	36	33	30	-	-
Telephones per 100,000 Population	.04	.06	.01	3	6
Radios per 1000 Population	56	85	27	6	287
TV per 1000 Population	1	2	1	-	44
Motor Vehicles per 1000 Population	23	37	68	35	72
Electricity Consumption, Kilowatt Hours Per Capita	19	55	11	-	-

[1]Sources:
1. Demographic Year Book, United Nations, 1971
2. Statistical Year Book, United Nations, 1972
3. Compilation of Development Indicators for 1960
United Nation's Research Institute for Social Development, Geneva.

"There was a genuine attempt on the part of the participants to consider the problems facing West African Societies and women in particular. It was not a suffragette's meeting. In fact during the first session which was devoted to talking about rights and duties in traditional African societies, it was difficult to get the women to talk about their rights or lack of civic rights. The emphasis was on their duties as mothers and wives! This confirmed the view that West African women had always had a status in their society and are not obsessed by the struggle for equal status with men, obtaining in the Western world."

"1. Rights of Women in the Home

a. Women should be responsible for the direction of the family generally and they should be able to know how to present their problems to their husbands.

b. Woman has the right to have her personality recognized.

c. Women are to be looked upon as her husband's partner and not his slave.

d. There appear to be too many interferences by in-laws.

e. The woman's education, before her marriage, by her mother particularly is of vital importance.

f. Polygamy is not to be encouraged and it is felt that even extra-marital relationships by a husband would be more acceptable. Opinions are divided about this.

"The children have the right to a happy and secure home. Adequate education is an unparalleled heritage."

"2. Family Obligations

It is agreed that parasites must not be encouraged. We owe our very close relatives, i.e., mother and father, an obligation to care for them but distant relatives should be discouraged if our own family unit is not to suffer."

The following remarks on the teaching of home economics were made by an official from the Federal Ministry of Education.

"The country is changing rapidly and the home economist must accept and make the best of the change. 'When God made time he made plenty of it,' was a good saying for our grandfathers. Today the home economist must meet the challenge of time. Within a radius of one mile in Ibadan there are shanties without adequate ventilation, and yet some of the most beautiful and modern buildings in the world can be seen in Ibadan. At what level must the home economist begin her teaching? She must aim at strengthening family relationships, at developing her pupils' aesthetic sense in craftsmanship and [illegible]

[illegible] leisure [illegible], and to [illegible] mind."

"When it comes to informal or out of school teaching, the home economics officer has to promote literacy in local languages, teach simple hygiene and health rules, and give many practical lessons on 'how to feed your family' or 'how to improve your home.' A good approach is through the medical and health departments. Most women in the country are so child-centered that they will try to follow whatever health rules are given them for the proper growth and development of their children. The parent-health visitor relationship is so good that the mothers sometimes call these health workers the mothers of their children and they have a good opportunity of teaching simple nutrition."

The following is of particular relevance to family life education.

"Those trained to teach home economics to simple people, it was felt, must concentrate on the simpler tasks of home making--to raise healthy children and make the home so attractive that it would draw the man into it to play his part."

"Many women's societies were too selfish in outlook. Child care was important. Great difficulties were encountered where the religious outlook was backward. In such areas running short courses for women and asking men to lecture to them showed the men that women were awakening and asking questions: why should porterage fall on them; why should they not sit at meals with the husbands; why should the husbands be fed better than the growing children; why are men attracted by educated women when they keep their wives in ignorance?"

"3. Why Do We Teach Home Economics

Apart from all the familiar reasons for teaching home economics as (a) on point of economy, (b) on point of showing the value of good budgeting, and (3) for the welfare of our children, we teach this subject to help keep family life together--helping us to direct our husbands' attention more to the home."

"We can teach it through
Radio Programmes,
Visual aids,
Models,
Visitations into homes and distribution of leaflets."

"Group C. Report. Question 1. What changes are necessary in the home training of children to make them good citizens and parents of tomorrow and prevent the suffering of mothers of today."

"There was a lengthy discussion on this question. It is [illegible] in the markets, [illegible] spending the whole day on the [illegible]

without thinking seriously of the care and welfare of their children and families. The group therefore agreed that parents' poor attitudes toward their children by not providing them with the love and care which they badly need result in frustration for the child and tend to make him delinquent."

"Changes necessary in the home training of children. The group agreed on the following points: That parents should be made to study the child's mind as regards its reactions to their behaviour. Parents' behaviour at home or in the families influences children for good or evil therefore it is strongly recommended that parents should cooperate in order to give the children the love and care they very much need."

"More training centers should be established for women to learn child and baby care thereby gaining practical experience in the way children should be brought up. The group recommends that men should be given civic education in order that both father and mother may contribute towards building brighter, happier, and healthier homes for their children. It is agreed that sense of security for children must prevail in the homes. The home is a legitimate right of a child. Too much bickering is inimical to his sound development. Mutual respect and love of the parents is essential and they must show their children that they love them. A child must not be regarded as a stranger in his own home but as one who has his own contributions to make. The women should leave marketing and farming quite on time to cater for the care and welfare of their children and the family in general."

There were very direct recommendations in regard to Adult Education which the Howard University team found to be the preferred term in Africa and the Caribbean instead of non-formal education.

The following extracts are from a paper, "The Need for Adult Education in Developing Countries."

"Mrs. Judd said that she would leave on one side Community Development and Literacy campaigns, which were drives directed towards achieving specific ends, and would deal with that part of Adult Education which aimed to close the gap between the elite in a new country and the ordinary people. She had noticed two threads running through contributions made by members of the Seminar--one was the tendency to regard education as the means of enabling a girl as an individual to get on--to move from one job to another and rise in the social scale; the other was concern for the education of the community--the desire to make peoples' lives happier and better without changing their occupation. After all, the peasants' work is basic to the whole nation. Without him food would become scarce. Adult Education belongs to the second category."

"There were many reasons why Adult Education was important. She would deal with four."

"a. Technical progress is apt to intensify class distinctions in a country. It was important to raise the standard of living of the people as a whole in order to rectify this, to pass down, for instance, to the farmer, the results of experiments in scientific agriculture and to pass back to the University the result of practical experience. This is 'University Extension.' The Academic proceeds from theory to application. The practical man can be taught to analyze his experience and find principles on which to work. Arthur Lewis has pointed out that increased agricultural production is not the result of the play of 'economic' forces or of methods of land tenure, but of applying science to agriculture. Science must be applied in other fields. Members of the Seminar have asked us to distinguish between 'tradition,' e.g., the traditional duty of a mother towards her child and 'ignorance' which causes her to kill it, though she loves it, by feeding it badly."

"The schoolmistress should regard her car not as a symbol of status, but as something that enables her to be more effective. It is equally important that the women of Bamenda should have their back-breaking work eased by commills to make them more effective."

"b. A technical age demands a knowledge of things technical. It is bad to become a nation of chauffeurs, driving cars, but without knowledge of their mechanism. Sometimes adult classes may be run to which people may bring their own cars and learn how to mend them. Working with electrical gadgets--projectors, televisions, radios--should lead to some curiousity about and study of electronics. Scientific interest can be stimulated at this level just as much as by giving lectures to Arts students at the University as our lecturer suggested."

"c. In an age of advance and emergence people wish to understand what is happening to them. The sound politician is not the one who stands on a soap box and deceives the people. She is the one who explains her party's programme clearly--why taxes have to be paid, why this must be done before that can be undertaken. She wins the peoples' confidence and co-operation. Political education may be undertaken by political parties or by other organizations. The Workers' Educational Association broke off from the Extra-Mural work of the Universities in the United Kingdom because the students felt that they were being spoon fed with ideas from the University instead of being encouraged to see the way ahead."

"A vigorous adult education movement not only helps to bridge the gulf between the elite and the mass of the people, but it gives the able adult an incentive to learn to read; and it prevents parents from being afraid of their children. The children may now be literate, [illegible]."

"d. Adult education is necessary as the vehicle of new ideas. The importance of co-operatives and of co-operation has frequently been stressed in the last ten days, but co-operation involves careful accounting and understanding of why this method is effective before the loyalty of a group can be enlisted. In this respect the rules of the Workers' Educational Association are interesting. A lecturer must not finalize her syllabus without the co-operation of her students and she must not talk for more than forty-five minutes--after that the discussion is open. People sometimes seem highly resistant to new ideas. They are not prepared to think in order to further the schemes of their overlords and this passive resistance is mistaken for stupidity and conservatism. That is why the moment of emergence is so fruitful. People feel--at least for a time--that they can make a contribution by understanding.

There have been these moments in the history of all peoples. If they are seized there is a permanent leap forward, whatever disillusionments may follow."

In summary, it is not an exaggeration to state that what African Women saw as their needs in 1960 is being offered in 1973 through a proposed project in Quality of Life-Family Project.

A conference report on Family Life Education held at Port-of-Spain, Trinidad in 1971 offers a good summary of the situation for the Caribbean. This conference was sponsored by the Population Program Ministry of Health, in collaboration with the Ministry of Education and Culture and the National Youth Council.

The Minister of Health said in his opening address, "There are many sound reasons for our concern with Family Life Education. Firstly, ours is a remarkably young population. Sixty-six per cent of our people are in the age group twenty-five years and under, and there is obvious need to concern ourselves with the special needs of young people. Secondly, we are all well aware of the dynamic social and economic changes taking place in our society. Our values and expectations are changing rapidly. New and often greater stresses and strains are affecting not just the individual, but our family structure and community at large."

The Minister then alluded to the National Family Planning Program and continued by saying: "Three conferences on Family Life Education have been held thus far, and a wide cross-section of the people in our community have been deliberately involved in these conferences. Clearly, the multi-disciplinary approach is required for a programme which encompasses biological and physiological aspects of growth and development, interpersonal relationships, self understanding and personal responsibility, the economics of family life, personal hygiene, and the family in relation to society, among other things."

This conference theme was "The Male in the Caribbean Family." [illegible] Hunter University [illegible].

Conference recommendations dealt with the law, religion, education at all levels, formal and informal, trade unions, voluntary and professional organizations, government activities, and the improvement of the economic situation.

The Family Life Education Conference was closed by Dr. Norma Andrews, M.D., M.P.H., a Howard University graduate and a Medical Officer in the Trinidad Ministry of Health. Dr. Andrews said, among other things, that ". . . a family life education programme in schools will emphasize the development of a concept of planning, will deal with individual roles, family relationships, growth and development, preparation for marriage and parenthood, and common social problems and help, in the long term, toward changed attitudes and hopefully, greater stability."

Dr. Andrews concluded, "It is recognized that there should be a Family Life Educational Programme to infiltrate all adult groups and organizations and that the mass media should be effectively utilized to reach all levels in our communities."

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE—FAMILY

Appendix

D. REFERENCES AND RESOURCES USED IN PREPARING FOR THE QUALITY OF LIFE-FAMILY PROJECT PRIOR TO TRAVEL TO DEVELOPING NATIONS

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   Waltham, Massachusetts 02154

3. African Bibliographic Center
   1346 Conn. Ave., N. W.
   Washington, D. C.

4. United Nations Research Institute for Social Development
   Geneva, Switzerland

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APPENDIX II

DATA OBTAINED BY INTERVIEW IN THE INDIVIDUAL COUNTRIES

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE — FAMILY

Section Two:

SIERRA LEONE

"People don't know what to do to live better."

Mr. Dahniya
X-ray Department of Hospital
Sierra Leone

"Howard University should try to create conditions in which people could live better."

Mrs. Florence Dahniya
Home Economics Tutor
Njala University College

A. SIERRA LEONE

1. Country Profile of Sierra Leone

Location: West Coast of Africa. Bounded by Guinea and Liberia. 212 miles of Atlantic Seacoast. Total land area of 27,925 square miles. The Peninsula on which the capital and main commercial center, Freetown, stands is 25 miles long and 10 miles wide.

Constitution and Government: Sierra Leone became a Republic on April 19, 1971. Executive power is vested in the President. The Parliament consists of the President, the Speaker, and 78 members.

Population: The true size of the population was not known until 1963 although estimates were made in 1901, 1911, 1921, 1931, and 1948. The 1963 census, the first complete enumeration ever carried out, indicated a population of 2,180,355. When this figure was adjusted to midyear 1963 and corrected by 5 percent under enumeration, a final count for 1963 of 2,297,964 was obtained. At the government level, a second census round was planned for the early 1970's.

Language and People: The official and commercial language of the country is English, but each tribe has its own language or dialect. Over 12 tribal languages are spoken. Of the 15 tribes in Sierra Leone, the Temnes, Korankos and Limbas of the north and central regions, and the Mendes of the south account for nearly two-thirds of the country's population.

Education: Fourah Bay College, oldest in West Africa, and Njala University College became the constituent colleges of the University of Sierra Leone as of February, 1969. Njala University College was established in 1964 with the aim of training agriculturists, teachers of agricultural science, home economics, and extension workers.

A Women's Teacher Training Institute was opened in Port Loko in 1968. The Milton Margai Higher Teacher Training College is designed for the training of teachers in secondary schools.

There are 951 primary schools, 61 high schools, [illegible] vocational schools.

Home Economics Education:	Njala University College - Assisted by the University of Illinois. AID to establish a 4 year course. Milton Margai Higher Teacher Training College - 3 year diploma course for secondary school teachers. Women's Teacher Training Institute, Port Loko - 3 year course for primary school teachers. YWCA Vocational School, Freetown - designed for girls who do not go on to secondary school after completing primary grades. Supposedly imparts skills for wage earning. 20 girls a year are trained.
Non-Formal Education:	Ministry of Social Welfare supports six community centers in the country. Programs are concerned with Family Nutrition and Home Development. A three months training course is given community development workers.
Voluntary Organizations:	Home Economics Association of Sierra Leone Planned Parenthood Association Council for Health Education and Nutrition Mental Health Association
Government Priorities:	(As indicated in National Development Plan) Social Services, 37%; Transportation and Communications, 23.2%; other basic facilities, 20.7%; Trade and Industry, 9%; Agriculture, 7.7%; Administration, Law and Order, 1.8%; Information, 0.5% of national budget.
Industries:	Diamond mining, iron ore, agriculture.
Problems:	Low productivity of labor force; import large portion of foodstuffs; inadequate, misdirected planning; lack of technical skills; inadequate medical facilities; poor housing and other deficiencies common to Less Developed Countries.
Lines of Action to Correct Deficiencies:	a. Transform economy from dependence on primary production to one more diversified. b. More and varied domestic products for export. c. Vigorous pursuit of measures to expand trade; creation of a favorable climate for foreign and domestic investment. d. Upgrading of public administration.

2. People Interviewed in Sierra Leone

Mr. Sam Aggrey
Dean, School of Agriculture
Njala University College, Sierra Leone

Miss Pamela Thompson-Clewry
Head, Department of Home Economics
Njala University College, Sierra Leone

Mrs. Florence Dahniya
B. S., Home Economics, Howard University
Nutrition Instructor
Njala University College, Sierra Leone

Mrs. Elsie Moosa
B. S., Home Economics, Howard University
Home Economics Teacher
Secondary School, Freetown

Mr. Joseph Findlay
Agricultural Extension Specialist
Njala University College, Sierra Leone

Dr. D. S. Sama
College Physician
Njala University College, Sierra Leone

Mr. A. N. Deen
Librarian
Njala University College, Sierra Leone

Dr. Magnus Cole
Director, Science Curriculum
Njala University College, Sierra Leone

Mr. Dahniya
X-ray Department of Hospital
Sierra Leone

Mr. J. S. Tucker
Administrative Assistant, Principal's Office
Njala University College, Sierra Leone

Mr. Peter M. Dimoh
Acting Registrar
Njala University College, Sierra Leone

Mr. S. K. Sellu
Assistant Registrar
Njala University College, Sierra Leone

Mrs. Umu Wurie
Instructor
Njala University College, Sierra Leone

Mrs. [illegible]
Director of Curriculum Development
Institute of Education, Freetown

Dr. L. J. Sogbandi
Institute of Education, Freetown

Dr. J. M. Taylor-Pearce

Miss Susan Green

Miss Annie Bangura

Miss Colin Baenziger

Mr. S. Feyi Cole
Secretary, United Nations' Freedom from Hunger Campaign

Rev. G. O. L. Palmer
Dean of the Anglican Cathedral, Freetown

Mrs. Josephine Aaron Cole
Ministry of Education
New England, Freetown

Mrs. A. M. Davies

Mr. M. B. Jones
National Librarian, Freetown

Ms. Gloria Dillsworth
Librarian, Freetown

Mr. L. Johnson
Assistant Registrar
Fourah Bay College, Freetown

Dr. M. B. Dumbuya
Lecturer, Department of Sociology
Fourah Bay College, Freetown

Dr. L. R. Mills
United Nations' Demographic Unit

Dr. B. Singh
United Nations' Demographic Unit

Mrs. Gladys Cole
Head, Department of Home Economics
Milton Margai Teachers' Training College, Freetown

Mr. James Wright
B.S., Agriculture, Florida A & M University; M.S., Michigan State
Teachers' Corps, Rural Science Department
Milton Margai Teachers' Training College, Freetown

Mrs. Enid O'Reilly Wright
President, Home Economics Association of Sierra Leone and
Director, YWCA Home Economics Training School, Freetown

Mrs. Taiwo Cole Sherriff
Nursing Sister
Children's Hospital, Freetown

Mr. D. B. Hamilton

Miss Miranda Coker
Voluntary Organizations in Sierra Leone
Syke Street, Freetown

Mr. Allen
Adult Education

The Village Historian, Genneh Village

3. Institutions Visited by the Howard University Team in Sierra Leone

Njala University College

Milton Margai Higher Teachers' Training College

Fourah Bay College

YWCA Vocational School

Institute of Education

National Library

Seminar on Current Development in the Field of Social and Community Development in Africa, organized by the Ministry of Social Welfare

Villages Visited

Mosongo, Sierra Leone

Genneh, Sierra Leone

Interpretation of Data. The information gathered before and during visits will be discussed country by country with respect to the following points:

1. Components of the organizational structure which could be related to a Quality of Life-Family Project.
2. Potential for carrying out a Family Life Project.
3. Vehicles for a Family Life Project.
4. Roles of organizations in carrying out a Family Life Project.
5. Family Unit Education.
6. Strengths and Weaknesses.

