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A REPORT  
OF  
SEMINAR/WORKSHOP ON INTEGRATED APPROACH  
IN THE  
TEACHING OF FAMILY LIFE EDUCATION IN HOME SCIENCE

ACCRA, GHANA  
March 10 - 14th 1980

BY FLORENCE SAI  
Country Coordinator-Ghana

Grant AID/DSPE-G-0010

INTERNATIONAL FAMILY PLANNING PROJECT

AMERICAN HOME ECONOMICS ASSOCIATION  
2010 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

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F O R E W O R D

The Ghana Home Science Association (GHSA) is fully convinced that the qualified Home Scientist has such a broad and rich background and a variety of skills that he or she has an important role to play in leading individuals and groups in any community in the search for improved welfare and healthy living.

The American Home Economics Association (AHEA) has demonstrated this same belief in numerous ways in many programmes in and out of the United States, for the last eighty years. In promoting Family Planning in Home Economics/Home Science, the AHEA is focusing attention on the fact that family members have a stake in their attainment of increased welfare by learning to take important and realistic decisions on their family size, fertility and spacing of births.

It is opportune that the two Associations should collaborate on the AHEA-IFPP to find ways and means whereby Home Economists in different areas of work can be supported, informed and guided to improve their leadership roles in the dissemination of information and planning of relevant programmes for the betterment of life for families, especially the rural poor.

In this regard, the GHSA is at one accord with the Curriculum Research and Development Division (CRDD) of the Ghana Education Service (GES, who through cooperative efforts with other interested institutions, have developed a curriculum for teaching Family Life Education in the intermediate cycle of formal education.) Home Science teachers and Organisers are at a crucial point where they need more information on how best to teach various components of the subject of family well-being, to their students. Knowledge and experience of tried and tested teaching materials and guidance in developing new ones relevant to existing conditions and circumstances of the target audience is prerequisite to successful teaching programmes.

The workshop aimed to enlighten participants of leadership material and in supervisory positions on issues of structure and content of family life education as a formal multidisciplinary education topic, also to introduce the preparation of teachers, teaching materials and alternate delivery modes and methods. This is expressed in the workshops objectives:

- to introduce the Integrated Approach in the teaching of FLE in Home Science;
- to introduce the AHEA prototype materials;
- to guide participants to develop teaching units.

Papers were presented in plenary sessions, followed by questions and answers. Each topic was further studied by each of the four working groups, and important ideas that came out of the discussions were used to develop teaching units in specific subject content areas.

Participants were invited from all regions in small teams to enable them on returning to their regions, to organize similar workshops to disseminate information, transmit skills gained to many more home scientists in the field. This objective has been partly achieved, five regions have planned follow-up workshops.

Every teacher who learns more about any aspect of Family Life Education, be it family planning, child development, adolescent relationships with immediate and external subgroups has a better chance of improving her personal concept of welfare as well as the opportunity to teach a class about improved level of family living.

Workshop Planning Committee

Mrs. Florence A. Sai

Mrs. Jane A. Kwawu

Mrs. Joana Narkoh

Mrs. Patience Addo

Mrs. Florence Dovo

SEMINAR/WORKSHOP PROGRAMME:

March 10th - 14th 1980.

At: The American Centre.  
Title: Integrated Approach in the Teaching of Family  
Life Education in Home Science.

Monday 10th March: Arrival of Participants.

Tuesday Day One:

7.30 - 9.00: Registration.

A.M.

9.00 - 10.00: Opening Session.

10.00 - 10.30: Light Refreshment.

10.30 - 11.00: Background Information on GHSA collaboration in the  
AHEA-International Family Planning Project.

Mrs. Florence Sai to introduce.

11.00 - 11.45: Population Problems and Issues as they relate to  
Family Welfare. Dr. S. K. Gaisie.

11.45 - 12.45: Buzz Session, Discussion on problems posed in  
relation to Home Science Education.

Summary.

1.00 - 2.30: Lunch Break.

P.M.

2.30 - 4.30: Slide tape: Partners in Change, Film strip: Our People.  
Introduction to Prototype Teaching Materials and  
other audio visual aids.

Wednesday Day Two:

A.M.

