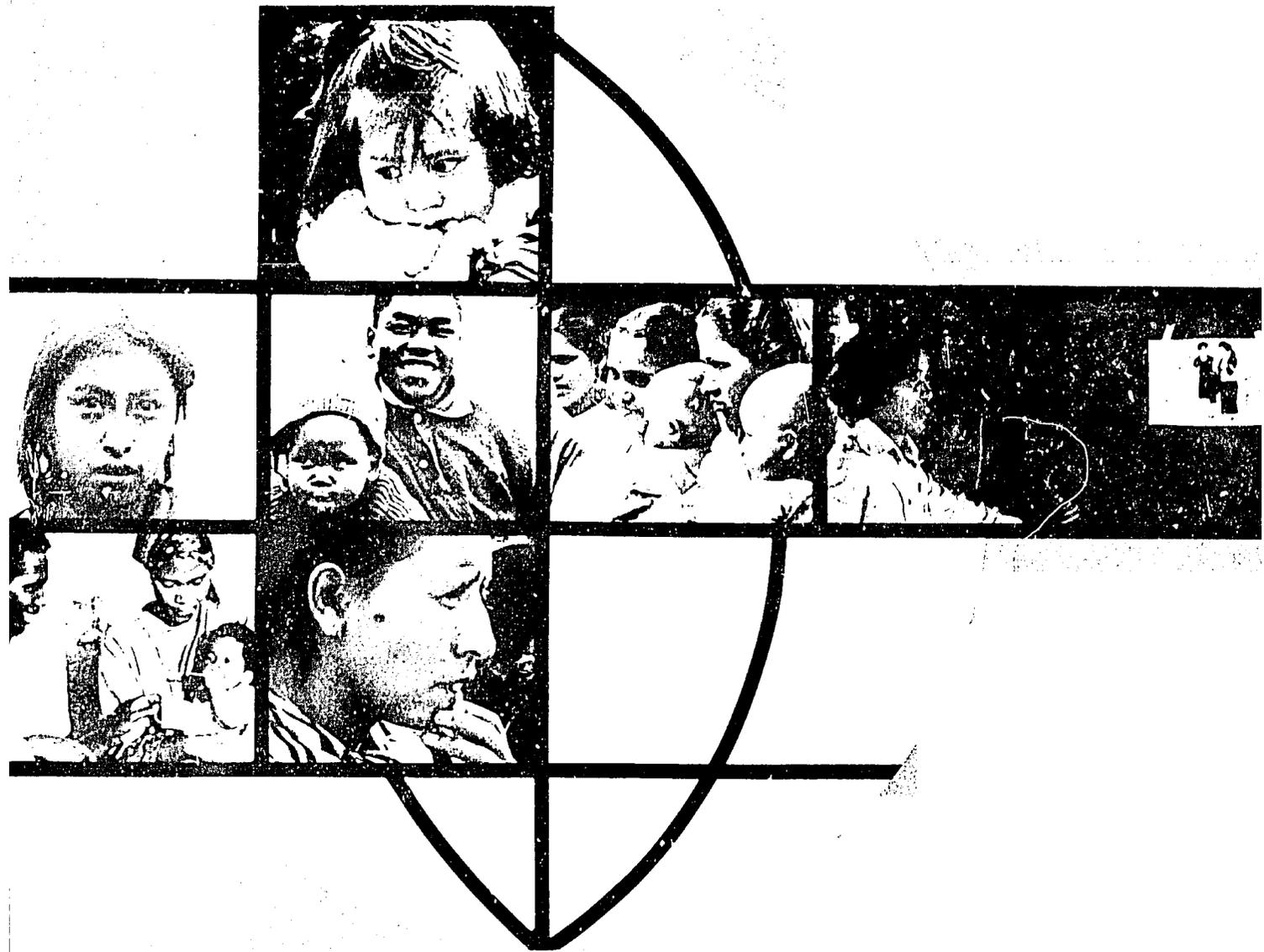


INTEGRATED HOME ECONOMICS PROGRAMS:

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APP-37576



International Family Planning Project

**AMERICAN
HOME ECONOMICS
ASSOCIATION**

**2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036
U.S.A.**

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Home Economics and the Family

Home economics serves the family and the individual within the family. Whether working in rural villages and demonstrating infant care and feeding, or teaching consumer education in a modern classroom, the home economist's mission is the improvement and enrichment of families and the communities in which they live.