4. Potential for a Family Life Project

1. Components of the organizational structure which could be related to a Quality of Life-Family Education Project:

a. Department of Home Economics at Njala University College, a branch of the University of Sierra Leone.

b. Milton Margai Higher Teachers' Training College, Port Loko Women's Teachers' Training Institute, and the YWCA Vocational Institute in Freetown offer training in home economics.

c. Non-formal education programs are conducted by the Ministries of Development and Social Welfare.

d. Fourah Bay College, a branch of the University of Sierra Leone.

2. Potential for carrying out a Family Life Project:

The department of home economics at Njala University College is engaged in an extension program in eight villages within a twenty-five radius of the university. The department offers the Bachelor of Science degree and is headed by a highly motivated, well trained young woman capable of providing leadership to a Family Life Education Project.

Home Economics has been established as a vocational course in the YWCA, an institution designed to serve all of West Africa for the training of young women in wage earning skills. The training colleges prepare teachers for primary and secondary schools.

An international conference on the development of social welfare in Africa, in which Sierra Leone officials played a leading role, indicates government concern for the welfare of the people.

Health of the people is a government priority as stated in the National Development Plan; from a visual nutritional assessment, the people appear relatively healthy.

Family patterns in Sierra Leone are deep rooted and enduring; this is a solid structure on which to build a Family Life Education program.

Some constraints that may mitigate against success of a family life education project are:

a. High illiteracy rates (80-90 per cent).

b. The paternal inheritance system that appears to have deleterious effects on family unity.

c. The existence of a class system based on divisions between the settlers brought in by the British and the indigenous people they found in the country.

3. Vehicles for a Family Life Project:

Njala Department of Home Economics
Fourah Bay College
Ministry of Social Welfare
Ministry of Development
Ministry of Agriculture
Ministry of Health
Ministry of Education
Milton Margai Higher Teachers' Training College
Port Loko Women's Teachers' Training Institute
YWCA Vocational Institute
Home Economics Association of Sierra Leone
Community Service Association of Sierra Leone

4. Roles of organizations in carrying out a Family Life Project:

The Njala Department of Home Economics, the home economics departments of the teachers' training colleges, and the YWCA Vocational Institute could serve as training sites for supervisory and paraprofessional workers to work in rural and urban areas in a Family Life Education Project.

Either of the Ministries of Development, Social Welfare, Health, Education, or Agriculture could furnish the administrative and supervisory functions and the program development of a Family Life Education Project.

Fourah Bay College could furnish interdisciplinary support to a Family Life Education Project through its Faculties of Economics and Social Studies, Institute of African Studies, Political Science, Extra Mural Studies, and United Nations' Demography Unit.

The Home Economics Association, the Community Service Association, and other voluntary groups could assist a Family Life Education Project by giving open and vocal support to the aims of the project and by furnishing volunteers to work with rural and/or urban groups as needed.

5. Family Unit Education:

With logistical support, family unit education could be tried in Sierra Leone on an experimental basis in a selected area with full support of universities, and volunteer organizations. The attitudes of Ministries toward the idea of family unit education must be ascertained.

6. Strengths:

a. Health is a national priority of the government.
b. The people of Sierra Leone are relatively healthy.
c. Njala University College has a fairly good program in home economics leading to the Bachelor of Science degree. The departmental chairman, Miss Pamela Thompson-Clewry, is an active highly motivated young woman who could provide country leadership in a Quality of Life Project. She has already involved her staff in extension type activities. She works actively with government agencies, officials, and programs and is highly respected by them.
d. Home Economics is established as a vocational course in the YWCA (eight year old program, six hundred students enrolled at the present time). Two other colleges (Milton Margai Higher Teachers' Training College and Port Loko Women's Teachers' Training Institute) offer intermediate programs in home economics.
e. There is a national home economics organization.
f. A national Social Development Conference in which Ministry officials played a strong role suggests that there is government interest in programs for the people. There is a Ministry of Social Welfare.
g. The family in West Africa has deep roots and a solid structure.

Weaknesses:

a. Level of illiteracy is high (80-90 per cent).
b. Paternal inheritance system.

Comments: The operational structure for a large scale family life project must go through the Ministry to village chiefs to men to women and families. It must utilize the mass media for effectiveness; it must reach the villages as 80 to 90 per cent of the people still live in villages.

5. Feasibility Responses - Family Unit Education in Sierra Leone

1. Yes, for the whole family.
2. New approach - families not used to getting together - parents are in a class by themselves.
3. Whole family through films and television, transistor radios.
4. Yes, but difficult for polygamous family.
5. This is a new field, but various methods of adult education have failed.
6. Yes, if children have not been to school.
7.
8.
9. Yes, if films are major teaching.
10. Yes, could be done in agriculture, child care, environmental sanitation.
11. Yes.
12. Yes.
13. Yes.
14. Yes.
15. Yes, but difficult.

6. Constraints to Family Unit Education in Sierra Leone

Interviewee Number	
(1)	Parents have never been to school. Children may have. When children have not been to school this may work.
(2)	It is traditional that men and women do not do things together. Very seldom do they sit together at the table and eat.
(3)	Men do not like competition with their wives.
(4)	Children would distract; engage them in something.

Barriers to Development - Lack of knowledge, customs related to land transfer.

7. Teachable Moments for Family Units in Sierra Leone

Farming coops.
Meal times in Westernized families.
Outings (go on occasionally).
Church.
Before or after prayer sessions.
Vary with locality in the country.
Any time [illegible] - [illegible] to 7:[illegible] P.M. in city.
7:[illegible] to [illegible] A.M. on farm.
Season is important. (Cannot be done in harvest season)
Islams: Before 8:00 on a Friday.

Consider season, day of week, time of year.
After evening meal.
Teachable subjects (those people are interested in).

8. Teachable Subjects - Those in which People of Sierra Leone Expressed an Interest

New crafts.
Gardening and agriculture.
Use of new small tools to increase production.
Food preparation.
Social etiquette (interaction).
Crafts as source of income.
For use of leisure time in polygam families.
Agriculture - how to farm better.

9. Alternatives to Family Unit Education in Sierra Leone

Messages to village chiefs.

Monogamous Family
(Man and wife.
(
(
(
(Man and children.

Men and women together.
Use of Home Economics Day Programs for villages to show them what it has to offer. Agriculture does this.

10. Vehicles to a Better Quality of Life for Village People in Sierra Leone

Interviewee Number		
(1)	Increase productivity.	
(2)	Access to more extention workers. Credit.	
(3)	Camps where people live and work to start new villages. Jobs. Change attitude that their lives are in the hands of foreigners. Greater role of women in public life. More intense urban research, good statistical data in order to plan [illegible].	To learn in practical ways technical expertise to teach others.
(4)	Inform [illegible] on [illegible] and [illegible].	

Interviewee Number	
(5)	Education leading to jobs leading to improved living standards.
(6)	Increase agricultural production. Educate people about balanced diets. Better eating habits.
(7)	Village cooperatives.
(8)	Educate local population to be involved in local development.
(9)	Education leading to jobs leading to improved living standards.

11. <u>Needs of Families in Sierra Leone</u>

Interviewee Number		
(1)	Money.	
(2)	Extended family:	Education. Prevent young from being overworked.
	Polygamous family:	Use of leisure time to prevent women's frustration. Enhancement of learning capacity. Small tools to make them more productive. Knowledge of how to care for themselves. More attention by husband to wife.
(3)	Complete change in new village setting.	
(4)	Better use of local foodstuffs to improve diets.	
(5)	Food preparation to retain nutrients. Social interaction. Information on crafts. Information on agriculture.	
(6)	Better health. Nutrition and better quality of food. Information on food preparation to retain nutrients.	
(7)	Information on agriculture. Help in producing crops. Mobile clinics. Fences to keep animals out.	
(8)	More equipment. More rice.	
(9)	Basic nutrition information. Maternal and child health. Management of resources.	
(10)	[illegible] [illegible] Good water supply. Simple tools.	

12. Priority Needs of the People in Sierra Leone as Viewed by University Educators

Interviewee Number

(1)	Education.
	Sources of income (industrialization).
(2)	Nutrition education.
	Increase in agricultural production.
	Food selection.
	Balanced diets.

13. Changes Observed by Country Inhabitants in Sierra Leone

None - village life is same as 20 years ago.
In 1900, 4 per cent lived in cities.
In year 2000, 60 per cent of population will live in cities.
Technological and scientific - have brought disadvantages.

As seen by villagers themselves.
Village people are living longer.
More teachers are being trained; more schools are being built.
Improved standards of maternal care.
Extension programs are only now beginning to show effects.

14. Problems of Urban Areas in Sierra Leone

1. Malaise, unwanted children, neglected children, polluted water, inadequate housing.
2. Migration.

15. Problems of Rural Areas in Sierra Leone

1. Transportation.
2. Better use of local foodstuffs for improving diets of people.
3. New sources of clean water.
4. Shortage of money.

16. Major Problems of the National Government as Viewed by the People in Sierra Leone

Fossilization in certain patterns of spending.
[illegible] officials when a new activity comes in.
[illegible] in manipulation.
Need additional revenue.

Increase services to urban dwellers to carry out a stronger social service program.

17. Major Needs of the National Government as Viewed by the People in Sierra Leone

1. More intensive urban research.
1. Good statistical data in order to plan properly.
1. Money.
1. Expertise.
1. Need to revise attitudes.
   To involve people in those areas for which urban services are intended.
1. Depends too much on external advice.

Dr. Singh:
Research to know the nature of population (census type data).

Mr. Hamilton:
To determine mechanisms for change.
Assistance in making best use of available resources.
Encourage people to make use of local resources.
Get people to produce goods which are used as final product rather than raw.
Answer to the question: How can people as a nation's resource be helped to play a more substantial role?

18. Major Needs of the People as Viewed by the Representatives of National Governments in Sierra Leone

Education, local development to enable people to realize themselves.
Better use of local foodstuffs for improving diet.
Increased agricultural production - Education about balanced diets.
Food habits, nutrition education.
Programs of self help, home improvement, child care.
Better surroundings, education, health.

19. Needs of Universities for More Effective Programs for the People in Sierra Leone

1. Change in attitude of nationals toward diversity of role between university and ministries.

Njala

[illegible]
[illegible], battery operated projectors for small audiences.
3. Sewing machines for village work.

Njala

4. Food technologist to help people can and preserve foods. Analytical chemist.
5. Additional staff for Pamela at Njala to decrease her teaching load.

20. <u>Impact of the University on the People in Sierra Leone</u>

University of Sierra Leone.
- None, except through extramural studies.

Milton Margai Higher Teachers' Training College.
- No community programs.
- Do shows.
- Do cooking demonstrations.
- Need rethinking - are we serving needs of the community? F W C U
- Need to submit proposals and ideas to government, participate in its activities.

Njala University College
- People are living longer in the village since college has been working.

Services for:
- Mechanical cultivation of rice (lends machines).
- Involves people in planning its program through chiefdoms.
- Promote development of inland valleys.
- Illiteracy programs for adults.
- Medical services through university health center.
- Home Economics Extension activities in village centers.
  - Provides nutrition education in five clinics in health programs.
  - Provides child information for mothers.
  - Demonstrations on use of CSM food in the diet.
  - Teaching good farming practices to people.
- Funds for drugs to village people.
- Housing development for villages.
- Well project.
- Food distribution.
- Sanitation.
- Latrines.
- Help in home.

21. Impact of the National Government on the People in Sierra Leone

Interview Number	
(1)	Cleavage is evident between people and government. Has not invested in cities. Has not invested in rural areas. Need more intense urban research.
(2)	Maternal Child Health Programs by Ministry of Health, Ministry of Education, Ministry of Social Welfare.
(3)	Community services. Rid compounds of mosquitoes. Health services. Go to compounds.
(4)	Lassa fever innoculations. Smallpox vaccines. Yellow fever vaccines.
(5)	Maternal and Child Health Clinics. Public Health Clinics.
(6)	Benniseed Mix (vegetable mixture, high protein) for expectant mothers and children.
(7)	School of Hygiene for public health workers.
(8)	Nurses' training schools.
(9)	Subsidy of medical care for the people.
(10)	Social welfare seminars.
(11)	Teacher training colleges.
(12)	Community development programs.
(13)	Literacy programs for the people.
(14)	Agricultural extension programs.

22. Traditional Roles of Men and Women in Sierra Leone

Traditional Roles of Men	Traditional Roles of Women
Make furniture.	"Gara," dyeing of cloth.
Pound rice.	Yarn spinning.
Build bath place.	Sew.
Wood sculpture.	Cook.
Yarn weaving into clothes.	Shop for needed items.
Boss of family.	Farm work; carry yams after harvest.
Make yam mounds; harvest.	

23. Desires of Village Males in Sierra Leone

1. Wants to have a good meal when he returns from work.
   Wants wife to be polite to guests.
   Wants crafts for his wife to earn additional income.
2. Information on agriculture.
3. Would permit information on gara dyeing.
4. Information on trading, management of marketing.

Wants wives to improve, would welcome help for them.

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Theme: Social Work as a Profession in Africa

Papers heard-
Opening Remarks by Dr. S. T. Matturi, Principal, Njala University College
Remarks by Hon. A. B. Janneh, Minister of Social Welfare
Address by Mrs. R. O. Forde, Chief, Social Development Officer
Remarks by Mr. Juma M. Sei, Permanent Secretary, Ministry of Social Welfare
Remarks by Mrs. M. J. Kamara, Principal Social Development Officer
Social Work and Rural Development
The Cooperative Movement and its relationship to social development in Africa
Agriculture as a contributing factor to social development

Social Welfare Services and National Development
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The Role of Local Development in Social Development
The Mass Media as a Tool in Social Development in Africa
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THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE — FAMILY

Section Three:

GHANA

"Family Life Education will help villages
to improve their quality of life."

Mrs. Comfort Tandoh
Acting Head, Home Science
Winneba Specialists College
Winneba, Ghana

B. GHANA

1. Country Profile of Ghana

Location: Ghana lies in the moist lowlands of West Africa bound on the west, north, and east by the Ivory Coast, Upper Volta, and Toga republics. On the south Ghana faces the Atlantic Ocean along a coast of 334 miles. The area of the country is 92,100 square miles.

Government: On March 6, 1957 the former Gold Coast was declared an independent state and renamed Ghana after one of the ancient Sudanic Empires which flourished between the Fourth and Tenth Centuries. Ghana became a sovereign, Unitary Republic within the British Commonwealth on July 1, 1960. Following a revolutionary period, the affairs of the country are being run by a National Liberation Council.

Population: The 1970 census population is 8,545,561. The 1960 population was 6,726,815, an increase of nearly 63 per cent over the 1948 census figure. The capital city of Accra has a population of 663,880 (1970 census). The country is divided into nine regions, each administered by a Regional Commissioner who is an Army officer. The southern three-fifths of the country contain four-fifths of the population.