9.00 - 10.00: Plenary Session:-

Focus on Youth: Their Needs and their Aspirations.

Discussion - T. Y. Avonutse.

10.00 - 10.30: Guidelines for Integrating and Evaluating New Concepts  
in Existing Programmes. Steve Atakpa.

10.45 - 11.00: Break.

11.00 - 12.30: Teaching by the Unit Method Sample Teaching Unit:

Developed by Resource with Participants.

Topic: Decision Making for the Family.

1.00 - 2.30:

Lunch Break.

P.M.

2.30 - 3.00:

Identification of Problem Areas in the field.

Formulation of Concrete Teaching Topics.

3.00 - 4.30:

Group work. Development of Teaching Units -  
Identified Topics within Specific Subject Content Areas.  
One unit for each area, second unit on identified Socio-  
Cultural problem area.

Late P.M.

Extra-Curricula:

5.30:

Entertainment and Get-together. (At Participants'  
Convenience.)

Thursday Day Three:

9.00 - 10.30:

Group work: Development of Teaching Units.

10.45 - 11.00:

Break.

11.00 - 12.45:

Group work: Completion of Teaching Units.  
Summary of Work Session.

1.00 - 2.30:

Lunch Break.

2.30 - 4.00:

Presentation of Developed Units. Participants' Contribution.

4.00 - 5.00:

Discussions. Evaluation and Follow-up.

5.00 - 5.30:

Closing Session.

Friday 15th March:

Participants Depart.

AN OVERVIEW OF FAMILY LIFE EDUCATION IN GHANA.

BY: MR. A.F. MENKA - DIRECTOR - CRDD

I have been invited to give "An Overview of Family Life Education (FLE) in Ghana". This I shall attempt to do referring to the efforts being made by various agencies, both government and private, to provide FLE for the youth in-school as well as for the out-of-school youth.

As you are well aware, FLE is not a new concept. As a programme it enhances population education, family structure, roles of family members, health education, food and nutrition, housing, clothing, human growth and development; it deals with individual differences, sex roles, child rearing, responsible parenthood, socialization, traditions and culture, citizenship and sex education including family planning. Family Life Education is a way of preparing young people for adult life so that life will be as satisfying as possible. It is a process that begins almost at birth and continues throughout life. It is the education that every individual receives very often through informal channels.

In Ghana, traditional forms of preparing young people for their adult life have always existed. Among some of our people, conscious preparation for sexual behaviour was practised through marriage counselling sessions just before marriage or on the eve of marriage ceremonies.

Older members of society have always had the responsibility of passing on to the younger generation the customs and traditions and acceptable codes of conduct and behaviour. So long as people lived in tight and generally well-controlled units as clansmen in villages, such preparations proved amply adequate. But in the wake of colonization/christianity, many of our past customs and traditions disappeared and were not always replaced by valid ones. Today, the rapid pace of modernization with the resultant breaking up of extended families and mass migration into cities has created an even greater vacuum.

The school, which has in many ways replaced the family and other traditional organs for preparing young people for life, has to shoulder important responsibilities, particularly with regard to the provision of family life education. The teaching profession should be motivated to accept the challenge that the education of young people goes beyond the narrow confines of the traditional school curricula.

Since the education of the child is everybody's business, and it is no longer time bound nor place bound, a number of organizations and agencies have been involved in FLE related activities in and out of the school system. Some of these organisations are: the Christian Council of Ghana, the Planned Parenthood Association of Ghana, the National Catholic Secretariat, the National Council on Women

and Development, the Ghana Home Science Association, the Ministry of Health, the Ministry of Labour and Social Welfare, the Information Services Department, the Department of Rural Development, the Institute of Adult Education; others are the Red Cross Society, the National Youth Council, the People's Educational Association, Y.M.C.A., Y.W.C.A., and the various churches, many of which belong to the Christian Council of Ghana. The co-ordinating point for all these agencies is the Secretariat of the National Family Planning Programme.