Whatever affects the family, affects the work of home economics. The great migration to urban centers, the changing role of women in many societies, the modernization of nations, and the rapid population growth of the past several decades are phenomena that profoundly influence family life and that, in turn, are paced by family behaviour. It has been suggested that the family, as the basic social organization, ultimately determines the course and measure of social change, that it acts as a change-resistant or a change-facilitating agent. In this light, the key role of home economists in meeting these contemporary challenges with flexibility and new approaches is evident.

The population issue — which so influences quality of family life and which ultimately is controlled by private family decision-making — is one important area to which home economists throughout the world have responded. This is the story of one organized response — how it began, what form it is taking, and what has been achieved.

"It should be clear that if home economics is to be a force in a time and in a world of change, it is inconceivable that it will itself remain intact and unchanged."

**Dr. Aurora G. Corpuz
Dean, College of Home
Economics, University of the
Philippines**

International Family Planning Project

FAMILY PLANNING: A BASIC HUMAN RIGHT

Home economists' view of family planning reflects their concern for basic human rights. They believe:

- Couples have the right to choose freely and responsibly the number and spacing of their children.

The evolution of the International Family Planning Project since its modest beginning in 1971 demonstrates the dynamism of home economics in many countries, its ability to be innovative in meeting the changing needs of the people it serves. In November of that year 50 home economists from 13 developing countries and the United States met in Chapel Hill, North Carolina, to consider what was at that time an uncommon idea: "The Role of Home Economics in Family Planning."

The following statement was issued as a preamble to the conference's recommendations:

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

Thus, from the very beginning, home economists understood



what later in the decade became the key concept in family planning/population education—that such programs are most successful when they are integrated into a total effort for improving family welfare and when they involve family members as responsible decision-makers.

As a pioneering effort in the integrated approach to family planning/population education, the International Family Planning Project was launched in 1972. It has been funded, through several contract renewals, by the United

States Agency for International Development, and administered by the American Home Economics Association (AHEA). Since its inception home economists of over 35 developing countries and their professional associations have participated in and brought their talents and experience to shaping the Project's activities.

Today, there is an administrative staff in Washington, a liaison officer in Paris, and regional assistant directors with offices in Freetown, Sierra Leone; Bangkok, Thailand; and Panama City, Pan-

children they want and can afford, and the right to adequate education and information in this respect.

• Children have the right to be born into families where they are wanted and loved, and into

families that can give them the basic requirements of good nutrition, shelter, and education.

• Planning for the size of family is just one of the kinds of planning families can do to improve the quality of family life

and contribute to a better community.

1971 Conference — "The Role of Home Economists in Family Planning," Chapel Hill, North Carolina.

ama. All of the principal staff are home economists and all serve as resource persons for regional and country activities. Their consultancies are offered in English, Spanish, French, Arabic, and Thai. However, the heart of the program lies at the grass roots, country-level where diverse activities, supported by AHEA Project funding and by indigenous resources, are designed to meet the unique needs of each country as its home economists assume new responsibilities for integrating a population and family planning component into their work.

The Project's successful program is built on the network of dedicated professionals who believe that responsible decisions by parents in planning the spacing and size of their families is essential for family well-being and national development and who are willing to act on their belief.

West Africa — These West African parents have adopted family planning. A two-child family has more leisure and time for recreation.



The Unique Contribution of Integrated Home Economics Programs

IN RURAL AND CONGESTED URBAN AREAS

Home economics is an interdisciplinary profession; it serves adults and young people of all ages and in many educational and community settings, usually in very practical ways that encourage people to work to improve the quality of their lives. Within this context, the integration of family planning and population education into home economics is a modern evolution of integrity and reasonableness—both to the home economist and to the people with whom she works.

If poor and often illiterate persons can be helped to discover for themselves ways to better their daily life, drawing on their own resources, people learn and change takes place. This is the role of progressive non-formal education in which home economists and those they supervise, bring information and skills to enable families to improve their situation, through better diet and health, sanitation, resource management, water supply, and through enhanced abilities in income-earning crafts and agriculture production. As accepted par-

ticipants in community life and speaking the local language, the home economics worker also helps parents consider how family size and spacing affects maternal and child health, available food supply, and possibilities for schooling. She can describe locally available family planning methods and refer motivated parents to the nearest family planning clinic or source of supplies. In some countries home economists are involved in community-based distribution of supplies. It is an integral part of helping people help themselves.



Jamaica—Children have the right to the basic requirements of good nutrition, shelter, and education.