Language and People: English is the official and commercial language of Ghana with major tribal groupings using their own dialects.

Almost all Ghanaians are Sudanese Africans although Hamitic strains are common in Northern Ghana. The country has been peopled during the past 700 to 1,000 years. Most of the ethnic groups moved into the country from the north. Some of the tribes making up the population are Akan, Fanti, Twis, and Ewes. Beliefs and customs prevailing in the northern regions indicate aboriginal agricultural populations subjugated by conquering warrior bands.

Education: The University of Ghana began as the University College of the Gold Coast in 1948 in a special relationship with the University of London. It achieved full university status with power to grant its own degrees in 1961. There is a University of Science and Technology at Kumasi and a University College at the Cape Coast. There are 43 teacher training colleges in

Ghana. "In 1960, 21 per cent of the population over 10 years of age had been to school and the proportion probably increased to over 30 per cent by mid-1969. Male school enrollments and literacy rates are about twice those of females but fall under one-and-a-half times the female rates in the youngest age groups. At present literacy rates are probably above 50 per cent in the major towns, about 33 per cent in the rural South, and less than 10 per cent in the North."[1]

Home Economics Education: Called Home Science in Ghana, the University at Legon offers a degree and diploma in this field. The Winneba Specialist Training College offers a four year course leading to a diploma. A Teacher Training College run by the Presbyterian Church in Aluwi and a Catholic Teacher Training College at Cape Coast offer certificate courses in Home Science designed for teachers in Middle Schools. Home Science is taught in 37 secondary schools in Ghana and some subjects, chiefly needlework, are taught in 450 primary schools.

Non-Formal Education: Non-formal Home Science programs are found in the Ministry of Agriculture and in the Ministry of Social Welfare. These include club work for girls and classes for adults in homemaking subjects, chiefly nutrition. The Ministries have professional home economists heading their staffs for the non-formal programs and field workers in various sections of the country.

Voluntary Organizations: Of particular interest to the preproject reconnaissance study is the Ghana Home Science Association founded in April, 1965 whose membership is open to professionally qualified individuals. Objectives of the organization are: promotion of the status of Home Science in Ghana; provision of opportunities through conferences, symposia, and seminars to discuss developments in Home Science and its related fields; promotion of better living standards in the home and in the community; maintenance of high professional standards of its membership; encouragement of research and studies in Home Science at all levels; promotion of relations with national and international organizations working for the improvement of homes and family living.

Government Priorities: In reference to family life education, Ghana is noteworthy in that it is one of the few African countries with an announced population control policy, a program

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[1]Ghana Country Profile, issued by the Population Council, New York, October, 1970.

to carry out the policy and funds authorized to finance the program. "The overthrown of an authoritarian government in 1966 left the military administration and much of the populace anxious to find pragmatic solutions to Ghana's problems of development."[1] Slowing down the rate of population growth is one of the main priorities of the government and one that has much effect on quality of life for Ghanaians.

Industries: Ghana was named "Gold Coast" by Portuguese voyagers and gold mining has been in the past an important industry. Cocoa is the number one agricultural crop with Ghana as the world's largest producer of this commodity. Timber and diamond mining are also important.

2. People Interviewed in Ghana

Mr. N. T. Nortey
Assistant Principal
Winneba Advanced Teacher Training College

Mrs. Comfort Tandoh
Acting Head, Home Science Department
Winneba Specialists College

Miss Gladys Pratt
Home Management Instructor
Winneba Specialists College

Miss Ethel Amissah
Home Science Organizer, Regional Education Office
Cape Coast, Ghana

Mrs. Alberta Ollenu
President, Home Science Association of Ghana
Accra, Ghana

Persons Sought for Interviews
(without success)

Mrs. Florence Dovlo
Foods and Nutrition Institute

Mrs. Sopiah Jiagge
Deputy Education Officer (Home Science)
Inspectorate Division, Ministry of Education

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[1] Op. cit.

3. Potential for a Family Life Project

1. Components of the organizational structure which could be related to a Quality of Life-Family Project:

Winneba Specialists' Training College, located approximately forty miles from Accra, the capital, offers a diploma course in Home Science, the nomenclature used for Home Economics in Ghana.

The University of Ghana offers a diploma and a degree in Home Science.

There are several teachers' training colleges offering diploma and/or certificate courses in Home Science for primary and secondary school teachers.

The Ministry of Social Welfare and the Ministry of Agriculture conduct non-formal educational programs for men, women, and youth.

2. Potential for carrying out a Family Life Project:

The National Government of Ghana is one of the few African countries with an enunciated population policy. The National Development Plan states that the government is committed to improving the quality of life of the people of Ghana and believes family planning is one means of achieving this goal. Family life education is an important component of a population program.

Home Science Education is established at varying levels in institutions of higher education, including the University of Ghana, an indication that Home Science is respected as an academic discipline. There are plans for strengthening the program at Winneba by making Home Science a separate college.

Non-formal education programs in the Ministry of Agriculture and in the Ministry of Social Welfare are functioning nation-wide. The Home Science sections of each Ministry are headed by women holding degrees in that field.

The Home Science Association of Ghana, established in 1965, is well organized, highly respected, and led by highly motivated professional leaders who are in touch with national and international organizations concerned with home and family life.

Family Life Education Seminars are held annually, sponsored by various faculties of the University of Ghana with cooperation of national organizations including the Home Science Association.

The Regional Food and Agriculture Organization (FAO) Nutrition Office is located in Ghana. There is also a Food Research Institute.

3. Vehicles for a Family Life Project:

Department of Home Science, Winneba Specialists' Training College
Department of Home Science, University of Ghana
Teachers' Training Colleges
Ministry of Social Welfare
Ministry of Agriculture

4. Roles of universities, voluntary organizations, and government in carrying out a Family Life Education Project.

The Departments of Home Science at Winneba and the University of Ghana are training professionals and could train paraprofessionals to work in a Family Life Education Project. These departments can also conduct studies and research on family patterns.

The Ministries of Agriculture and Social Welfare are carrying out non-formal educational programs that could be strengthened and broadened in scope to include family life education subject matter.

The Faculties of Sociology, Medicine and Community Health, Demographic Studies, Department of Extra-Rural Studies at the University of Ghana are examples of related professional fields that could offer interdisciplinary support to a Family Life Education Project.

The Home Science Association, with its well-trained, professional leadership could serve as a strong supportive force in gaining nation-wide attention to and good will for a Family Life Education Project. The association members could serve as volunteers in rural and urban areas in phases of program implementation. Association members and/or officers could serve as advisors to a project. Home Science Association members could be very influential in bridging the gaps between rural and urban women.

Linkages could be sought with the on-going projects in Population programs, national and international, such as the Danfa Comprehensive Rural Health and Family Planning Project.

5. Family Unit Education:

Ghana apparently presents a favorable locale for innovative programs in connection with families due to its community approaches to medical and health education; the announced policy of the government in favor of family planning; its recognition of Home Science as an academic discipline; and the vigor of its voluntary organizations concerned with home and family life. Specific attitudes of government officials and of the University of Ghana would need to be ascertained.

6. Strengths and weaknesses in relation to the feasibility of a Family Life Project.

Strengths:

a. The Ghanian government is committed to improving the quality of life of the people in Ghana.[1]

b. Home economics is established at the University of Ghana and at Winneba Specialists' College.

c. The government plans to develop further the home economics institutions at Legon and Winneba. The program at Winneba is anticipated to become a separate department. At present it is the larger and older of the two programs.

d. A Family Life Education Seminar was held July 3 and 4, 1973 at the University of Ghana.

e. There are strong women's organizations in Ghana.

Weaknesses:

a. The university-based home economics program is young. There is a need for more Ghanian manpower in the program.

b. Winneba Specialists' College and Advanced Teachers' Training College are not doing much for the people.

c. High illiteracy rate.

d. Paternal inheritance system; man and wife do not pool their resources.

Comments:

a. The Howard team was requested not to visit the University of Ghana.

b. Girl guides could be recruited as paraprofessionals.

c. Canada will assist with the development of the Home Science Program at the University of Ghana. At the present time, the program at the University of Ghana leads to the Bachelor of Science degree. The program at Winneba provides a diploma.

d. We do not have enough information to serve as a base for a recommendation on Ghana. It is possible that in the future, the United States government may give permission to make contacts with the University of Ghana, at which time, a judgment regarding the potential of a university-to-university linkage could be determined.

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[1] One Year Development Plan for Ghana, July, 1970 to June, 1971.

"It is the policy of the government, therefore, to seek the full and proper utilization of the nation's human resources in order to achieve economic progress and enhance the well being of the individual.

The government is committed to improving the quality of life of the people of Ghana."

4. Feasibility Responses - Family Unit Education in Ghana

Interview Number

(1)	Yes, with interdisciplinary approach.
(2)	Difficult because of tradition. Roles of man and woman are different.

5. Constraints to Family Unit Education in Ghana

Men and women make independent decisions.
Communication between husband and wife lacking.
Have not involved men in home in the past, but there is an interest from men to have program taught at the high school.
Money for government program of family life education.
Very few men consider the opinions of their wives.
Men will not help in the home.
In-laws will fuss at a woman who lets man help her in the home.
Hard to get man to - unless something special is offered.

6. Alternatives to Family Unit Education in Ghana

1. Teach home economics to boys in school.
2. Teach children and mothers together.
3. Teach women in women's groups in churches.
4. Mass education.
   With men as a group.
   With women as a group.
   With women and girls as a group.

7. Vehicles to a Better Quality of Life for Village People in Ghana

Interview Number

(1)	Enough finances. Improved clothing. Improved equipment in home. Management of resources and money.

8. Priority Needs of the People in Ghana as Viewed by University Educators

Interview Number

(1)	Improved finances. Improved clothing. Improved household equipment.
(2)	Education. Management of resources.

9. Changes Observed by Country Inhabitants in Ghana

University students want to take part in decisions.
As more women work, children are cared for by grandparents, men are shirking family responsibilities.
Home Science not well thought of at one time; now placed high in the list. Government wants it taught properly (University of Ghana).

10. Needs of Universities for More Effective Programs for the People in Ghana

Scholarships to send faculty of Winneba to go abroad for further home economics training.

11. Impact of the University on the People in Ghana

Interview Number

(1)	Do very little, have very little impact.
(2)	Set up model schools.
(3)	Not doing anything much for village people. Use facilities. Buy from college farm. Can observe at college farm.

12. Impact of the National Government on the People in Ghana

Interview Number

(1)	Agricultural extension offices work with people. Improved living conditions, how to grow crops. Improved methods of cooking, distribute free food to child care centers.
(2)	Clinics, public health, health education.
(3)	Teaching people in village about better food; cooking, sewing through Ministry of Agriculture.
(4)	Social welfare. Community development officers go into villages.
(5)	Government gives free milk, wheat, and peanut oil to mothers and children.
(6)	Ministry of Social Welfare teaches people to work with families.
(7)	Women's Training Centers (such as at Madera).

13. Traditional Roles of Men and Women in Ghana

Traditional Roles of Men	Traditional Roles of Women
Nothing to do with home.	Runs home. Fetches water from the bush.

14. Desires of Village Males in Ghana

Interview Number

(1)	Enough finance to improve clothing and to buy equipment for the home.

REFERENCES OBTAINED IN AFRICA FOR USE IN AID PROJECT
QUALITY OF LIFE-FAMILY

GHANA

Ghana, Official Handbook 1968
The Land and the People
Government
Secretariats, Departments and Universities
Including The State Protocol Office, Central Bureau of Statistics, The University of Ghana, University of Science and Technology, University College of Cape Coast, Institute of Art and Culture, Institute of Public Administration and Institute of Adult Education
Ministry of Works and Housing
Ministry of Communications
Ministry of Defense
Ministry of Education
Ministry of Finance
Min' try of Trade
Ministry of External Affairs
Ministry of Health and Health Services in the Country
Ministry of Information
Ministry of Interior
Attorney-General's Department
Department of Social Welfare and Community Development
Ministry of Labor and Social Welfare
Ministry of Lands and Mineral Resources
Culture and Traditions
The History of Kente

Speeches by Colonel I. K. Acheampong, Head of State and Chairman of the National Redemption Council July, 1972 Republic of Ghana

Twentieth Annual Report, Young Women's Christian Association of Ghana, 1971

Kumekpor, T. K. and Amakye-Ansah, A. Konongo and Its Alien Miners (An investigation into some problems of alien miners in a gold mining corporation in Ghana)

Holt, B. and Rhodes, K. Health Knowledge, Home Background, and Physical Status of a Sample of Ghanian Primary One School Children: A preliminary report, April 1968

Ghana Reconstructs Vol. 6, No. 3, 1966
Women on the March
Young Men's Christian Association in Ghana
Ghana National Trading Corporation
Ghana International Trade Fair

Ghana

The Tedego Vol. 1. December, 1972
Monitoring the Mass Media
Building a House in Ghana
The Tedego Vol. 1. December, 1970
Demand for Schools in Tema-Quantitative Assessment

The Tedego Vol. 1. June, 1972
Low-cost Housing Exhibition: Helping the people to house themselves
The Tedego Vol. 1. September, 1972
Owning a House in Ghana
Resettlement of Tem Kokompe Fitters
Monitoring the Mass Media

The Home Scientist Journal of the Ghana Home Science Association
Volume 2, First Quarter, 1973
Cassava as Food in Ghana
The Changing Role of Home Science
Running a Home
Using Our Local Cereals
Make Your Own Soap

WINNEBA TRAINING COLLEGE - WINNEBA, GHANA

Advanced Specialist Training College-Bulletin

Specialist Training College - Syllabus and Regulations for the Award of Diploma in Home Science

UNIVERSITY OF GHANA - Legon, Ghana
Welcome to Fidua, the environmental studies house, Home Science Department, Faculty of Agriculture May, 1970

Annual Report 1970-71, by the Vice-Chancellor
Calendar, 1970-72

Research Papers and Publications

Research Priorities and problems in the execution of research in Ghana Part I - Summary, Proceedings of the Workshop organized jointly by National Academy of Sciences of the U.S.A., Council for Scientific and Industrial Research and Universities of Ghana, Accra, January, 1971

Pfister, F. House Types and Family Life, University of Science and Technology, Faculty of Architecture Research Department

Nowacki, C. C. Human Factors in Productivity of Labour in Africa, I. L. O. Mission in Chana, August, 1966

Dilworth, J. Report of a Survey in Tema, Ghana September-December, 1967 (including sections on people, work, housing, medical, educational and social services, group membership and free time, behavior problems, and religion.)

Farm Radio Forum Project - Ghana, 1964-65

Ghanagency Features Vol. 1, July, 1970
Africa's Newest Experiment

Food Research Institute Newsletter Vol. 4, February, 1973

Holzer, J. Seasonality of Vital Events in Selected Towns in Ghana: An analysis of registration data relating to the period 1956-1960. Monograph Series No. 1, Institute of Statistics University of Ghana, Legon, 1966

The Ghana Consumer Vol 1, February, 1972
The Ghanaian Consumer in a technologically changing economy
Shopping and You (Journal of Ghana Consumers' Association).

Ghana Journal of Sociology Vol. 4, October, 1968
Sociological Aspects of Economic Development: A brief discussion of some theories

Structural Models and African Kingdoms: Some aspects of a case study

From Cult to Church: A study of some aspects of religious change in Ghana

Social Structure and fertility

The Social values of Ghanaian Adolescents

Some moral paradoxes concerning alliances between Europeans and Ghanaian Women

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE – FAMILY

Section Four:

NIGERIA

Nigeria

"Several people and organizations come in--never had one directly from a black university to discuss matters of this kind. Would like her to succeed in a great way. One and for all, enabled understanding, exchange of scholars, whatever breakthrough is made may go a long way. We would like Howard Students to come here and benefit.

There would be no difficulties getting the academic organizational part of a project."

C. NIGERIA

1. Country Profile of Nigeria

Location: "The Federal Republic of Nigeria is the largest single geographic unit along the West Coast of Africa and occupies a position where the Western parts of the African Continent meet equatorial Africa. Nigeria's area of over 356,669 square miles is entirely within the tropical zone extending northward from the coast for over 650 miles. Nigeria is bounded on the north by the Federal Republic of Niger, on the west by Dahomey, and on the east by the Federal Republic of Cameroun and by Charl. The Atlantic Ocean, known variously along the West Coast as the Gulf of Guinea, the Bight of Benin, and the Bight of Biafra washes the coastline for some 500 miles."[1]

Constitution and Government: "On 16th January, 1966, the Armed Forces, following a coup d'etat, suspended the office of President, the Prime Minister, and Parliament and vested legislative and executive powers in the federal Military Government comprising a Supreme Military Council and a Federal Executive Council."[2]

Population and Language: With a population of over 55 million, Nigeria is the most populous country in Africa. The country is divided into twelve states of which the North-Eastern is the largest in area. The population is made up of many large and small ethnic groups. The largest are Hausa, Yorulia, Ibo, Fulani, Tiv, Kanuri, Edo, Efiks, Urbrobio, Ibibio, Itsekiri and Annang. English is the language of administration, commerce, and education. Of the 250 languages and dialects found in the country, Hausa, Yorulia, and Ibo are the most widely spoken.