The Christian Council of Ghana: The earliest Family Life Education activities in Ghana can be traced to 1961 when the Committee on Christian Marriage and Family Life of the Christian Council of Ghana was established as a result of concern about increasing divorce rates, changing attitudes towards sexual morality and a general weakening of family structures which accompanied rapid development and urbanization following independence. Its work focuses on preventive and remedial measures, family planning services, family life education and counselling.

The Planned Parenthood Association of Ghana: This association has given high priority to FLE and in 1969 it established a Committee on FLE made up of representatives of the following organisations; The Committee for Christian Marriage and FLE of the Christian Council of Ghana, the Ghana Youth Council, the then National Union of Teachers, the National Teacher Training Council and the Ministry of Education. The Committee submitted a proposal to the Ministry of Education through the GNFP on the inclusion of FLE in the school curriculum and thereby played a significant role in the development of the national programme. Over a period of several years PPAG has worked to provide FLE in schools and colleges throughout the country, wherever it is invited. Using an approved PPAG syllabus, FLE programmes have been conducted in over 40 schools and other pre-university institutions for over 10,000 students. One branch of the PPAG has formed a Youth Club for Boys and Girls through which FLE is carried out in addition to other activities like cultural displays, backyard gardening, handicrafts and farming.

The National Catholic Secretariat: Family Life Education has for a long period been a concern of the National Catholic Secretariat, premarital and marriage counselling have been an integral part of its pastoral ministry. Each diocese has a marriage counselling unit under the supervision of a bishop, counsellors receive special training either locally or abroad. Many topics in FLE are covered in the normal school curriculum. The elements of sex education which are in the curriculum are treated with caution. A catholic youth organisation (CYO) exists and youth seminars that centre on marriage and family life are organised. The NCS has been focusing attention on the needs of out-of-school youth too.

The Ghana Education Service: The first step in the process of developing a Family Life Education curriculum for schools was taken as early as 1971 when PPAG's Committee on FLE submitted a proposal for integrating FLE into the public school system through the Secretariat of the GNFPF to the Ministry of Education. Although approved by the GNFPF, the proposal was not accepted by the Ministry of Education until 1973. A special committee was set up within the Curriculum Division to see to the development and implementation of the FLE programme. So far, the committee's proposals have been approved by the National Advisory Committee on Curriculum (NACC). "Curriculum Guidelines" and its accompanying "Source Book" have been developed for schools and second cycle institutions. These materials are being trial-tested in a few pilot schools within the Greater Accra Region. The programme, it is hoped, will soon reach the implementation stage. A few briefing courses have been held for the teachers in the pilot schools. It is important to note that the normal school curriculum offered in our schools covers a number of FLE concepts.

The Ghana Association of Teachers: The association has designated FLE as one of the priority areas for its newly established Professional Development Department and contact is now being established with various agencies throughout the country which are concerned with the subject. FLE was included as a topic of special concern in a leadership training programme for heads and assistant heads of first and second cycle institutions organised in 1977 and in a number of other courses and seminars on educational administration for heads of institutions. Staff and members of GNAT have been participating in a number of national and international seminars and conferences on FLE.

The Ghana Broadcasting Corporation: The secretariat of the National Family Planning Programme (the national co-ordinating body in Ghana) has trained staff of the national radio and television broadcasting corporation to introduce FLE into the media through such channels as interviews, documentaries and drama.

The National Council on Women and Development: This national advisory body on all matters relating to women, and their full integration in national development at all levels, has various government ministries and other agencies represented on its council. As the national monitoring, collating and co-ordinating body on women's affairs, the Council has wide-ranging functions and interests including a concern that educational programmes on inter-personal relationships, marriage and FLE including psycho-sexual development be integrated in all school curricula at appropriate levels and in all non-formal educational projects. FLE has been given special attention in various workshops organised by the Council throughout the country.

Anticipated FLE Activities:

1. The CRDD anticipates that FLE will officially become a part of the general school curriculum as soon as possible. The number of schools and levels to be involved will depend on the type of implementation strategies to be adopted.
2. The American Home Economics Association through The Ghana Home Science Association is planning to establish a training centre within the Home Science Department of the Winneba Specialist Training College which will focus specifically on an integrated approach to home economics and family planning.
3. Since the introduction of FLE into school curriculum is becoming increasingly possible, the PPAG may now consider concentrating its efforts on the out-of-school sector although maintaining and upgrading its work in schools. PPAG hopes to continue to work closely with the Christian Council, the National Catholic Secretariat and other agencies concerned with the out-of-school population.
4. The National Council on Women and Development intends incorporating FLE into all vocational training programmes to be developed by the NCWD in the near future.