Nepal — A home economics teacher addressing the issue of adolescent fertility.



IN THE CLASSROOM

The home economics teacher may be the most influential person in a child's schooling, if she is prepared to do her job properly. For it is the home economics teacher who helps students, both boys and girls, to think about and plan for the most important part of their future — family life. Population education, family life education, and responsible parenthood concepts can and are being integrated naturally into the home economics classroom curricula and teachers guides, thus helping the next generation's fathers and mothers understand their options to make conscious decisions about age of marriage and family size and how these decisions will affect family welfare and community resources.

In some countries where high incident of adolescent fertility is commonplace, home economics teachers have a special obligation to help young people understand the consequences of irresponsible sexual activity and of the health risks, both for mother and infant, of teenage childbearing.

It is particularly important to include family life education in the curriculum of elementary schools where many children will be school leavers. For young people of all ages, micro-level population education integrated into family life and education concepts may lay the groundwork for a dramatic breakthrough in lowering birthrates in the 1980s.

"If all the money spent on population/family planning programs in the last decade had been concentrated on information and education for young people — those not yet parents — the population problem would be solved."

**Women in
development expert**

IN INTEGRATED OUTREACH PROGRAMS

Many countries have moved toward more broadly based population programs that integrate family planning information and services into development activities for improving family welfare. It is the approach that is more likely to affect change in this area of highly personal, yet culturally conditioned behaviour. In many countries home economists are now experienced in developing materials and training for all levels of personnel in participatory methods of non-formal education that integrate family planning concepts into other family welfare programs. This experience, coupled with their understanding of family behaviour, motivation, and aspirations makes home economists valued partners in and contributors to integrated family planning population efforts.

IN THE DEVELOPMENT EFFORT

Bolivia — A young mother learns an income generating skill.

The importance of integrating women into development is commonly accepted today. In many instances, the home economics-directed programs are the most recognized and the principal services reaching rural women. These programs are now being updated and strengthened to help women identify problems and through self-help, training, and organization seek solutions that will contribute not only to their own self-actualization but also their own family's welfare and to community and national development. In very practical ways home economists are helping to move rural women — the most overlooked element of

"I come into contact with people who are burdened with rapidly growing families who can hardly make it within the economy . . . I have tried to do what I can to tell them about family planning because the whole program for improving their lives begins with this."

Home economics extension supervisor, Philippines



society — into the mainstream of development.

On its own, home economics is a corps of educated and trained women that represent an important female resource within a country. Home economists should be included in develop-

ment planning bodies to advise on public policies and programs affecting women.

In all of her professional activities, the home economist is a role model of how women can lead fulfilled lives in ways other than continuous childbearing.

Objectives of the International Family Planning Project

Promote and implement *home economics programs* with a family planning/population component, initiated within countries to meet indigenous needs, especially of young people and of families in poor rural and congested urban settings.

Strengthen and sustain the process of *curriculum change* to integrate family planning/population education concepts in home economics programs.

Promote and support *educational materials* development and utilization which integrate home economics/family planning/population education and builds on the participatory problem solving approach to learning. Support the field testing and evaluation of such materials as well as in-country adaptations, translations, and production.

Initiate and support in-depth *training* to prepare home economists and the paraprofessionals they supervise for educational, motivational, and leadership aspects of their work through formal and non-formal integrated programs which reach the grass roots levels.

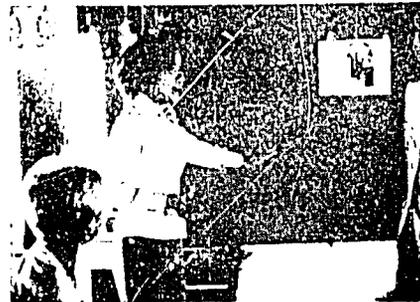
Encourage the development and dissemination of *publications*, the Project newsletter, audio-visuals, and teaching aids to support the worldwide network of home economics individuals and institutions in their family planning/home economics programs and related development activities.

Cooperate and *collaborate* on joint projects and share resources with international organizations and agencies, such as IFHE, UNESCO, IPPF, FAO, UNFPA, FPIA, and others and encourage home economics leaders to coordinate efforts with agencies within their countries.

Conduct continuing *evaluation* of Project's effectiveness through regular reporting, periodic surveys, encouraging *in-country field studies and research* for the improvement of strategies and activities and achieve sustained integrated home economics programs.