Education: There are six Nigerian Universities of which the University of Ibadan is the oldest. This was formerly a university college established in 1948 and became a university in 1962. The others are the Universities of Nigeria (Nsuuka), Benin, Tfe, Lagos, and the Ahmadu Bello University at Zania. There are five technical colleges and six advanced teacher training colleges in the country.

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[1] Nigeria Year Book 1973. (Lagos: Times Press, Ltd.). p. 5.

[2] Ibid, p. 53.

Education is the responsibility of state governments. Until 1944, most of the schools were controlled by religious bodies with financial assistance from the government. Presently, government participation in education is increasing rapidly.

Home Economics Education: The University of Nigeria at Nsukka in the East Central State is the only institution offering training in Home Economics at the Bachelor of Science degree level. Advanced teacher training colleges offer training for teachers in secondary and primary schools.

Non-Formal Education: Ministries of Agriculture and Natural Resources and Ministries of Community Development (or their counterparts) in a majority of the twelve Nigerian states offer extension classes and/or conduct programs in community centers. This type of activity is more extensive in the older states such as the Western, Mid-Western, East Central, and three Northern states located nearer educational institutions. The Ministry of Natural Resources and Agricultural Extension in the East Central State employs 16 home economics extension workers, who conduct non-formal education programs for women. This is one example of a widespread system in a majority of states.

Voluntary Organizations: Nigeria is covered by a network of voluntary organizations covering every aspect of social, economic, cultural, political, and professional life. Self help organizations are found in villages and towns with their counterparts in urban centers made up of "townsmen" who originate from the same village or area. International organizations are well represented in Nigeria including Rotary, Red Cross, Boy Scouts, Girl Guides, YMCA, YWCA, and others.

Government Priorities: If the public sector capital investment indicates government priorities the following items then appear to command first place: transportation, education, communications, agriculture, industry, health, water, and sewerage.

Industries: Fuel and power; livestock, forestry, and fishing; agriculture; mining; and manufacturing.

2. People Interviewed in Nigeria

UNIVERSITY OF IFE

Professor H. A. Oluwasanmi
B.S., Morehouse College, Atlanta; Ph.D., Harvard University
Vice Chancellor

Dr. A. A. Adegbola
M.S., Rutgers; Ph.D., California
Deputy Vice Chancellor

Dr. S. K. T. Williams
Ph.D., Cornell University
Dean, Faculty of Agriculture

Dr. J. N. Abaelu
Ph.D., Michigan State
Vice Dean, Agriculture

Dr. M. I. Kolawole
Ph.D., Cornell University
Lecturer, Agriculture

Professor Ola Rotimi
Ph.D., Yale
Director, Drama Troupe

Dr. T. A. I. Grillo
Dean, Faculty of Health Sciences

Dr. A. Adeniyi-Jones
Professor, Division of Community Hospital and Nursing Care

Dr. Penelope A. Roberts
Research Fellow (Working in villages)

Wisconsin Contract Staff
Dr. Hugh Cook, Agricultural Economics
Dr. G. E. Wilkinson, Soils
Dr. E. R. Duncan, Plant Science

Dr. Adenola A. Igun
B.S., Howard University; M.A., Columbia University;
Ph.D., New School of Social Research, New York
Director, Demographic Research and Training Center
(Seen at AID before departure of team)

Dr. P. O. Olusanya
Department of Sociology

Dr. [illegible]
UNESCO, Sociology

Miss Elizabeth Olaeghe
Office of Public Relations

N. Olaseinde Agrigbede
Lecturer, Health Sciences

Mr. S. A. Ajibade
Office of Public Relations

Mr. Victor Williams
Librarian

Mr. Johnson Akinyemi
A village man

Mrs. Johnson Akinyemi
The wife of a village man

Taxi driver, Ile-Ife to Ibadan

Driver, Landrover, Professional Troupe of Dr. Rotimi

Houseboy, Dr. E. R. Duncan

Villages Visited

Isoya, Nigeria

UNIVERSITY OF IBADAN

Dr. Victor Oyemuga
Deputy Vice Chancellor

Dr. A. Omololu
Reader and Director, Food Science and Applied Nutrition Unit,
Faculty of Medicine

Dr. Margaret D. Janes-Adenele
Institute of Child Health

Mrs. C. Ebun Williams
B.S., M.S., Home Economics, Cornell University
Department of Rural Sociology

Dr. F. O. Olubajo
Department of Animal Science
Faculty of Agriculture

Dr. B. L. Fetuga
Department of Animal Science

Dr. Beatrice Ashem
Pediatrician
Institute of Child Health

Dr. Akinsola A. Akinwowo
Boston University, University of Michigan
Acting Director
Nigerian Institute of Social and Economic Research

Dr. J. T. Okedara
University of Alaska, University of Oregon
Department of Adult Education
Faculty of Education

Dr. C. G. M. Bakare
Columbia University
Research Psychologist
Behavorial Sciences Research Unit

Mrs. Rhoda O. Johnston
Deputy Inspector
Ministry of Education
Lagos

3. Institutions Visited by the Howard University Team in Nigeria

UNIVERSITY OF IFE

Faculties of:
- Agriculture
- Health Sciences
- Education
- Social Sciences
- School Farm
- University Drama Center

UNIVERSITY OF IBADAN

Faculties of:
- Agriculture
- Medicine
- Education

Applied Nutrition Unit
Institute of Child Health

Christian Council of Nigeria

Children's Home School

4. Potential for a Family Life Project

1. Components of the organizational structure which could be related to a Family Life Project:

a. University of Ife

The Faculty of Agriculture with a Department of Extension Education conducting a pilot village program; Faculty of Health Sciences with the objective of training health teams to meet needs of rural and urban people; a Food Technology Department in the Science Faculty; Demographic Research and Training Unit in Faculty of Social Sciences; University support of a community school of drama with a performing company.

b. University of Ibadan

Institute of Child Health; Department of Food Science and Applied Nutrition; Department of Adult Education; Faculty of Agriculture; Rural Sociology Department; Institute of Behaviorial Science; Nigerian Institute of Social and Economic Research.

c. Home Economics instruction at teachers' training colleges, secondary and primary schools; United States-trained supervisor of home economics in Inspectorate Division of Ministry of Education.

d. Non-formal education programs in the Ministries of Agriculture and Natural Resources; Health; Community Development; Education; and Trade and Cooperatives. Some Ministries have strong programs for youth and young adults.

e. Voluntary organizations are numerous and cover a broad cross section of social, educational, professional, and commercial interests.

2. Potential for carrying out a Family Life Education Project:

The National Development Plan stresses the development of human resources and the achievement of a better quality of life for all citizens.

a. University of Ife

The Extension Education Department of the Faculty of Agriculture, University of Ife, is conducting a pilot project in nine villages to test concepts and methods of working with people. This department is actively recruiting a home economist to join the extension team.

The Faculty of Health Sciences regards health education as the most important need of families and is using a health team approach that could include family life education concepts.

The Faculty of Social Sciences, which includes a Demographic Unit, is doing basic research and recognizes the need for more data on family life.

b. University of Ibadan

The several faculties already engaged in programs directly reaching families would consider including aspects of Family Life Education in their activities.

c. The various Ministries of government directly reaching families and the home economics teaching programs at all levels in the educational system would incorporate Family Life Education concepts if furnished the information and logistical support.

3. Vehicles for a Family Life Education Project:

a. University of Ife

Faculty of Agriculture
    Department of Extension Education
Faculty of Health Sciences
    Food Technology Department
Faculty of Social Sciences
    Department of Sociology
    Demographic Training Unit
University Theater Groups
    (The Ori Olakun Company)

b. University of Ibadan

Institute of Child Health
Institute of Behavioral Science
Department of Food Science and Applied Nutrition
Department of Adult Education
Faculty of Agriculture
Department of Rural Sociology
Institute for Social and Economic Research

c. Ministries

Agriculture and Natural Resources
Economic Planning and Reconstruction
Health
Education
Trade and Cooperatives

d. Voluntary Organizations

Women's Improvement Society
University Women
National Council of Social Workers
Nutrition Society of Nigeria

Nigeria Society of Health
Nigerian Psychological Association
Nigerian Council of Women's Societies
Boy Scouts
Girl Guides
Self-Help Societies
Religious Groups and Institutions

4. Roles of organizations in carrying out a Family Life Project:

The appropriate faculties of either or both the Universities of Ibadan and Ife, previously cited as having direct access to or concern with families, could strengthen and adapt their programs to include more aspects of research and action in family life programs. They could undertake the training of paraprofessionals or cooperate with training conducted by a Family Life Education Project. All appropriate faculties could join in an interdisciplinary advisory committee to advise and guide a Family Life Education Project.

Either or both universities could be the location of a Family Life Education Center or Institute, functioning independently or attached to a relevant department or faculty.

The appropriate Ministries of government having services that reach families could include Family Life Education subject matter in their training and action programs.

Family Life Education subject matter would be offered directly to voluntary organizations of all types including assistance with their programs and activities.

5. Family Unit Education:

Continuing research and action through existing educational systems, ministries of government, and voluntary organizations, a Family Life Education Project would seek to experiment with the concept of family unit education with the objective of determining if this is a valid approach in the Nigerian culture. Implementation would be determined by research results. There is a concensus among educational leaders that educating families as a unit is an innovative approach needing further testing. The University of Lagos medical school is experimenting with this approach in the Sokoto Area in Northern Nigeria. The Institute of Child Health, University of Ibadan, is making first attempts to involve family units.

6. Strengths and weaknesses in relation to the feasibility of a Family Life Education Project.

Strengths:

a. The National Development for Lagos State shows a categorical interest in quality of life and utilization of human resources.

b. A home economics program is located at the University of Nsukka.

c. There is an active adult education unit at the University of Ibadan.

d. There is active research at the University of Ibadan to identify values and develop teaching methods for use with people.

e. Family unit education (father, mother, and child) already has started in Lagos State at the teaching hospital.

f. People at the lowest walks of life appreciate the value of an education.

g. Mothercraft centers are already established in the country.

h. Home Science is established in the public school system; it is fully integrated into the primary school curriculum.

i. Several components are in place at the University for massive and effective programs; skill and expertise are there. These persons have demonstrated their interest and motivation by DOING the things they feel are important to improve the quality of life.

University of Ibadan

Self-Direction Project - Institute of Child Health, Dr. Adenle-Janes and Dr. Ashen.
Techniques for change - games, coloring books as teaching media - Institute of Behavioral Science, Dr. Bakare.
Research on non-formal education, involvement in Family Life Education programs - Department of Adult Education, Dr. J. T. Okedara.
Home Economics and Extension - Department of Economics, Mrs. Carol Williams.
Village programs on nutrition - Department of Food Science and Applied Nutrition, Dr. Omolulo.
Interdisciplinary efforts are established and plans have been made for increased cooperation of university human resources.
Impressive record of village work by individual members of the faculty.

j. Interviewees felt that the Ministry would be interested and cooperative.

k. Resource directory of small industries (including crafts) in cities and towns is available.

l. Government has shown evidence of its interest in family life by awarding five scholarships earmarked for home economics.

m. That the University would be interested in a cooperative program with Howard University was suggested in conferences with the following:

University administrator
Department of Applied Nutrition and Food Science
Institute for Behavioral Research
Department of Economics
Institute of Child Health
Department of Adult Education

n. The teaching of Home Economics in all girls' and mixed schools has been approved by the government in Nigeria. Programs have begun even at the primary grade level.

o. The University of Ife wants to relate its programs more closely to the needs of the people, but the concept that this is the government's role (Ministry's role) is strongly held by administrators and faculty. Extension work, therefore, is not done by the faculty. There is a strong separation between the roles of the University and the Ministry.

An active person concerned with problems of the people is the Dean of the Faculty of Agriculture, Dr. Taiwo Williams. He is considering the employment of a home economist on his staff. No action has been taken by the university administrator on this.

Weaknesses:

a. High illiteracy rate.

b. University is not involved with extension programs to the people (however, pilot projects are in progress).

c. Policy-makers at the top do not recognize home economics as a discipline at the University of Ife and University of Ibadan.

d. Strong husband-wife role division in the family.

e. Extended family system inhibits progress of the family.

f. Paternal inheritance system serves as barrier to development.

Constraints:

a. Possible role of Juju (magic) in the villages.

b. Family members do not eat together. In the village, the man does not like companionship with his wife. The husband does things with other men.

Positive factors:

a. Cooperative farming is widely engaged in. There are 250 cooperative farms in Western State. This has already provided the climate for working together.

b. Women play a major economic role.

c. People value education--aspire to the highest education for their children.

d. A people-originated cooperative system for sharing money exists and is used by many persons.

Comments:

a. Having heirs is a major obsession.

b. A man has to show that he "owns" his woman by having children by her.

c. Need more research on the needs of families, family life patterns.

d. Dr. J. T. Okedara is conducting research on family unit teaching and education to know alternatives.

e. Dr. C. G. M. Bakare is engaged in studies to identify values as a basis for messages to the people and teaching materials for families. He has identified the hierarchy among values in different social groups in Nigeria as the following:

Health.

Eminent children (prestigous, high, useful children).

Village Interview in Ile-Ife, Nigeria

Interview was translated by student at University of Ife in Department of Agricultural Extension.

Question: What do you want for your family to make them live better?

Answer:
1. To educate children.
2. To build houses so children will not suffer.
3. Just to be well off.
4. Enough children to train them.

Central Market for Villagers

5. Feasibility Responses - Family Unit Education in Nigeria

1. No, not possible to get whole families together.
2. Yes, if you can sell them the idea.
3. Yes, but depends on what you offer them when you bring them together.
4. Yes, being done in Northwest State, Lagos Hospital.
5. Yes, he would sit with his wife and children.
6. No, not possible to get whole family.
7. Yes, no novelty in Africa.
8. Yes. (important)
9. Yes.

6. Constraints to Family Unit Education in Nigeria

Children are not supposed to sit around the table for discussions; wife not supposed to impose her opinion on the husband.

7. Teachable Moments for Family Units in Nigeria

8:00 to 9:30 P.M. - television.
Festivals.
Ceremonies.
Sundays.
Fridays after Mosque.
Any time of day (village men).
7:00 P.M. - radio.
Tie with health program.
Tie with [illegible] like you are helping one to do.
After [illegible].

8. Alternatives to Family Unit Education in Nigeria

1. Housewife is target.
2. Message directed to husband and wife may be just as effective if children are very young.
3. Mobile cinema - library.
4. Talk to people in market.
5. Television lectures.
6. Cinemas.
7. Religious occasions.
   Church service.
   Friday.
8. Festivals.
9. Agricultural shows.

Development of educational games after pattern of Ayo game.

Dr. J. T. Okedara: Research on family unit teaching.
Education to know alternatives.

Dr. C. G. M. Bakare: Studies to identify values as a basis for messages to the people.
Teaching materials for families.
Coloring books for children.

9. Vehicles to a Better Quality of Life for Village People in Nigeria

1. Information on use of money.
2. Good, clean water supply.
   Economic development.
   Making homes clean.

More education.
Better homes.
Better standard of living.
Peace.
Health.
Education.
To be nice to people.
To help elderly persons.
More wives.
Staples.
Clothes.

MOTHERS' SELF-HELP PROGRAMME TO COMBAT CHILDHOOD MALNUTRITION AND CONSEQUENT COGNITIVE DEFICIENCIES.

Dr. S.O. Adenle will begin with a description of the project and its aim to help parents to help themselves. To do this, a variety of teaching methods is being used to instruct parents about the importance of correct nutrition and child health. They are then expected to try to pass on this knowledge to other parents, in the process of which it is expected that they themselves will become more convinced of the value of adequate feeding, etc. It is hoped, by these methods, to bring about an improvement in the condition of the children chosen to take part in the project.

Mr. Adedapo and Mr. Amole will talk of their experiences in another self-help programme in the North West Ward in Ibadan.