In conclusion, I would like to emphasize that time will not permit me to give you an idea about the activities of all the organizations I have mentioned earlier on. But this much I can say that various agencies and organizations have been trying to "brighten their own corners" as far as FLE which could be regarded as "Education for Life" is concerned. With a concerted effort on the part of the home, the school and the community, the modern Ghanaian child should grow to be a responsible and useful member of the society.

Thank You.

Background Information on  
GHSAs - AHEA Collaboration on  
International Family Planning Project.

The GHSAs has collaborated with the American Home Economics Association since 1971 in seeking different ways of integrating population concepts and family planning ideas in the Home Science discipline. From the first historic workshop held in North Carolina in which home economists from thirty-four different countries participated a new chapter was started in Home Economics programmes.

The project presently known as the AHEA - International Family Planning Project has moved from participation of individuals to national associations involving over 35 countries. It has sponsored surveys, workshops and training, short and medium term courses both within countries and away in other countries. Many Ghanaian Home Scientists have enjoyed some of these rich experiences.

Like us in Ghana many countries have got to a stage, on their own or through the influence of the AHEA - IFPP, where they are ready to make changes in their home science curricula. We have been making slow but steady changes. Examples are the setting up of a University level Home Science programme in the sixties, emphasis on the family as a course content area, workshop on Home Science curriculum development at Winneba closely following on an awareness survey both sponsored and part financed by the AHEA - IFPP.

Since 1975 through cooperation with the Ghana Education Service, National Family Planning Secretariat and other agencies the Curriculum Research and Development Division has worked towards developing Family Life Education to highlight the welfare of the family and healthy pleasant development of each family member. The GHSAs in consultation with its National Advisory Committee feels the time is ripe to contribute to teacher education in the integrated approach to family life education.

Turning to AHEA - IFP project for sponsoring this workshop has the advantage of not only part funding but a supply of stationery, support for resource persons and a wealth of prototype materials and a long list of resource books for teachers.

(Displayed on walls and shelves around the conference rooms)

The teacher of Family Planning and Population Education in Home Economics is probably the most exciting resource.

Unit I. The Family deals with topics like Preparing for Marriage,  
Husband - Wife Communication,  
Expanding Woman's World,  
Planning Children,  
Responsible Father/Mother,  
Preparing for later years.

All these are ideas that can be adapted or changed to suit the resource teacher's target group. Other units in A Sourcebook For Teachers:

2. Food and Nutrition
3. Resource Management
4. Human Development.

A teacher's Guide and a bonus of a Resource catalogue.

Another useful resource pack is Working with Villagers, made up of a Trainers Manual, Prototype Lessons and Media Resource Book. This is another highly adaptable material that every home scientist in a largely rural country like Ghana should have. In order to transform rural life and get everyone two or three steps higher up the "better level of living" ladder, each advantaged person should extend a hand to a person, a family or a community that is worse off and unveil new ideas to them. This publication is full of ideas that each person can easily adapt for teaching others.

Let us take a closer look at one of the lessons in the Prototype lesson manual,

Increasing Home and Community Food Supply.

Problem areas.

Insufficient harvests of limited crops.

Large family size of all ages.

Lack of water, poor soil.

Lack of knowledge of crops of high nutrient quality.

Lack of knowledge about fertilizers and other farm inputs.

Ideas to transmit. (In stages).

Stage I. With help farmers can learn-

- (a) to grow more of their usual crop.
- (b) to cultivate other crops such as beans, nuts and greens.
- (c) to breed poultry, fish and small animals.
- (d) about fertilizers and begin to use some.
- (e) about different (better) storage methods.
- (f) about different ways of increasing farm labour without depending unduly on family members.

Period of Lessons: Weekly for 3 - 6 months.