Project Activities

Thailand — A community/extension worker gives information on family planning to a village woman.



The dynamics and program emphases of the International Family Planning Project have changed in the seven years of its operation, as new approaches have been developed to meet changing situations. The Project now focuses most of its resources on in-depth work within "emphasis" countries where home economics strength and official support give assurance that the integrative work of home economics will function at the grass roots. It is anticipated that as this process is institutionalized, certain of these countries will receive increased support by their governments and will require less intensive Project backing and other countries will join the "emphasis" rank.





Thailand — Fieldworkers in training to communicate better family planning messages.

COUNTRY LEVEL

Country activities focus on:

- **Curriculum and Training Material Development.** Workshops are held for the development, revision, and adaptation of curriculum for teachers of all educational levels and of training materials for extension workers which are country-specific and which skillfully integrate population/family planning concepts into regular home economics subject matter.

- **Training.** Although population/family planning education is becoming a familiar subject for most home economists, in-service training in the integrated approach is essential both for supervisors and those they supervise. Most recently, the emphasis has been on training teachers, extension supervisors, and field workers in non-didactic, problem solving, participatory approaches to learning which are most effective in teaching population concepts.

- **Resources.** As their work expands to include family life educa-

tion concepts, home economics teachers and extension workers express the need for teaching resources — audio-visuals, flip charts, puppetry, pamphlets — that will help them more effectively communicate with their audiences. Many country workshops include sessions in low-cost teaching materials development.

- **Innovative Projects.** Because home economists work is so varied in audience and in program, there is opportunity for innovative prototype projects. Some of these are described on page 15.

- **Evaluation and Research.** The Project conducts continuous evaluation of the effectiveness of home economics in changing people's attitudes toward family planning and is supporting field studies and research activities at the country level.

A country coordinator in each emphasis country directs the work leading to the institutionalization of family planning/popula-



Project Activities

tion education into home economics. She is usually aided by a committee of key home economists, the country's home economics association, and leading home economics institutions.

Each of the emphasis countries develops an annual work plan and detailed proposals for specific program activities. To assist in this long-range planning the coordinator organizes an Advisory Committee composed of representatives of governmental and private agencies working in the population area.

"I am a twenty three years old mother also a working class. I had my first child last December. I and my husband really want to plan our family. I read about your [program] recently. I write to request you to help me kindly. I will be pleased if you send me books or documents to read and understand."

A young Nigerian mother

The home economists of a number of non-emphasis countries also engage in population activities. These countries are encouraged to use the prototype teaching and training resources of the Project (see p. 12) and to request consultancy assistance for developing and expanding their training programs. The Project also considers requests for funding assistance for orientation workshops, materials development, and training. Home economics leaders in these countries who would like to be included in regional activities of the Project should write to the Project director.



Sierra Leone—A parent seminar utilizing chart to effectively communicate reproduction.

Sierra Leone — Experiencing Prototype lessons at a *Working With Villagers* workshop.

REGIONAL

The Project sponsors regional meetings and workshops in order to prepare home economics administrators and supervisors for leadership roles in the development efforts of their countries. Initially, these regional activities featured orientation as home economists explored the relevance of population matters to their discipline; later workshops were devoted to training, materials development, and communication. In addition, regional meetings have focused on program planning, proposal writing, evaluation, and research. Home

economics leaders at these regional events also provide guidance for the Project's future direction.

The Project's three regional directors and liaison officer, home economists with international experience, are available for consultancies in planning workshops, drafting proposals, training, materials development, and testing. A resource center of pertinent materials in family planning/home economics is maintained at each regional office.

INTERNATIONAL

The Washington headquarters staff provides overall program management and coordination with the funding agency and with AHEA and also serves as field consultants. Headquarters publishes resource materials as well as a quarterly newsletter, *LINK*; distributes Project publications and pertinent materials from other agencies to a network of home economists in 35 developing countries; and issues public information on the Project.

Other activities at the international level are:

- **Prototype Teaching Materials.** Teams of home economists from various countries—working with U.S. home economists and consultants—have developed innovative, easy-to-adapt prototype curriculum for the classroom teacher and training materials for fieldworkers which illustrate the integration of family planning concepts into home economics. Materials development workshops have been held at Pennsylvania State University, Iowa State



Project Activities

University, and the East-West Communication Institute, and both curriculum and training components were field tested in developing countries. These prototype materials are offered in Spanish, French, and Arabic. They have been adapted for country-specific use and put into native languages in a number of developing countries.