Drs S.O. Adenle, M.D. Janes - Adenle and Olatawura will discuss nutrition.

1. Description of different types of food and their roles in health and growth: illustrated by pictorial charts.

2. Discussion of normal physical growth and intellectual development, with illustrative charts and pictures.

3. Discussion of the problems of malnutrition in Nigeria.

4. Instruction of the parents in correct feeding practises: Individual frequency - of use food charts and personalised weight charts distributed to the parents.

Dr. P.O. Hasan will talk on infections and infestations, their causes, treatment and prevention.

Mr. Adedapo will introduce films on environmental sanitation and parasites.

Mrs. Adebo will talk about the health of the mother, with emphasis on nutritional needs in pregnancy and lactation.
Family planning will be discussed, with emphasis on the importance of adequate birth intervals and the economic implications of the greater number of children surviving

A film on family planning will follow.

Dr. B.A. Ashem will close the meeting.

Mothers' Self Help Programmes in the Promotion of Growth and Intellectual Development of their Pre-School Children

Beatrice Ashem, Ph.D.
W.H.O. Visiting Lecturer
Department of Psychiatry.

1. Introduction

Research has established fairly conclusively that optimal growth of a child is a function of (a) a healthy physical body and (b) an environment which promotes competence in all areas of intellectual, social and psychomotor development. In Nigeria the economically poor are likely to suffer from malnutrition (Janes, 1973; Omululu, 1972) as well as inadequate stimulation for optimal intellectual and psychomotor development (Abiola, 1959; Anni, 1972; Ashem, 1973; Bamisaiye & Williams, 1972).

2. Primary Objectives

To provide a small group of mothers with the skills and knowledge necessary to promote healthy growth and optimal learning capabilities in their pre-school children, and require that they teach others. It is expected that as a consequence of having to teach others attitudes towards child-care and child rearing will be modified. It is hoped that the requirement to teach others may serve to disseminate knowledge and behavior change over a broad base in a spiralling effect.

3. Method:

Base line or pre-evaluation information will be obtained on the core group of mothers, as well as the mothers to whom it is expected information will be disseminated. The mothers' will be evaluated by questionnaire as to how adequately they fulfills their roles as (1) promotors of good physical growth (2) diagnosticians and therapists (3) teachers i.e. in the development of cognitive skills (4) personality builders. Their 2-5 year old children will be evaluated on their (1) General cognitive functioning, (2) Memory and, (3) Motor skills.

Intervention: The form of intervention will be determined from the analysis of the above data. It is expected that psychological techniques known to enhance learning (where necessary) and to produce change (where necessary) will be employed. It is expected that intervention will be along the following lines:

Target Behaviors Selected For Change	Methods Used to Institute Change
A. Mother as Promotor of Physical Growth:	
[illegible] growth and learning.	[illegible]
2. Inadequate knowledge of effects of good sanitation and health habits on growth and learning.	(a) [illegible] diet on intellectual functioning, (b) knowledge of adequate diet (c) factors interfering with healthy [illegible]

& etc.	induce change through self observation and participation in preventive techniques; aversive sensitization to stimuli which might be spreading disease, (e.g. if a clay pot is used to store water and is a source of bacterial infection it can, through systematic conditioning, be associated with most unfavourable and unpleasant stimuli.

Target Behaviors Selected For Change	Methods Used to Institute Change
B. Mother as a diagnostician and therapist	
1. Inadequate knowledge of causes and treatment of convulsions, as in petit mal seizures, etc.	- information provided, as above, concerning causes and prevention; - mother required to teach others of causes and remedies (a method of behavioral change); - aversive stimulation to maladaptive patterns in practice.
2. Inadequate understanding of the nature of fear responses.	- information provided on acquisition of fear, or sources of brain damage.
3. Inadequate understanding of how to deal with brain-damage. & etc.	- demonstration of treatment; - attempt to develop observation of normal and abnormal behaviors.
C. Mother as a Teacher	
1. Inadequate cognitive stimulation techniques.	- information provided concerning advantages of stimulation.
2. Repression of exploratory behavior.	- aversive sensitization to failure to provide stimulation.
3. Inadequate feedback information for processing information. & etc.	- participation in making educational toys which a child can use, etc.
D. Mother as a Personality-Builder	

There may be areas here concerning the giving of affection, the control of aggressive responses, etc.

[illegible]

10. Needs of Families in Nigeria

1. Preparation of food to retain nutritive value.
2. Nutrition education.
   Home economics.
   Civics.
   Personal relationships.
   Health.
   Sanitation.
   Self fulfillment.
3. Nutritionally balanced diet.
4. Better quality of diet.
   Increased income.
5. Preparation of food to retain nutrients.
   Food preservation.
6. Income.
7. Education.
8. Vocational education.
9. Health education.
   Nutrition information.
   Hygiene.
10. To see relation between number of children and responsibility.

11. Priority Needs of the People in Nigeria as Viewed by University Educators

1. Preparation of food to retain nutritive value.
2. Nutrition.
   Sanitation.
3. Preparation of food to retain nutritive value.
4. Nutrition education.
   Home economics.
   Civics.
   Personal relationships.
   Health.
   Sanitation.
   Self fulfillment.
5. Better diets.
   Increased incomes.
6. Nutrition education.
   Food preparation to retain nutrients.
7. Additional income.
8. Education.
9. Additional income.
   Family stability.
10. Use of money.
11. Use of money.
12. Second wife.
    Another house.

Research by Dr. C. G. M. Bakare of the Institute of Behavorial Research, University of Ibadan, has identified the hierarchy among values in different social groups in Nigeria as the following:
1. Health.
2. Eminent children (prestigious, high, useful children).

12. Changes Observed by Country Inhabitants in Nigeria

Men are beginning to tailor number of wives to their income.
City slums from outmigration in villages.
Babies are being spaced.
Urban culture is spreading to the rural areas.
Attitude changes in village have been drastic.
Great migration to cities in decade of 60's.

13. Major Problems of the National Government as Viewed by the People in Nigeria

Change attitudes of government regarding role of university in education.

14. Needs of Universities for More Effective Programs for the People in Nigeria

Teaching of extension personnel.
Research. Is it possible to teach village people?
How to teach them; studies to identify values.
Research in food composition.
Research base must be built.
Money.
Change in attitude of government as to role of national government and that of the university.
Study.
Understand how people are able to meet their needs in spite of high costs.
Study the ecological and living patterns of people to know how to help them.
New ways of teaching people.
Basic research on needs of people.
Research what is being done.
Research how best to educate the people.

15. Impact of the University on the People in Nigeria

1. Help to establish village cooperatives.
2. Demonstration projects.

16. Impact of the National Government on the People in Nigeria

1. Home Economics trained persons are sent out into the villages.
2. Reduced cost of fertilizer.
3. Assists people with its program.
4. Cooperative Farm (250 in Western State).
5. Literacy program.

17. Traditional Roles of Men and Women in Nigeria

Traditional Roles of Men	Traditional Roles of Women
Start wife in trade.	Major economic role.
His own work, trade.	Take care of home.
Pay hospital bills.	Clean village.
Education of children.	Preparation of meals.
Capital.	
Cut trees.	
Carry heavy loads.	
Farming.	

18. Desires of Village Males in Nigeria

1. Good meal.
2. Good home - improved status (status symbols: car, motor bike, watch, earrings).

NIGERIA

Building the New Nigeria, National Development Plan 1970-74

Philosophy of Development, An Address by Mr. A. A. Atta, Secretary to the Federal Military Government at the Federal Palace Hotel, Lagos

National Objectives
Development Priorities
Guiding Factors for Project Selection
Resources for Development
Development Programmes
Communications
Town and Country Planning
Commerce and Finance
Education
Health
Information Services
Labor and Social Welfare
Households
The Private Sector
Manpower Development and Utilization

Building the New Nigeria: Social Services

Nigeria
Art and Culture
Education
Health Services
Communications
Transport
Industry
Trade and Finance
Government
History
Geography

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NEW AGE FOUNDATION RURAL COMMUNITY PROJECT
OGI, University of Ife, Ile-Ife, Nigeria

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SIERRA LEONE

Daily Mail, July 3, 1973
Bid to Unite Youths
Social Welfare Development
Economic Plans to be promoted

The Nation Vol. 5/616 July 5, 1973
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Africa's Own Scientists Lead the Way

Daily Mail, July 5, 1973
The Presidential Address

GHANA

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A Pint (of Milk) a Day
The Drought in W.A. and its Effect

Disastrous Floods
The New Land System
Apostles Girls Vocational School - its main role
Effect of child spanking

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Tons of Rice in from 3 countries (35,000)
Let varsities help
Incentives produce best results
Do Away with Lazy Attitudes

NIGERIA

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Lagos spends N22,000 yearly on voluntary organizations
Educate the Masses on Census

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Journalists told to aim at national unity
Course on responsible leadership among women
Sew Institute Commissioned
N60,000 Clinic for community self-help
Youth Corps buildings
Libraries are valuable stores of knowledge
Consider people's welfare
Western Nigeria Government Broadcasting Corporation

The Renaissance July 7, 1973
Opportune Challenges of Teacher Education in Nigeria
Help Build Strong Self-Reliant Nation

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Who is an Ideal African Housewife?

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Arts: Our only visual link with the remote past
One-parent families now on the increase
No better formula than one man, one wife
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Family monthly spending: Who should pay for what?
Audio-visual aids enhance adult education
Learning without tears
The Screaming Signs: Their funds and fancies

BOOKS AND PAMPHLETS PURCHASED FROM AID PROJECT FUNDS
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DURING TRIP TO WEST AFRICA

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- The World of the Fascinating Lagos Girl
- Children's National Day
- Water Shortage

Afrique June, 1973

Africa July, 1973
- OAU: The New Decade
  - Views of National Leaders expressed at the anniversary summit
    - General Yakubu Gowon of Nigeria
    - Emperor Haile Selassie of Ethoopia
    - General Idi Amin Dada of Uganda
    - Nzo Ekangaki, Secretary General of the OAU
- The Great Hunger
- Sierra Leone: After the Landslide
- Ghana: Beef Shortage
- What Role for Africa?
- The Peace Corps Defended
- Tradition for the Future

Afriscope July, 1973
- OAU: The Next Ten Years
- [illegible] (Organizations Can)

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Home 1976: The Now Programme
Women Have More Freedom Here

Sunday Sketch July 8, 1973
Oil: What Now Nigeria?
Cultural Revival

Sunday Times July 8, 1973
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Youth Service Corps

Daily Times July 13, 1973
Youth Corps Members in Action
Youth Service Corps: Service for the Nation

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE — FAMILY

Section Five:

THE BAHAMAS

"Hope something fruitful will come out of contact between Teachers' College and Howard. If we go back ten years, we have been sending people to the United Kingdom for training. This has virtually ended and I do not see its resurrection.

We have formed two year course. The further training of 'best of the lot.'

Howard seems to have name for itself. Explore possibilities of people coming for further study."

Professor Patrick Bethel
Principal
Bahamas Teachers' College

D. THE BAHAMAS

1. Country Profile of The Bahamas

Location: The Bahamas is an archipelago of about 700 islands and about 2,400 uninhabited islets, small cays, and rocks. The chain lies about 50 miles off the coast of Florida and extends some 760 miles in a southeasterly direction. The total land area of the major islands is estimated at more than 5,000 square miles. New Providence is the island on which Nassau, the capital city, is located. New Providence is 21 miles long and 7 miles wide, lying more or less in the center of the Bahamas about 180 miles from Miami.

Constitution and Government: On July 10, 1973 the Commonwealth of the Bahama Islands became an independent nation. The government is a ministerial system of internal self government with a bicameral legislature. The House of Assembly (lower) has 38 members; the Senate (upper) consists of 16 members appointed by the Governor. A 1964 Constitution gave the islands internal self-government. The Constitution revised in 1969 granted the Bahamas Government further responsibilities for its own affairs. The Constitutional Conference held in London in December, 1972 set the date--July 10, 1973 for total independence.

Population: At the 1970 census, the population of the Bahamas was 168,812. The distribution over the 22 populated islands is uneven with over half the total (101,503) located on the island of New Providence. The other more populated islands are Grand Bahama (29,859), Eleuthera, Harbour Island, and Spanish Wells (9,468), and Ahaco (6,501). All of the other islands have less than 4,000 inhabitants.

Language and People: Columbus found Native Indians, Lucayans, in the Bahamas who were exterminated. Perhaps all the races who touched the Bahamas left descendants--Spanish, French, and English predominating. The largest group, descendants of African slaves, now constitute the majority. There is a liberal sprinkling of the descendants of English settlers and of an influx of Loyalists who fled the American Revolution and trebled the population in five years during the 1780's. [illegible] language.

Education: Methodist missionaries pioneered in general education after 1800. In 1835 the first Board of Education was created; by 1859 there were 26 public schools and 39 teachers in the islands. A Compulsory Education Act was passed in 1877 for New Providence and extended to the Out Islands in 1889. The first system of education was based on the English pattern but today is a combination of English, Canadian, and American methods. Education is compulsory for children between the ages of 5 and 14. Religious demoninations supplement the efforts of government to furnish primary and secondary education. There is no university in the Bahamas, although one is in the planning stages. There are 2 Teachers' Training Colleges and 2 technical institutes. The University of the West Indies offers extra-mural courses in Nassau covering 8 subjects.

Home Economics Education: Home Economics subjects are taught in secondary schools. There is a supervisor of home economics subjects in the Ministry of Education. The Bahamas Teachers' Training College offers a 2 year teacher preparation course. Graduates teach in the upper primary and lower secondary schools. There is a shortage of home economics teachers.

Non-Formal Education: An Adult Education program sponsored by the Ministry of Education is very new. Regular home economics teachers hold weekly classes for adults. Church organizations hold classes and seminars. Short institutes are held at teachers' colleges and other locations. In one term, approximately 3,000 adults enrolled in these institutes.

Voluntary Organizations: There is a large number of organizations formed on professional, technical, social, political, and other lines. The Bahamas Mental Health Association is an example of a professional group that was recently host to a Ninth Biennial Conference of the Caribbean Federation for Mental Health. A vast network of women's clubs, lodges, and societies are social and charitable in nature. Youth organizations are numerous, many of them church sponsored. Drama, singing, and dance groups are important to the islands' cultural life.

Government Priorities: With the recent attainment of independence, an important priority that has occupied government is now achieved. Tourism and diversification of the economy; provision of more educational opportunities including establishment of a University of the Bahamas; increased [illegible]

production [illegible]

rights, and development of the fishing industry are among the priorities cited in various speeches and statements.

Industries: The Bahamas is basically a single-industry economy-tourism, followed by construction and banking. Tourism accounts for approximately 50 per cent of government revenue and 70 per cent of the gross national product. There are over 100 processing and manufacturing industries. A 1970 amendment to the Industries Encouragement Act provides assistance to the light industries the government would like to see established in the islands.

Problems: Unemployment, high birth rate, and alcoholism.

2. <u>People Interviewed in The Bahamas</u>

Mr. Roger Brown (2)
Assistant Principal
Bahamas Teachers' College, Nassau

Ms. Telzena G. Coakley (3)
Senior Education Officer
Ministry of Education and Culture, Nassau
Chairman, Caribbean Mental Health Association Conference

Dr. Timothy McCartney (4)
Clinical Psychologist
President Caribbean Mental Health Association
Author: <u>Neurosis in the Sun</u>

Professor Patrick Bethel (1)
Principal
Bahamas Teachers' College, Nassau

Ms. Beryl Smith
Home Economist
Secondary Schools, Nassau

Mr. Jeffrey Wood
Psychologist
Nassau

Ms. Dorothy Bowen
Senior Education Officer, Home Economics
Ministry of Education and Culture, Nassau

[illegible]
[illegible]
Ministry of Education and Culture

Miss Sandra Dean
Social Worker
Ministry of Health
Chairman, Family Life Committee
Bahamian Mental Health Society

Mr. William R. Salisbury
Consulate, USA

US Consul Spears
Nassau

Mrs. Susan J. Wallace
Assistant Director, Further Education
Ministry of Education and Culture, Nassau

Mrs. (Senator) Mizpah C. Tertullien
Clinical Psychologist
(One of two women in Parliament)

Mrs. Sheila Seymour
Home Economics Tutor
Bahamas Teachers' College, Nassau

Mr. Alfred T. Maycock, M.P.

Dr. Jean Turnquist
Psychologist

Dr. Saint-Bierre
Martinique

Dr. John Royer
Dominica

3. Villages Visited by the Howard University Team in The Bahamas

None of the Family Islands were visited, but a trip was made in "slum" areas in New Providence and in and around Nassau.