Working Partners: The Home Scientist, Agricultural Extension Officer(s), Social Worker(s), Family Planning Field Worker, Health Educator, any other resource whose expertise would be needed from time to time.

Mode of Working: Home Scientist to plan the programmes with the community bringing in a Resource with special expertise where and when needed.

Stage II. At each succeeding stage the initial ideas will be elaborated and reinforced with relevant activities. More ideas added in each lesson, e.g. on ideas (a) - (c)

Additional ideas will be-

- (i) The more food harvested the more retained for family food and the more cash from sale of food.

- (ii) Size of family affects the amount of food available to each member of the family.
- (iii) The quality of foods cultivated and their value to the body.
- (iv) Good food (quality) means good health. Illustrate with babies and toddlers in the community.

**Objectives:**

**Stage I**

Group members should be able to-

- (i) identify two or three new ideas that will help them increase their crops.
- (ii) seek help on at least one of the ideas e.g. how to fabricate improved storage.

**Stage II. Group members should be able to-**

- (i) describe a healthy baby or toddler and his needs in food.
- (ii) identify two other foods they could grow for more cash and increased health.

Footnote:

Ideas adapted from Lessons 6 and 7.

In summary the ideas in Working with Villagers are endless and may be adapted for any kind of community even a school age, group as an out of class activity.

Do find time to try a few lessons based on some of these suggestions. And comm-

unicate your experience to the:- Country Coordinator,  
P, O. Box M. 197,  
ACCRA.

or directly to the Link.....

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The Link as you see is a quarterly newsletter for information of Home Scientists all over the world. It carries new ideas and experiences from other readers.

And it tells us about the progress of the AHEA - IFPP.

KEY-NOTE ADDRESS.

THE NEED FOR INTEGRATING FAMILY LIFE EDUCATION IN

HOME SCIENCE.

MR. MICHEAL ASSIEDU,

DEPUTY DIRECTOR-GENERAL - GHANA EDUCATION SERVICE

Madam in the Chair or is it Chair lady? or Chair person or Chairman? Please direct me how you want me to address you. Distinguished Ladies and Gentlemen, Another year has come and I see you are gathered once again in pursuit of the noble objectives of the Ghana Home Science Association. We have several associations in the Ghana Education Service. Some are dead like GATE, Ghana Association of Teachers of English, to which I used to belong when I was in the classroom. Others are dying but some also are very much alive. Looking round I see that your Association and the Physical Education Association are the most active of the living associations. There is one thing significant about these two associations - that is the number of women actually involved in planning the normal activities of the association and especially those arranging for the annual conference and workshops such as this one. You have but a little proof of an immense truth, that is, whatever a woman really wants to do, she does it better than a man; and this goes for children also. If you were at the Independence Square on the 6th of March parade you would have seen the difference between order and disorder, between beauty and ugliness in the marching styles of the boys' and girls' contingents.

2. There is one other thing significant - or I should say unique about the Ghana Home Science Association. It is the determination to link the old and the young, that is the present students and the past students. I mean the effort you make to link the retired persons with the serving ones and your determination to embrace all category of experts within the entire educational spectrum from pre-school or perhaps pre-natal right through to the University level. With such abundance of expertise and your determination to contribute your share to the national development effort at every level, there is no doubt that your Association is poised for both action and success. I was therefore not surprised that this year you have moved into a critical field namely Family Life Education and the role of the Home Scientist in the process. Specifically "The need for integrating Family Life Education in Home Science."

3. Home Science in Ghana has moved steadily from a "pinch of salt" and a Friday afternoon laundry in a Housecraft Centre to become a full scale academic discipline involving the study of the total human being within his environment and

specifically of the human being within the family. You don't need to look too closely into the content of a Home Science Course to see how embracing it is and should be. There is scarcely any arts or Science subject under the sun which you cannot find in Home Science; and if there is anybody here who doubts the complexity and depth of the subject Home Science let her attempt a degree course in Home Economics at Cornell or Quelp and I presume Legon also. It is for this reason that some people refer to Home Science as the Queen of all the subjects - that is probably why everybody here looks like a Queen. I have said this in an attempt to lift the horizon of those of you who have not yet had the chance to do further studies in the subject and also to warn the girls and boys who think Home Science is a softer option. I want also to urge all of you here assembled to appreciate the unique role you can play in society as Home Scientists far and above the traditional demands of housecraft, mother craft and needle work. No one can of course dispute the basic importance of these fundamental studies in any home science course. I can assure you that the theme you have chosen this year is a challenging one and a source of concern to all persons who think of the wellbeing of society in Ghana in particular and in the world at large.