• **Evaluation Survey.** In order to determine the effectiveness of the various Project activities, an international survey was conducted in 1976. Over 1200 professional home economists from 28 countries who participated in the Project completed a precoded questionnaire. Survey results were that 8 out of 9 respondents had discussed family planning in that year, about one-third had talked with more than 100 persons, and half had referred someone to a family planning clinic. An update survey is being initiated.

• **Cooperation with Other Agencies.** Throughout its history, the Project has cooperated

closely with other agencies working in the population field, exchanging information, sharing resources, and engaging in joint efforts. A Project Liaison officer is based in Paris to collaborate with the International Federation for Home Economics (IFHE) and with other European-situated international agencies.

In particular, the Project cooperates with IFHE which is the official body for home economics world-wide and represents the profession in international fora. Recently, IFHE and UNESCO jointly sponsored regional workshops which brought together home economists and communicators. The Project sponsors population events in connection with the International Congresses of IFHE.

The Project has benefited greatly from material or consultancy support from the International Planned Parenthood Federation, FAO, UNESCO, the East-West Communication Institute, World Education, Family International Assistance, and the Asian Foundation.



Thailand — Community workers making low-cost teaching visuals using *Working With Villagers* materials.

“Home economics fieldworkers know it is important to integrate family planning education into their work. After all, they daily witness the crushing results of large, unplanned families and poverty. But they need a roadmap to show them how to do it.”

**Home economics leader
Korea**

Innovative Implementation at the Country Level

Because of cultural differences among nations and because home economists work with diverse groups, implementation of integrated home economics/family planning projects at the country level has taken many paths. Here, in brief, are several innovative approaches:

Nepal: In the mountainous kingdom, young village girls and "chief women workers" receive a year's training by home economists at Women's Affairs and Training Centers. They then travel, often by foot, to live for three months in isolated villages where they work with mothers on nutrition, kitchen gardening and poultry raising, clothing construction, family planning, and literacy — and then move on to the next village.

Korea: The radio home economics courses offered by the Junior College of Air and Correspondence are very popular and lead to a two-year degree. Home economists writing the textbooks and daily radio lessons for this

course found it opportune to integrate family planning/population education concepts into the regular course offerings. Aside from those accepted for enrollment, the program attracts thousands of other listeners of all ages and both sexes.

Sierra Leone: To tackle worrisome social problems of teenagers, including unwanted pregnancy and high incidence of abortion, the Sierra Leone Home Economics Association is sending a resource team to schools to conduct "Responsible Living for Youths" programs which feature discussion and roleplaying, exhibitions, and films.

Panama: In connection with the government's Emergency Program for Unemployed Persons, recipients of unemployment compensation — many of whom are illiterate — are required to take a course in skills training and consumer education, taught by a trained home economist and student volunteers, so that the indigent might spend their limited in-

come wisely. The home economists use the opportunity to discuss the impact of family size on limited income with the unemployed women, some of whom are heads of households.

Thailand: Seeking to extend the outreach of the Community Development program, Thai home economics supervisors conducted week-long workshops for 500 young married village women leaders, training them in family planning, nutrition, and family health. The young women were asked to organize housewives' groups in their villages and impart to others their newly acquired knowledge. A follow-up survey revealed that, despite their busy schedules of working in the fields and producing second incomes through crafts and selling, 70 percent of those surveyed had, indeed, formed housewives' groups in their villages. In fact, 120 now act as distributors of pills in their villages.

Project Publications and Other Resources

The following publications are produced by the International Family Planning Project. One copy of any publication will be sent without charge, while supplies last, to home economists, extension/community workers, and other persons or agencies engaged in population work in developing countries. After reviewing the materials, if multiple copies are desired for training or curriculum development, send a request to the Project Director giving full details, including sponsoring agency and number of persons involved.

FOR TEACHERS:

A Sourcebook for Teachers. For the classroom teacher of home economics who wishes to incorporate population/family life education into her regular curriculum. Designed for easy use and adaptation, this packet of five pieces contains lesson content and learning activities in four subject-matter areas: The Family, Food and Nutrition, Resource Management, and Human Development. Special features of the sourcebook are:

- Content pertinent to daily lives and futures of students
- Classroom activities which encourage students to think for themselves
- Ideas easily adaptable into regular teaching and for any age level
- Family planning and family life education simply introduced, for use in school systems where such teaching is encouraged.