4. Potential for a Family Life Project

1. Components of the organizational structure which could be related to a Family Life Project:

Department of Home Economics at Bahamas Teachers' Training College;
Home Economics classes in primary and secondary schools;
Adult classes sponsored by Ministry of Education and Culture;
Classes at vocational and technical schools;
Vast network of voluntary organizations;
Widespread use of radio for contact with "Family" Islands.

2. Potential for carrying out a Family Life Project:

The principal, vice principal, and home economics tutor at Bahamas Teachers' Training College in Nassau would like to see their department of home economics strengthened and upgraded with liberal infusions of all aspects of family life education which they regard as a sorely needed area in the Bahamian culture.

The vast network of voluntary organizations offers an unparalleled opportunity to inject family life education into their regular program activities.

Officials of the Ministry of Education and Culture would probably receive suggestions for the inclusion of family life education subject matter in their formal and non-formal activities.

There are numerous community health clinics on all islands that could incorporate family life education into their regular activities.

Family life education could become a radio network feature.

A weak family structure, predominance of one parent families, and the high rate of illegitimacy will be obstacles to family life education programs.

A 95 per cent literacy rate and a general desire for education would be assets to any program.

3. Vehicles for a Family Life Project:

Department of Home Economics, Bahamas Teachers' Training College
University of West Indies extra mural classes
Ministry of Education and Culture
Voluntary organizations
Churches

4. Roles of organizations in carrying out a Family Life Project:

The Department of Home Economics at Bahamas Teachers' Training College could serve as the main training center for professional and paraprofessional workers for Nassau and the Family Islands.

Among the ministries of government that could furnish administrative and supervisory functions in a widespread program of Family Life organization are Education and Culture, Health, Works, and Home Affairs.

With a base of operations such as the Teachers' Training College, a system of Family Life Education could be launched that would use the numerous voluntary organizations to reach the public.

5. Family Unit Education:

Because of the great awareness of need to strengthen family structure and to enhance the male image in the Bahamas, an unusual opportunity is offered there for an experimental venture in family unit education. The use of male professionals and paraprofessionals would increase the chances of success of such a venture.

6. Strengths and weaknesses in relation to the feasibility of a Family Life Project.

Strengths:

a. A new College of the Bahamas is planned.
b. Community health clinics are located on all the islands.
c. People want more information; realize their shortcomings; want an education.
d. Home Economics programs are offered in high schools.
e. The Home Economics tutor at Bahamas Teachers' College is alert, well received by the people. She is not active in island projects, as her children are young, but would be a great resource for a family life education program in the Bahamas.
f. Roman Catholics have a family life education program (lectures, consultation) for newlyweds.
g. Free health care in the Bahamas.
h. Free education.
i. High literacy rate (95 per cent); only 5 per cent illiteracy.
j. Education is a real priority among the people.
k. Government plans to build more community centers.
l. Institutes have been established to offer advanced education. There have been about 3,000 thus far and people want more.

m. Population is generally healthy. Few disease symptoms are seen on random viewing.

n. Educated men and women see need for family life education. Government cooperated in sponsoring a conference on family. This was the central theme of a Mental Health Conference in 1971. A massive effort to create interest in family life was conducted through newspapers, schools, and radio.

Weaknesses:

a. The home economics program at the teachers' training college is diploma level (2 year course).

b. Bahamian males are not as well educated as females; this creates inferiority feelings.

c. The average father does not care for or relate to his children.

d. Communication between the average husband and wife often is mainly physical (fights).

e. The average male is irresponsible.

A Family Life Project in The Bahamas should have the following components:

1. Use of leisure time activities as vehicle for family life education.

a. Recruit males to serve as paraprofessionals.

b. Train these through special short courses and institutes.

c. Organize hobby clubs, recreational activities, and sports programs for men and children.

d. Interest organizations of males, such lodges, in forming men-boy sports teams to compete with one another. Lodges could provide uniforms for their teams. Develop teams for all out islands which would come to New Providence for Sports Day.

e. National Sports Event emphasizing competition and offering prizes to teams.

2. Government sponsored programs on family life education on radio, regular features in newspapers to set climate for change. Develop messages for men.

3. Workshops and institutes for training of day care personnel; development of Parent-Teacher Associations (PTAs) in all day care centers. Make these a requirement for licensing. Use PTA meetings as a vehicle for family life education.

4. Teach family responsibilities in primary and secondary schools. Use male teachers.

5. Develop projects in backyard gardening.

6. Make education compulsory through grade 12. Make family education a compulsory unit in primary and secondary schools.

7. Voluntary organizations such as mental health association could provide local leadership. Work with Ministry.

Leisure time activities involving the father and children would begin to create the "father images" needed to develop family life in the Bahamas.

As men do not come out to meetings, recreational activities would bring men together for teachable moments.

Thoughts on The Bahamas:

Problems in the home arise because women are better educated than men; men are not as intellectual as women, therefore they have feelings of inferiority.

More women are employed now than in the past. Day care centers are springing up on islands. There is a need to set up standards and license these.

Paraprofessionals should be men.

Go where men are to teach them (lodges).

Family units might be taught together in the area of child guidance; in clinics.

"Grass roots" people are interested in programs for the country; they are the "doers."

Serious Problems:

Alcoholism.

Problems resulting from lack of initiative on the part of the husband.

Need sense of values (budgeting, saving, family life is lacking. Men do not play a responsible role in the family.)

Not enough male teachers or Home Economics teachers.

Needs:

Teachers of family life education.

More consultants in day care to develop PTA and programs.

More consultants on recreation.

Approach:

A program for all family islands must be carried by radio;
Work with Mental Health Organization;
Utilize lodges, men's clubs;
Agriculture must be organized to provide local food supply;
Foster program of backyard gardens;
Target should be "grass roots" people;
Howard University to Minister to Cabinet to Parliament; Secretary to People;
Must involve males mainly and children;
Utilize teachers in the schools on the islands;
Encourage community centers and recreation parks;
Program should include family counseling;
Through government launch massive campaign on family life;
Hold Seminars on family roles for men and women;
Provide incentives for male participation;
Male father images should carry phases of the program to men.
Prior to National campaign, offer workshops in Bahamas on family life education to build up human resources there on this specific topic.
Train male paraprofessionals to work with families.

Problems:

1. Tourism is the main source of income. Boys drop out of school early and take these jobs.

2. Because women are more educated than men they tend to hold the more responsible positions. More are working. More day care centers have sprung up. These need licensing--(and expert day care programs). Islands have history of female dominance. During slavery women were attached to household. Men did field work.

3. Seventy per cent of food is imported; agriculture is not organized.

4. Bahamas are expensive to administer.

5. Feasibility Responses - Family Unit Education in The Bahamas

1. Yes, in steps.
2. Yes.
3. Yes, in steps - parents first.
4. Yes.
5. Yes, but difficult.
6. Yes, but calls for more training on part of teacher.

6. Constraints to Family Unit Education in The Bahamas

1. Getting men and women to communicate with each other.

7. Teachable Moments for Family Units in The Bahamas

11:00 to 12:00 P.M.
Sundays.
Church (after or before).

8. Alternatives to Family Unit Education in The Bahamas

Clinics.
House to house visitations.
Work in communities rather than villages.
Evening institutes.
Meetings at Community Centers.
Workshops.
Take family life education to the family.
Utilize church groups, organizations, and associations.
Approach man first.
Programs through lodges (Elks, Masons).
Go after men.
Go to Balls.
Public clinics in communities.
Programs in school service clubs.
Evening courses for couples.
Association cooperatives.

9. Vehicles to a Better Quality of Life for Village People in The Bahamas

More education.

10. Needs of Families in The Bahamas

1. Basic education for males.
   Day care centers.
   Basic services to out islands.
2. Fathers.
   Education.
   Adequate housing.
3. Budgeting.
4. Male image.
   Education of male to appreciate family life.
   Changing of attitudes of males toward family life.

11. Changes Observed by Country Inhabitants in The Bahamas

Employment of women is on the increase.
Women are now better educated than men.
Women are now in forefront; women are more aggressive.

12. Problems of Urban Areas in The Bahamas

Interview Number

(1)	Need more day care centers; licensing standards.
(2)	Alcoholism, overpopulation.
(3)	High cost of living, unemployment, back position taken by males.
(4)	Illegitimacy, poverty, man-woman relationships.
(5)	Shortage of teachers.
(6)	Male irresponsibility.
(7)	Communication.
(8)	Transportation.

13. Major Problems of the National Government as Viewed by the People in The Bahamas

More teachers for out islands.
Out islands are expensive to administer.

14. Major Needs of the People as Viewed by the Representatives of National Governments in The Bahamas

1. More day care centers.
   Good adult education programs.
   Resettlement.
2. Industry.
3. More education for males.
4. Life in a lowered economy means men may miss out educationally and socially.

15. Needs of Universities for More Effective Programs for the People in The Bahamas

1. To know deprivations people are suffering from.
2. Male teachers.
3. Need additional home economics faculty.

16. Impact of the University on the People in The Bahamas

1. Nothing beyond what a teachers' college should do.

17. Impact of the National Government on the People in The Bahamas

1. Clinics, Pre- and Post-Natal, immunizations.
   Dental and health services.
2. Free compulsory education.
3. Training Bahamians within public service to help people.
4. Developing human resources through formal education.
5. On the job training.
6. Attempting to diversify economy.
   upgrade agriculture.
   place more native Bahamians in jobs on the island.
7. Employing youth.
8. Building many new schools.

18. Traditional Roles of Men and Women in The Bahamas

Traditional Roles of Men	Traditional Roles of Women
Fathers the child only.	Dominant role: mother and [illegible] of children.
Male is irresponsible.	

19. Desires of Village Males in The Bahamas

1. Good car, many girl friends.

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THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE — FAMILY

Section Six:

TRINIDAD

"There is a need for earlier and more adequate preparation of our people for the responsibilities of adult life.

One of the obvious ways of meeting this need is through family life education."

Excerpt from an address by
the Minister of Health,
Trinidad, at the Family
Life Education Conference

October 9, 1972

E. TRINIDAD

1. Country Profile of Trinidad

Location: Trinidad (with its sister island Tobago) forms the first link in the enormous chain of islands that sweeps northward from the Mainland of South America to form the Greater and Lesser Antilles. Roughly rectangular in shape, it is about 50 miles north to south and 37 miles east to west, with 2 massive promontories at its northern and southern ends extending westward like arms toward the Coast of Venezula, only 7 miles away. Topographically Trinidad, with an area of 1,864 square miles, a little less than the state of Delaware, is dominated by 3 ranges of mountains, extending east to west, separated by 2 regions of flat or gently undulating country. About a third of the island is under cultivation; quite a lot of the remainder, lowland as well as hill country, is forest, reminding one that Trinidad is truly in the tropics, only 11 degrees north of the equator.

Constitution and Government: On August 31, 1962 Trinidad (and Tobago) became an independent nation. Dr. Eric Williams, the first Prime Minister, has been leader of the Government ever since his party came to power in 1956. At a sitting of the House of Representatives in 1961, a new Constitution giving Trinidad and Tobago full internal self government became effective.

Population: The population of Trinidad and Tobago is 827,957 and of this number, 365,000 are under age 15.

Language and People: Trinidadians have come from Africa, India, England, China, Syria, Lebanon, and many islands in the Caribbean. When the slave trade was abolished by Britian in 1807, followed by the Emancipation of slaves in 1834, other sources of labor were sought. Immigration under a country system was tried, ship captains being paid for every laborer they landed. In this way immigrants came from Madeira, the Azores, France, Germany, the United States, and other West Indian islands. This method was expensive and unsuccessful and in 1845 the first indentured laborers arrived from India, a system that continued until as recently as 1917. Chinese indentured immigrants were also brought in. [illegible]

Population divisions are variously reported as 46 per cent black and 54 per cent divided among Indians, Orientals, and others. The official and working language is English.

Education: The Agricultural Faculty of the University of the West Indies, formerly the Imperial College of Tropical Agriculture, is located at St. Augustine, nine miles from Port-of-Spain, the capital of Trinidad. Secondary and primary schools are administered by government and various churches and religious bodies. Teacher training colleges supply staff for these lower schools. On the scientific and technical side, there are apprentice-training schemes to perfect skills. A Polytechnic Institute, the John S. Donaldson Technical Institute, and the San Fernando Technical Training College are the leading institutions of their kind.

Home Economics Education: Taught on secondary level and in teacher training colleges. A working committee set up at the University has formally requested the establishment of home economics in a three year course to be called "Nutrition and Community Studies." The group was called "Joint Committee on the Establishment of Home Economics Teaching within the Faculty of Agriculture." The members included staff from various faculties and representatives of the Pan-American Health Organization. This was one of four committees formed by the International Development Bank.

Non-Formal Education: A "Better Villages" project is sponsored by the government in which prizes are offered to the village making the most progress during the year. The Ministry of Agriculture has an extension service for farmers, but lacks the home economics component for families. The Department of Agricultural Extension at the University conducts seminars, workshops, and other activities for community leaders but not including women.

Voluntary Organizations: Widespread groupings along social, political, professional, and religious lines. There is a Trinidad Home Economics Association. Housewives Association is very active.

Government Priorities: According to the National Development Plan the three main priorities are: Economic Diversification, Elimination of Structural Unemployment, and Greater Economic Independence.

2. People Interviewed in Trinidad

Dean C. K. Robinson
Faculty of Agriculture
University of the West Indies, St. Augustine, Trinidad

Dr. T. H. Henderson
Head, Agricultural Extension, Faculty of Agriculture
University of the West Indies

Dr. E. Furlonge
School of Education
University of the West Indies

Dr. J. McDowell
Caribbean Food and Nutrition Institute
University of the West Indies

Dr. Norma Andrews, M.D.
(Howard University Graduate)
(Telephone Contact) Ministry of Health

Dr. G. M. Sammy
Food Technology, Faculty of Engineering
University of the West Indies

Dr. L. Boble
Faculty of Social Science
University of the West Indies

Miss Susan Craig
Sociology Department
University of the West Indies

Miss Viola Horsham (retiring)
Former President, Trinidad Home Economics Association

Dr. Donald M. Amaroso
Visiting Professor, University of Waterloo, Waterloo, Ontario
Canada
University of the West Indies

Mr. Charles D. Lyons
Regional Agricultural Extension Officer
Sangne Grande, Trinidad

Mrs. Janet Williams
(Secretary) Department of Agricultural Extension
University of the West Indies

[illegible] to [illegible]

Taxi driver, Tour of Island

Taxi driver, Mr. Granville Quinton

Taxi driver, Jordan

3. Potential for a Family Life Project

1. Components of the organizational structure which could be related to a Family Life Education Project:

Department of Agricultural Extension, Faculty of Agriculture, University of the West Indies
Teachers' Training Colleges
Home Economics teaching in vast network of public and private secondary schools
Non-formal education programs conducted by Ministries of Agriculture, Health, and Community Development

2. Potential for carrying out a Family Life Project:

For 119 existing Community Centers with 90 additional to be constructed, the National Development Plan has set out 4 objectives:

strengthening of village councils
the practical teaching of home economics
agricultural improvement
promotion of cooperatives

Home Economics Assistance would be acceptable to the agricultural education department of the University and to the Ministry of Agriculture.

A Family Planning Association is active and works with government approval.

A loose family structure and the lack of male initiative would be two factors militating against the success of a Family Life Education project.

3. Vehicles for a Family Life Project:

Home Economics classes in secondary schools, teachers' training colleges, vocational and technical schools, and various government ministries.

Teaching in 209 community centers

Agricultural Extension Education Department, Faculty of Agriculture, University of the West Indies

Housewives' Associations and other voluntary groups

Home Economics Association

4. Roles of organizations in carrying out a Family Life Project:

Family Life Education concepts, geared to problems and possibilities of family life as it exists in Trinidad could be added to curricula of home economics subject matter wherever it is taught in the country.

In line with the stated objective of the government, family life education subject matter could be included in the home economics teaching done at 209 community centers.

Paraprofessionals in family life education or in home economics could be trained for the existing system of community centers.

A professional family life educator could be added to the staff of the Agricultural Extension Education Department at the University of the West Indies.

5. Family Unit Education:

There are many constraints in regard to family unit education in Trinidad. The strong position of the mother, the absence of a father in a large percentage of households, and masculine irresponsibility are three among many. This could be approached through the family planning education going on under the Ministry of Health.