4. As a background to the theme before us, let us discuss some salient aspects of the Family Life Education Programme in Ghana. This will enable you to assess the challenges posed in trying to integrate the programme into your Home Science work. Family Life Education is one of the new areas we are developing in the Ghana Education Service. Those of us who have been connected with the programme know what difficulties and disappointments the programme has passed through before it received official blessing. This arose from the fact that the core and the rationale of the programme is family planning and population control and as you know these are very sensitive and touchy subjects. An average Ghanaian parent or adult is scared about the mention of the word, "sex" in public especially when children are around. And yet in these days of widespread pornography and the crushing influence of the mass media especially the T.V. and the movies, one doubts the wisdom of adopting a hush-hush attitude to discussions on sex and birth control; and in any case not these days when boys in a premier secondary school charge into a girl's dormitory at midnight to harrass and disturb their peace under the guise of celebrating a school feast. Our traditional reticence on sex and sexuality has to give way to intelligent discussions within controlled media in the classroom and in the home. The fact is that most aspects of birth control and family planning e.g. abortion, IUD, Pills, condoms, castration etc. border on faith and most people have strong views on them on religious and moral grounds. It is important, therefore, for anyone going into the field of Family Life Education or population control to get his orientations correct lest you land

yourself in unnecessary and purposeless controversy. As teachers, we should have no quarrel with anybody. We should not subscribe to any ideology on the subject. We have no date with "sex education". Birth control and family planning are also not our immediate business. We are involved in curriculum development and our objective is to shape the perceptions and attitudes of the Ghanaian Youth. We are involved and interested in motivation, and our target is to lead the youth and make them aware of what constitutes a GOOD LIFE. Our date, Madam Chairman, is with the QUALITY OF LIFE. We want to place before the youth the best ways of harnessing the resources of Ghana towards the upliftment of our standard of living. Much of the present misery we see around us arises from the irresponsible attitude of men and woman over their sex lives, and the general misuse of their bodies which they forget are the Temples of God. We see around us every day harsh evidence of irresponsible behaviour of men who scatter seeds around without bothering about how to cultivate the fields to produce good fruits. Responsible sex life, a happy family of good size, a family full of love and full of concern for all - a happy family in which every body has his or her equal share of the good things of life: namely food, clothing, accommodation, education, leisure, work and services.

5. This is what we want the Ghanaian youth to aim at and our medium is the Family Life Education Programme which has been drawn up by the Curriculum and Research Unit of the Ghana Education Service with Dr. A. A. Amar as the Head. The Family Planning Programme has been drawn up around the family and this is because we believe that the family is the unit of society. The family is the fabric upon which nations are built. The quality of each nation is linked up with the quality of individual families. Naturally the number of persons in each family determines the size of the whole population and also determines the quantum of happiness to be shared by all in society. This is why our work naturally brings us into family planning and population control. We have no time in this address to go into the details of the Ghana Government policy on population control. Those interested should ask for copies of the pamphlet from Dr. Amar's office near the Ghana Education Service Headquarters. Explained in simple terms for our purpose; what the nations are saying is simply this:

6. We have a lot of resources, human and material, in Ghana: plenty of land, minerals, and crops. We have our rivers, our forests and lakes and ponds at our disposal, and above all we have the rain, the sun and the sea. The trouble is that these resources cannot be put to the use of Ghanaians until we develop them or until we change them by means of technology or by our human hands and brains. If you have millions of hectares of land you cannot sit down and smile and say you are rich. You have to work the land before it produces food. Similarly you