Packet attractively packaged and includes AHEA Resource Catalog.

Available in English and Spanish. 108 pp. 1977

Resource Papers for Curriculum Development. Background papers for educators revising curricula to incorporate population education/family planning concepts into traditional home economics subject matter. Eight papers examine population issues relevant to nutrition, food supply, economics, clothing, decision-making, and quality of life. 76 pp. 1974.

FOR COMMUNITY WORKERS

Working with Villagers. Complete kit of materials for training village workers in new, effective ways of working with rural people. This training will help extension personnel learn how to involve adult audiences in discussion, problem solving, and making their own decisions related to improved family welfare. Prototype lessons, simply written and attractively illustrated, demon-

strate the integration of family planning concepts into home economics topics. They utilize participatory learning techniques through the use of visuals, games, and discussion. Also included are complete instructions for training sessions which will give fieldworkers competence in making their own teaching visuals.

Materials are designed for conducting a 2-3 week pre-service or in-service workshop. However, they can be adapted to any training situation or incorporated into existing curriculum.

Available in English, French, Spanish, and Arabic for country-specific adaptation. Jointly developed by AHEA and the East-West Communication Institute. 1977.

Resource Handbooks for Integrating Family Planning and Home Economics. Two handbooks for enriching the training of fieldworkers and incorporating family planning concepts into traditional home economics extension work. Content, teaching methods, and resource ideas in

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AHEA, International Family
Planning Project
2010 Massachusetts Avenue, NW
Washington, D. C. 20036 USA

three areas: The Child, The Family, and Nutrition.

These handbooks are valuable materials for use with AHEA's Working with Villagers Kit. Part I for trainers; Part II for fieldworkers. Available in English and Spanish. 164 pp. 1977.

TEACHING RESOURCES

Family Planning: Home Economics (I). Kit of eight assorted leaflets carrying different population messages. Spanish only.

Family Planning in Home Economics (II). Popular kit of 13 assorted pieces—posters, film/film-strip plans, radio script, games—to suggest innovative ways of communicating population concepts. English. Also available is Spanish version of kit's poster, "Tierra y Mujer."

AUDIO-VISUAL

Partners in Change. Slide-tape presentation portraying the vital contribution of home economics in developing countries toward improved family and community life. Jointly produced with IPPF. Tapes in English, French or Spanish. Specify language when ordering and describe how this A-V will be used.

GENERAL

Resource Catalog. Annotated listing of many resources which will assist home economists in integrating population education/family planning—in curriculum development, classroom teaching, extension, communication. Ordering information included. 32 pp. 1977.

LINK. Quarterly newsletter of the AHEA International Family Planning Project. Serves as an information exchange for home economists of 35 countries; includes news on Project activities, new re-

sources, research, upcoming events. English. Also published in Korea and Nepal in native language. Write if you wish to be placed on mailing list.

Women's Role and Education. A selection of background readings covering women's status, roles, education, rights, and opportunities. Special focus on the women of Asia, Africa, and Latin America. Papers discuss family dynamics and fertility, as well as population education approaches and family planning strategies in educational systems. 86 pp. 1975.

Integrated Home Economics Programs: An International Force For Families. Copies of this brochure available upon request.

Participating Countries

The home economists of some countries and their professional organizations have been participating in Project activities since 1972, and have well-developed national programs for integrating family planning/population education into all phases of their work. Other countries are in the beginning stages of involvement.

ASIA/MID EAST

Afghanistan
Bangladesh
India
Indonesia
*Korea
Malaysia
*Nepal
Pakistan
Sri Lanka
*Thailand
*The Philippines
Turkey

*Initial Emphasis Countries

AFRICA

Egypt
Ethiopia
*Ghana
Kenya
Lesotho
Liberia
Nigeria
*Sierra Leone
Sudan
Swaziland
Tanzania
The Gambia

LATIN AMERICA AND THE CARIBBEAN

Barbados
Brazil
Colombia
Costa Rica
El Salvador
Guatemala
*Jamaica
Mexico
*Panama
Trinidad and Tobago
Venezuela

“Today we are concerned with a kind of human living that goes far beyond survival, just when we have learned, in fact, that survival itself depends on limiting our population to the number of human beings our planet can support. And with growing self-confidence, we are coming to understand that awareness and freedom of choice are the basis for both individual development and a society that values human dignity. In such a society being parents of choice and being a chosen child are equally necessary.”

**Margaret Mead
Anthropologist**