6. Strengths and weaknesses in relation to the feasibility of a Family Life Project.

Strengths:

a. Government is interested in family life education. Government is committed by an International Loan Agreement to carrying this out.

b. Compulsory education.

c. Active housewives' associations.

d. Active Trinidadian Home Economics Association.

e. National commitment for family life education program. Already started in post-primary and secondary schools.

f. Three National Conferences on Family Life Education have been held in Trinidad.

g. People want to be involved in the development of the country and to contribute to it.

h. People have a great desire for education.

i. Addition of home economics program to university curriculum is a university priority.

j. Already have community development centers in villages where joint government-sponsored activities in agriculture, education, and home economics are carried out.

k. Climate in the country is one of acceptance of family life education.

l. Government is aware of male irresponsibility and need to "correct" this. Theme of 1971 conference was "The Male in the Caribbean Family." Government sees the responsibility to develop attitudes and practices that help to determine national character.

m. Efforts to introduce family life education have been accepted by most members of society.

Weaknesses:

a. Lack of cohesiveness of family unit.
b. No weaning food for infants.
c. University not much involved in programs for the people.
d. Tremendous feeling of insecurity among rural families.
e. Large per cent of unemployment; need regular work other than seasonal work.
f. Only a few well-trained home economics persons in Trinidad.

Constraint:

A man who shows devotion to his family is a "standing joke" among his friends.

Needs:

a. More cohesive families.
b. Enhanced self-concept (relation to work).
c. Concept of manhood; positive male image.
d. Change male attitudes.
e. Research on the Caribbean family.

Comments:

a. Howard University might give major assistance in the development of curricula and training of home economics teachers for the University of the West Indies.

b. It appears that insecurity feelings are created by advertisements and television. These motivate people to aspire to material gain, western concepts, and standards, which are out of their reach.

c. The climate of material gain should be replaced by importance of family togetherness and family relationships.

d. The idea of nutrition feeder schools is interesting. Children from upper elementary classes make visits to special nutrition schools. They then practice what they have learned in their own schools through projects.

e. In Trinidad, there are "Case Work" farmers. These are the community farmers who live in the communities and who

demonstrate what is taught by agricultural extension workers. This concept could be carried over into family life and home economics.

f. Trinidad is different from all other countries visited in that there are many different races and cultures represented. The population is 37 per cent black, 30 per cent Indian, and 10 per cent oriental.

g. A Family Life Program could be mounted through the Agricultural Resettlement Program. Families are given land, building materials, and livestock in a 16 year resettlement plan.

Approaches:

a. Mount program through radio and television.

b. Assist in the development of a program of family life education in primary and secondary schools.

4. Feasibility Responses - Family Unit Education in Trinidad

1. Yes, with family; difficult with extended family.
2. Yes, but raises psychological problems.
3. Yes.
4. No.
5. Yes.

5. Teachable Moments for Family Units in Trinidad

7:15 P.M. every night, radio.
Evenings after 7:00 P.M.

6. Alternatives to Family Unit Education in Trinidad

1. Community Centers.
2. PTA's.
3. Better village program.
4. PTA's - special courses for parents.
5. Village councils.

7. Needs of Families in Trinidad

1. Education of future parents, boys and girls, teenagers.
   Increased income.
   Stronger family structure and family cohesiveness.
   Weaning foods.
   Incentive to work.

8. Priority Needs of the People in Trinidad as Viewed by University Educators

1. Employment.
2. Education.
3. Non-social essentials (beaches).
   Transportation.

9. Changes Observed by Country Inhabitants in Trinidad

People have more self awareness.
[illegible] locals in more jobs.
Gradual [illegible] with Trinidadians.

Forces combine to make man, in time, more economics minded.
Government is making good quality education available even to village people.

10. Problems of Urban Areas in Trinidad

1. Access to beaches of island; transportation.

11. Major Needs of the National Government as Viewed by the People in Trinidad

Develop weaning food.
Family life education.
Better public services.
More sensible tax structure.

12. Needs of Universities for More Effective Programs for the People in Trinidad

1. Role of the university is prescribed specifically.
   Doubts if university will ever follow logics of extension and work directly with the people.
2. Subject matter specialists.

13. Impact of the University on the People in Trinidad

1. Publishes bulletin.
2. Pastoral Institute.
3. Training of agricultural extension workers.

14. Impact of the National Government on the People in Trinidad

Not very much involved with people.

1. Ministry of Community Development offers home economics courses for village women and children and teenagers.
2. Ministry of Agriculture has agricultural extension service for the people.
   Encouraging people to grow balanced nutrition in backyard.
3. Nutrition feeder schools.
4. Housing [illegible].

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University of West Indies, Calendar, Academic Year, 1972-73.

Report of the meeting of a sub-committee appointed by the Joint Committee on Establishment of Home Economics teaching within the Faculty of Agriculture. Held at the Tercentenary School of Nursing, Bridgtown, Barbados on Friday, 3 and Saturday, 4, November 1972.
(The committee was charged to prepare a draft detailed syllabus for the complete Bachelor of Science course.)

Report to the Vice-Chancellor for the period August 1, 1971 to July 31, 1972, Department of Agricultural Extension, University of the West Indies, St. Augustine.

Annual Report, 1970-78. Ministry of Education and Culture, Commonwealth

Department of Chemical Engineering
Sammy, G. M. Some Problems in the Establishment of Fruit and Vegetable Processing in Trinidad and Tobago (Department of Chemical Engineering, UWI)

Sammy, G. M. Man and His Food Supply

Sammy, G. M. Food Technology Development

Sammy, G. M. An Approach to Food Processing Development in Trinidad and Tobago

Sammy, G. M. Food and Education

Cropper, J. (Department of Agricultural Economics and Farm Management), Sammy, G. M., and Wiltshire, W. W. (Caribbean Industrial Research Institute Food Processing and the Interdependence of Agriculture and Industry

SCHOOL OF EDUCATION
Exercises in Urban Study, I. B. Beddoe
Some thoughts on Current Trends in Teacher Training in the Caribbean, I. B. Beddoe
Problems and Possibilities surrounding the use of Audio-visual aids in Trinidad and Tobago, V. L. Loy
The Use of 16mm and 8mm Films in Education, V. L. Loy
Approach to the Teaching of Social Studies, I. B. Beddoe
[illegible]
[illegible]
Social Studies Publications, 1972

INSTITUTE OF EDUCATION

Press, Radio, and Television, B. Mahadeo, G. Gay, and O. Mohammed
Job Training Opportunities for Fifteen year old school Leavers, S. Hee and M. Williams
Pollution, Y. Pinder and J. Young
Agriculture in the Caribbean, S. Tam, H. Armstrong, and W. Ramjattan
Drugs, S. Rogers, U. Maharajand C. Barran
Labour Supply and Trade Unions, I. B. Beddoe
Farming and Food Supply, I. B. Beddoe
Transportation in Trinidad and Tobago, B. Rohlehr, M. Perrre, and P. Pacheco
The Petroleum Industry, S. Adams, M. Robinson, I. Maurice S. Oudit, and I. B. Beddoe
Religion in Trinidad and Tobago, H. Williams and C. Beekhee
Rice Production, M. Kudreth-Ali, R. Singh, and S. Singh

FACULTY OF SOCIAL SCIENCES

Culture and Social Structure in the Caribbean: Some recent work on family and kinship studies, R. T. Smith
Growth of the Population of the Caribbean, J. Bryne
The Ras Tafari Movement in Jamaica, B. Steele
Education and Change, K. Bacchus
The Shango Cult in Nigeria and in Trinidad, G. Simpson

DEPARTMENT OF AGRICULTURAL EXTENSION

Annual Report, 1970-71
Departmental Rationale
The Organization and Administration of Agricultural Services
Extension Programme Planning
Windward Islands' Extension Communication Projects
Report on the 1972 Agricultural Extension In-Service training Course in the Leeward Islands
Agricultural Extension Problems of Horticultural Development in the Caribbean
Objectives and Methodology of the proposed Windward Islands Extension Communication research Project, T. H. Henderson
Conflicts in the Role of the Agricultural Extension Officer in the Windward Islands, T. H. Henderson
Agricultural Education and Extension: The role of the University of West Indies, St. Augustine, Faculty of Agriculture in agricultural development in Trinidad and Tobago
The University of the West Indies and Agricultural Extension work in the Caribbean, T. H. Henderson
The Regional Research Centre, Faculty of Agriculture, The University of the West Indies
The Future Role, Character and Organization of the Regional Research Centre, T. H. Henderson

Agricultural Extension and Community Development
List of Extension Studies undertaken in Trinidad by the University of the West Indies (1963-1970)
Managing Men
Agricultural Extension Education
Cashew
Corn and Custom
The Farming System
Working with Groups
Leaders and Leadership
Motivation
Care and Management of Dairy Goats in Trinidad and Tobago
Some Chemicals Used in the Control of Fungal and Bacterial Plant Diseases, R. H. Phelps
A New Variety of Bodie Bean for the Caribbean, T. U. Ferguson
Control of Insect Pests of Some Food Crops in the Caribbean, S. Parasram
Identification and Control of Diseases and Pests of Ped Pea, R. E. Pierre
Extension Newsletters, 1971, 1972 and 1973
Improving Farm Visits

DEPARTMENT OF CROP SCIENCE
Agricultural Mechanization
Miscellaneous Tillage Tools

The Church and Agrarian Reform in the Caribbean, H. Sitahal

MINISTRY OF AGRICULTURE
Some Pasture Grasses in Belize, R. Neal
Methods for the Production of Food Crops in Trinidad and Tobago, Pigeon Peas, L. Cross
Useful Hints in the Establishment of a Backyard Garden, I. Mohammed
Methods for the Production of Food Crops in Trinidad and Tobago, Corn, L. Cross
Succession in Vegetable Growing, T. Carr.

Christian Action for Development in the Caribbean, G. Beckford
(Land Reform for the betterment of Caribbean Peoples)
Problems and Resources of the small farmer in the West Indies, E. Cumberbatch

CARIBBEAN FOOD AND NUTRITION INSTITUTE
Report and Interim Report on National Household Food Consumption Survey in Trinidad and Tobago, 1970. Part I. Food Consumption Aspect, Part II. Nutritional Aspect
The Caribbean Food and Nutrition Institute, D. B. Jelliffe
West Indian Med. J 20, 51, 1971

The Caribbean Food and Nutrition Institute, D. B. Jelliffe
Am. J. Clinical Nutrition 23, 1409, 1970
A Survey into Nutrition Education in Teacher-Training College in the English-speaking Caribbean, C. Osborn
Food and Economic Planning in Trinidad and Tobago
Cajanus
Legal Names of Fruits and Vegetables in the English-speaking Caribbean
Protein Foods for the Caribbean

PAN AMERICAN HEALTH ORGANIZATION
Guidelines to Young Child Feeding in the Contemporary Caribbean

TRINIDAD NEWSPAPER CLIPPINGS

Sunday Guardian Magazine, July 23, 1973
The Brain Drain
German Plan for Caribbean Islands
A case for change in Adoption Laws
Who will this new treaty (CARIFTA) help?
Barrow rebukes WI Chamber for Common Market Stand
150 Youths for leadership training course

Trinidad Guardian, July 14, 1973
Helping the Poor
What the Caribbean Community is about
ECONOMIC PLANNERS NOW LOOKING TO QUALITY OF LIFE
Live in courses on child care
Women hold seminar on living in town
Parents told get together with teachers

Trinidad Guardian June 15, 1973
PM enters Family Planning Row
GG invited to head Self-help foundation
Jamaica illiteracy drive failing

Sunday Guardian, July 15, 1973
A New approach to self-help
A major crisis in agriculture
Youth in action with garden tools
RC groups to start own family planning education project
Teachers condemn FPA (Family Planning Association) no consent plan

Sunday Guardian, June 10, 1973
PM queries role of W. I. University

Express, July 16, 1973
HELPING PEOPLE TO HELP THEMSELVES
Trinidad to lose big caribbean media centre?

Express, June 26, 1973
A NATION IS AS STRONG AS THE FAMILY LIFE OF ITS CITIZENS
Major bid to ease housing shortage

Express, June 23,1973
High birth rate only a symptom of general malaise

Express, June 16, 1973
Wage increases not the answer

Express, May 24, 1973
Get rid of Slave stigma, pupils told
Sex education is really useful

Express, May 27, 1973
Battle of the Birth Plan

Trinidad Guardian, May 29, 1973
Now Caribbean Consumers take up the struggle
Housewives in part time employment
Education requires greater public involvement

Expression, July 15, 1973
Women in Business

Trinidad Guardian, June 4, 1973
Birth Check aid for teenagers
PM laments role of UWI in society

Express, July 21, 1973
Development Foundation opens its doors
Why this prejudice against the university?
Primary schools are also very important
Express, June 6, 1973
Teachers Hit at FPA's sex plan
What does the treaty mean?

Trinidad Guardian, June 8, 1973
San Fernando plans big health drive

Trinidad Guardian, July 26, 1973
Dilema of Caribbean Agriculture
Youth leadership seminar Sunday

Sunday Guardian, June 10, 1973
PM queries role of university
Parents anonymous in the big debate
Don't cook the goodness out of food
Changing life style should not affect nutrition

JAMAICA

Mikes, G. Not by Sun Alone: Life in Jamaica, A. Deutsch, London, 1967	1.80
JAMAICA, Sterling Publishing Co., Inc., New York, 1971 (History, government, the land, economy, people)	1.00
Sherlock, P., Jamaica Way, Longmans, Green and Co, Ltd, London, 1968 (Population and natural resources, folklore and folkways, facts and figures)	1.00
Anderson, I. and Cundall, F., Jamaica Proverbs and Sayings, Sangster's Book Stores Ltd., Kingston, 1972	1.00

TRINIDAD	TT
A Guide to Trinidad and Tobago, C. R. Ottley, Trinidad, 1973 (History, Government, Population, People)	
Fampersad, F., Trinidad and Tobago, Quick Service Printing Co., LTD., Trinidad,	2.50
Trinidad Carnival, Key Caribbean Publications, Ltd., 1973	1.75
Ottley, C. R., Creole Talk, Victory Printers, Trinidad, 1971	3.40
Ottley, C. R., Jokey Stories of Trinidad and Tobago, Horsford Printerie, Ltd., Trinidad, 1972	2.00

1 TT = 0.56$

THE HOWARD UNIVERSITY REPORT

QUALITY OF LIFE—FAMILY

Section Seven:

BEHAVIORAL MODIFICATION AND ASSESSMENT

Development of an Instrument to Measure Behavior Change

During the Preproject Reconnaissance Study, three of the consultants on the project, Dr. Carl Thoresen (Stanford Center for Research and Development in Teaching), Dr. Aggrey Brown (Political Sociology, Rutgers University), and Dr. Barbara Nordquist (Human Behavior, Home Economics, Howard University) participated in work designed to identify concepts that can be used to assess behavior in the home and to motivate change. They are attempting to develop measuring devices which can be adapted to assessment and motivation strategies which are tailored to family life patterns in the particular culture and specific regions in a developing nation.

The preliminary work on behavioral modification and assessment is considered as a first step toward the objective of helping people in developing nations to move toward goals which they identify as important for improvement of their own quality of life and assessment of the extent to which these goals have been achieved.

As work progressed however, it became apparent that more data on family life patterns than that available in the literature was needed. In addition, any instrument so developed would need to be adapted finally to the specific country selected for a larger quality of life project.

Within the time available and project funding limitations, there was no possibility of adapting these theoretical and American-oriented materials, ideas and techniques to the LDCs. Moreover, this should be done in cooperation with the people in these countries. The papers generated by this project concern are available on request.

It is recommended that the study of incentives for motivating changes in behavior leading to improved quality of life, as defined by the people in developing nations, and an instrument to measure these changes become a component of a subsequent larger project, and that this aspect of the program be coupled with a study of family life patterns in countries selected.

DEFINITIONS

Family Life Education[1]

(1) In the broad sense, education that is designed to promote satisfying and successful family living, offered at any level from preschool to adult, for men and women, boys and girls, in separated courses or integrated; (2) in a restricted sense, a special program or course of instruction, to prepare youth or adults for successful marriage and parenthood, focused upon (a) the understanding of human personality and behavior as related to the development of emotional maturity and satisfying family relationships, and (b) the development of competencies essential to effective family participation.

Family Life Education[1] is a program of learning experiences planned and guided to develop the potentials of individuals in their present and future roles as family members. Its central concept is that of relationships through which personality develops, about which individuals make decisions to which they gain convictions of self-worth.

Family Life Education is the study of the behavior of human beings as family members. This definition clearly implies a social-psychological frame of reference. Such concepts as role, position, status, and power structure are basic concepts for the family life educator.

Family Life Education[1] involves any and all experiences deliberately and consciously used by teachers in helping to develop the personalities of students to their fullest capacities which equip the individual to solve most constructively the problems unique to his family role.

Family-centered[2] means that the focal point is the entire family, in all of its stages of development, from the newly wed, through the young couple with little children and the family in which the children are adolescent and preparing to leave home, to the elderly couple whose children have made homes of their own. It means the entire family is to be included in education for family living with due consideration for variations in cultural background and traditions. It means a study of family living in relation to individual satisfaction, to personality development, to human relations, to physical needs. It involves intangible as well as tangible elements of family living.

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[1]Williamson, Maude and Mary Stewart Lyle. Homemaking Education in High School (4th ed.), New York: Appleton-Century Crofts, Inc. 1962. p. 41.

[2]Hall, Olive A. and Beatrice Paolucci. Teaching Home Economics. New York: John Wiley and Sons, Inc., 1970. p. 111-117.

Family Life Education:

Some Rationales and Contents

In a world of changing values and behavioral patterns, the structure of institutions, including the family, is experiencing change and stress. The family life educator, in this changing world, occupies a pivotal position. He must understand the impact of these social changes on individual behavior and conflicts and keep an open mind to these changes in order to help his clientele to cope with them. At the same time, he brings certain value and behavioral commitments in regard to interpersonal behavior and family. Forces such as family life education can help our society to maintain values and norms and to formulate those new value and behavioral norms that are appropriate and functional for the achievement of optimum individual fulfillment and social good.

Family Life Education Emphases:

Human Development
Family Development
Family Life Cycle Stages
Developmental Tasks of Families and Their Members
Male-Female Relations
Human Sexuality
Human Communication
Decision Making Power Between Husband and Wife
Marital Satisfaction
Male Dominance Ideology
Status of Women
Fertility Behavior
Parental Responsibility
Child-Rearing
Dynamics of--Husband-Wife Relationships; In-Law Relationships;
Parent-Child Relationships; Sibling Relationships
Personal and Family Finance
Copability Behavior
Values and Goals

Teachable Moment:

That moment when the student or pupil recognizes a problem and conditions for learning are optimum.

Family Life Education:

Education for family living must be co-educational. It concerns one sex just as much as the other and must meet the needs of both sexes from the beginning of life until the end. Men and boys are home members and homemakers. The tasks they perform and the contributions they make are quite as important as the tasks performed and contributions made by women and girls. Men and boys, then, have at least an equal right to the kind of education which will help them to meet their problems as effectively as possible.

Those activities most frequently thought of are the feeding, clothing, and housing of the individual and the family; the management and use of individual and family resources, the protection of health and care of the sick, the growth and development of the members of the family, the care of children, the everyday social relationships of people, the development of individual and group interests within the home. The increasing interrelatedness and interdependence of people have extended still further the interests in the social, political, and economic conditions affecting immediate personal living, home and family life.

THE CONTRACTING INSTITUTION

HOWARD UNIVERSITY

Howard University is strategically endowed for several reasons to respond to the needs of developing nations. Located in the middle of the inner city, it is a predominately black institution sensitive to the needs of and responsive to the problems of the underprivileged, disadvantaged, and culturally deprived. Its Center for Child Development, Clinics for Family Planning, Screening and Counseling Program in Sickle Cell Anemia, clinics for community health and drug abuse and a host of similiar programs for residents of the inner city voice a commitment for community service.

The Department of Home Economics has shown its concern for community problems by providing an enriched day care experience for twenty-four culturally disadvantaged children during the past two years, pooling university resources with those of the sponsoring agency. Its research has centered on the development of least-cost high quality protein foods of relevance to low income groups.

A member of its faculty has assisted with the programs of developing nations during the past twenty-seven years. In 1972 Dr. Flemmie P. Kittrell was honored by the American Home Economics Association for her international service with the establishment of a national fellowship in her name.

Howard University's location in the nation's capital places it in the center of a vast supply of resources related to international life through the various federal agencies, embassies, museums and art galleries, and the Library of Congress.

Foreign students choose Howard University because of the diversity of its enrollment, educational opportunities, physical resources, and the quality of instruction offered by its faculty. These students find security in a feeling of "oneness" in a predominately black community. During the 1972-73 academic year twenty-four African and twenty Caribbean students were enrolled in the Department of Home Economics alone.

It is natural for foreign students to matriculate at Howard because of the advantages offered culturally, socially, and educationally in comparison with other universities. It graduates more students from minority groups than any other institution in the nation. Over a period of twenty-five years two hundred twelve students from Africa and sixty-eight from the Caribbean have graduated from the Department of Home Economics.

Because of its large enrollment of students from developing nations, its commitment to the mission of international service in family life, and the broad experience of its faculty in foreign assignments, the Department of Home Economics possesses the basic essentials for building a strong program of training, research, and consultation with relevance to developing nations.

The new School of Human Ecology, which will encompass the present programs of the Department of Home Economics, will offer advanced degrees in six programs:

1. Human Development
2. Human Nutrition and Food
3. Macroenvironmental and Population Studies (urban and rural)
4. Microenvironmental Studies and Design (home)
5. Community Service Education
6. International Studies

Master of Science degrees will be awarded in Population Education, Environmental Studies, Home Environment and Design, Nutrition and Food, Child Development, and Community Service Education. Doctoral programs will be offered in Nutrition, Human Ecology, and Family Social Sciences.

The new School of Human Ecology was approved by action of the Board of Trustees of Howard University on September 14, 1973.

The major program resources of the School of Human Ecology, the Institute of Child Development and Family Life and the Institute for Urban Affairs and Research would be coupled with the vast interdisciplinary resources of Howard University, including its excellent Spingarn-Moreland Library on Africa, to fulfill the role of the University.

CURRICULUM VITAE

Cecile H. Edwards

Place and Date of Birth: East St. Louis, Illinois; October 20, 1926

Present Position: Chairman, Department of Home Economics
Professor of Home Economics, Howard University

Field: Nutrition; Minor Fields: Biochemistry, Foods, Microscopic Anatomy

Education:

B.S., 1946, Tuskegee Institute, Home Economics (Minors in Chemistry and Foods);
M.S., 1947, Tuskegee Institute, Chemistry;
Ph. D., 1950, Iowa State University of Science and Technology, Nutrition (Minors in Biochemistry and Microscopic Anatomy).

Experience:

Research Fellow, Carver Foundation, (Swift and Company), 1946-47;
Research Fellow, Iowa State University of Science and Technology, General Education Board, 1947-49;
Research Associate, Department of Foods and Nutrition, Iowa State University of Science and Technology, 1949-50;
Assistant Professor of Foods and Nutrition, Tuskegee Institute, 1950-56;
Head, Department of Foods and Nutrition, Tuskegee Institute, 1952-56;
Research Associate, Carver Foundation, Tuskegee Institute, 1950-56;
Professor of Nutrition and Research, North Carolina A. & T. State University, 1956-71, on leave;
Principal Investigator, Carnegie Foundation Research Project, Tuskegee Institute, 1951-52;
Principal Investigator, National Institutes of Health Research Project, Tuskegee Institute, 1952-56;
Principal Investigator, Nutrition Foundation Research Project, Tuskegee Institute, 1953-54;
Director, Amino Acid Analysis Contract, Tuskegee Institute, Human Nutrition Research Division, Agricultural Research Service, 1952-54;
Director, Amino Acid Analysis Contract, Tuskegee Institute, Human Nutrition Research Division, Agricultural Research Service, Project 2, 1954-55;
Principal Investigator, National Institutes of Health Research Project, North Carolina A. & T. State University, 1956-68;
Director, Undergraduate Research Participation Program in Nutrition, North Carolina A. & T. State University, National Science Foundation, 1959-66;
Director, Vegetable Protein Research Project, North Carolina Agricultural Experiment Station, North Carolina A. & T. State University, 1964-65;

Experience - continued:

Director, Contract Research on the Utilization of Wheat by Adult Man, Human Nutrition Research Division, Agricultural Research Service, USDA, North Carolina A. & T. State University, 1965-67;
Director, Contract Research on the Utilization of Wheat by Adult Man, Human Nutrition Research Division, Agricultural Research Service, USDA, Project 2, North Carolina A. & T. State University, 1967-68;
Guest Scientist, Central Food Technological Research Institute, Mysore, India, 1967-68 (19 months);
Principal Investigator, National Institutes of Health Research Project - Metabolism of Methionine in Protein Deficiency, North Carolina A. & T. State University, 1970-72;
Principal Investigator, National Institutes of Health Research Project - Metabolism of Methionine in Protein Deficiency, Howard University, 1972- ;
Consultant, Cooperative Agreement with Consumer and Food Economics Research Division for Analysis of Data on 1200 Rural North Carolina Families, North Carolina A. & T. State University;
Adjunct Professor, University of North Carolina at Chapel Hill, 1971- ;
Visiting Professor, North Carolina A. & T. State University, 1971-72;
Professor of Home Economics, Howard University, 1971- ;
Chairman, Department of Home Economics, Howard University, 1971- ;
Director, Biomedical Interdisciplinary Project in Nutrition, Howard University, 1972- ;
Director, Preproject Reconnaissance Study, Agency for International Development, 1973;
Consultant, Nutrition Education Subcontract at Howard University, National Urban League, 1971- ;
Consultant, Cancer of the Colon Group, National Institutes of Cancer, 1972- ;

Further Study:

Four-week special training course in the use of radioisotopes, Oak Ridge Institute of Nuclear Studies, 1972.
Advanced course on Thin Layer and Gas Chromatography, Analytical Laboratories, Inc., 1963.
Course on Computer Techniques and Programming, North Carolina A. & T. State University and International Business Machine Associates, 1963.
Course on Biomedical Applications of Gas Chromatography, F&M Scientific Company, 1964.
Course on Applications of Infrared Spectroscopy, Massachusetts Institute of Technology, 1964.
Short course on Thin Layer Chromatography, American University, 1972.
Workshop for Administrators of Home Economics, NCAHE, 1973.

Publications: 119

53 in scientific and professional journals
41 in a series on Food Facts in Service Magazine
25 abstracts of scientific papers presented before professional societies

Organizations:

American Home Economics Association
American Institute of Nutrition
American Dietetic Association
Society for Nutrition Education
North Carolina Academy of Science
Beta Kappa Chi Scientific Society
National Institute of Science
American Association of University Women
Sigma Delta Epsilon (Women in Science)
Iota Sigma Pi (Women in Chemistry)
Phi Kappa Phi
Omicron Nu (National Home Economics Honor Society)
Sigma Xi
Alpha Kappa Mu Honor Society
Southeastern Conference of College Teachers of Food and Nutrition
District of Columbia Home Economics Association
District of Columbia Dietetic Association

Honors and Awards:

Cited for Contributions to Science by the National Council of Negro Women, Washington, D. C., 1963
Cited by the City of East St. Louis (Illinois) for Outstanding Contributions to Science and Education, 1964
Award for Distinguished Scientific Research, A. & T. State University, 1964
Scroll of Honor for Distinguished Achievement in Human Nutrition, Greensboro Chapter of Links, Inc., 1970
Participant, Distinguished Scientists Lecture Series, Bennett College, 1970
Two Thousand Women of Achievement, International 1970, 1971, 1972, 1973
Home Economics Alumni Centennial Award, Iowa State University of Science and Technology, 1971
Alumni Achievement Award, Iowa State University of Science and Technology, 1972.

Professional Listings:

The World Who's Who of Women
Who's Who in Ecology
Who's Who in Community Service
Who's Who in American Education
Who's Who in the South and Southwest
Who's Who of American Women
World Who's Who in Science
Two Thousand Women of Achievement, International
American Men of Science
Leaders in American Education
Leaders in American Science
Dictionary of International Biography
Dictionary of Black American Achievement

Other Information:

Certified as a specialist in human nutrition by the American Board of Nutrition

Served as a panelist for the selection of sponsored undergraduate research participation programs, National Science Foundation, 1962

Participated on program, National Director's meeting, Undergraduate Research Participation Programs, National Science Foundation, 1961

Served as Chairman of panel for selection of grantees for Undergraduate Instructional Scientific Equipment, National Science Foundation, 1964

Invited participant on program of national meeting, American Dietetic Association, 1964

Presented papers before scientific societies each year since 1948, including the American Institute of Nutrition, North Carolina Academy of Science, Beta Kappa Chi Scientific Society, National Institute of Science, Fifth, Sixth, Seventh, and Eighth International Congress of Nutrition (the latter two as co-author)

Sabbatical leave, North Carolina A. & T. State University, February 1967 to August 31, 1968

Consulting Editor, Journal of Nutrition and Dietetics

Reviewer of manuscripts, American Journal of Clinical Nutrition

Consultant, Nutrition Survey of 6200 Teenage Youth conducted by the Guilford Country Nutrition Committee, Greensboro, North Carolina

Member, Executive Board, Association of Administrators of Home Economics in State Universities and Land Grant Colleges, 1970-72; Chairman, Purpose and By Laws Committee, 1970-71; Program and Place Committee, 1970-72

Member, Commission on Home Economics of the Association of Administrators of State Universities and Land Grant Colleges, 1970-73

Chairman, Panel IV-3 - Community Nutrition Education, White House Conference on Food, Nutrition, and Health, December, 1969

Member, National Advisory Committee for Long Range Research in Home Economics, Association of Administrators of Home Economics in State Universities and Land Grant Colleges, 1970-71

Participant, Follow-up White House Conference, 1971

President, Southeastern Conference of College Teachers of Foods and Nutrition, 1971-73

Member, Board of Directors, United Community Campaign, Greensboro, N. C.

Member, Committee on Interpretation of Recommended Dietary Allowances, National Research Council, 1970-

Member, Public and Professional Information Committee, American Institute of Nutrition, 1970-

Testified before the House Subcommittee on Appropriations, 92nd Congress, in defense of the budget request of the National Institutes of Health, 1971

Chairman, Clinical Nutrition session, National Meeting of the American Dietetic Association, Philadelphia, 1971

Member, Advisory Committee, Cancer of the Colon Unit, National Institute of Cancer, 1972-

Invited to serve as Consultant, National Institute of General Medical

Other Information - continued

Member, Undergraduate Education Committee, American Institute of Nutrition, 1973
Testified before the Senate Subcommittee on Appropriations, 93rd Congress, in defense of the budget request of the National Institutes of Health, May, 1972
Member, Advisory Committee to the Director, National Institutes of Health, 1972-
Member, Pilot Accreditation Team, American Home Economics Association.

CURRICULUM VITAE

Patsy Graves(Miss)

Permanent Address: 1545 Geranium Street, N.W.
Washington, D.C. 20012

Phone : Area Code 202 726-2947

Retired : June 30, 1972
U.S. Department of Agriculture
Farmers Home Administration
Washington, D.C.

EDUCATION

B.S., Home Economics
West Virginia State College
Institute, West Virginia

M.S., Social Work
Columbia University School of Social Work
New York, New York

1 Academic Year of Study(Jan.'69-Jan.'70)
in Population Dynamics
Johns Hopkins University
School of Hygiene and Public Health
Baltimore, Maryland

Summer Session(8 Weeks), 1969
Communications in Family Planning
University of Chicago

EMPLOYMENT IN U.S.A.

The following experience has been in Home Economics Extension and related areas of Adult Education working in programs designed to raise standards of living for rural and urban families.

1. Assistant in Adult Education
   Tennessee Valley Authority
   Wilson Dam, Alabama

2. County Home Demonstration Agent
   Wilcox County
   Camden, Alabama

3. Home Demonstration Agent at Large
   West Virginia State College
   Institute, West Virginia

4. Community Organization Worker
   Urban League of Greater New York
   New York City

5. Home Economist(1947-1953)
   Family Service Specialist(1970-1972)
   Farmers Home Administration
   Washington, D.C.

FOREIGN EXPERIENCE WITH USAID AND FAO(1954-1970)

1. Regional Home Economist:Calcutta, India
   Northeastern States of India
   West Bengal, Uttar Pradesh, Assam,
   Bihar, Orissa.

2. Chief Home Economist, Brazil
   U.S. AID Mission to Brazil
   Rio de Janerio(work in 22 States)

3. Home Economics Advisor
   Ministry of Agriculture
   Western State of Nigeria, Ibidan

4. Consultant(3Months)
   Home Economics Section
   FAO, Rome

HONORS AND AWARDS

Meritorious Service Award, AID
National Honorary Member, Omicron Nu
Home Economics Society
Honorary Doctor of Humanities, West Virginia
State College.