have to go to the sea to catch the fish before you can get fish to eat. Otherwise you live on tinned mackerel from Japan or Nigeria. These are little examples to show that the nation's wealth depends on how far the people can turn the resources to their own use through the service of machines as well as through their hands and brains. There is no other way to develop a nation since Manna stopped falling on the Israelites. Each nation grows faster or slower depending upon the dedication of its people and the available resources, and since the product of the growth has to be utilised by all the people in the country, it means that what is to be shared by the people at any particular time is measured by the number of people available. The most sensible policy for any nation therefore is to keep the growth of the population in step with the development of its economy. If you meet anybody who argues that Ghana does not need to worry about its population because we are only 11 million people and we have large tracts of lands still unused, please don't quarrel with him. Explain the position to him patiently. Show him signs of the problem - massive unemployment, thousands of youth wasting their lives away in the cities and in the rural area and in Agege. Show him where his son attends school and ask him whether his son got an exercise book or a pen throughout 1979. Ask him what his income is and how much he spends a day on his family and how he goes to work, where and how he spends his leave, what type of accommodation he has and how many people are living in the house. Ask him how he spent the Super Christmas of 1979. Tell him one way of tackling this problem is to have fewer people sharing what Ghana can produce at any particular time. His answers will provide a good measure of the kind of life he is living. He may probably be existing not living or perhaps floating.

When someone asks you what is "Good Life", don't answer him directly. Play Socrates with him. Ask him of the above questions and let him answer for himself. The sad fact is that while the economy is stagnating or perhaps limping, the growth of population is trotting. According to an article in the recent Legon observer by Professor Gaisie, our population which was two million in 1921 became 6.7 million in 1960, 8.5 million in 1970 and today we are near 11.3 million. Within a period of 56 years the population of Ghana has increased five times. It is generally known that the poor and uneducated person is the most prolific in child bearing. This is probably because he does not know what to do with himself apart from begetting children. The poorer and more uneducated people you have, the larger is the size of their families and the more people you are likely to see in the society. Go near Nima and you will see what I mean. Besides, the Doctors will tell you that due to better environmental circumstances including the development of medical care, good drinking water, malaria control et cetera, infant mortality and the death rate generally has been reduced a great deal. We there-

fore have a situation in Ghana where the population is growing at a rate faster than the growth of the economy. The situation is the same in nearly all developing countries and this is why Ghana has to take a hard look at how the child bearing men and women are behaving in their homes: that is Family Planning; and in this country this is being done through persuasion not coercion, through education, advice and help not force. through the concerted efforts of dedicated health workers, social workers, society leaders and of course teachers. And from today we expect the Ghana Home Science Association to join in the crusade of fighting unwanted pregnancies and raising the standard of living of the people through our home science programmes. At the school level through our Family Life Education Programme we hope to set before the children's eyes the vision of a good life. We want them to know the proper use of their various organs and senses of the body. Our hope is that when the children have received the correct orientation, when they grow and reach child bearing age they will be more adequately equipped to decide for themselves on the size of their families through their own conviction and without any pressures from any quarters. The Bible says "Train the child the way he should go and when he grows he will not depart from it". We are playing our part in anticipation of the day when Ghanaian men and women will "beget" children by choice and not by chance, the day when there will be no "accident according to plan" with apologies to Osofo Dadzie. Those who have ears let them hear!

7. And how do you go about integrating the Family Life Education I have described in the Home Science Programmes? In this area I think your association is very fortunate. You have a long and happy relation with the American Home Economics Association in Washington. You already know that your counterparts in the U.S.A. has since 1971 launched an International Family Planning Project. I have followed the activities of this project and other integrated Home Economics Programmes through the news letter of the American Home Economics Association, "THE LINK" and through several magazines and publications which reach me through several sources following my studies in the field in the U.S.A. organised by the G.N.F.P.P. under the auspices of U.S.A.I.D. Accra. You have the men and the women here, you have the expertise to design and pursue integrated Home Science Programmes in Ghana as part of this world-wide concern of Home Scientists for good and happy living. I need not remind you that as Home Scientists you have a privileged position in this battle for equality of opportunity. Let me quote for you a statement I read in a recent publication of the American Home Economics Association: "Home Economists throughout the world are in an incomparable position to play a role in population programs because of the places and ways in which home economists work with people and 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 .....". Unquote. This was the preamble to the Conference recommendations when a group of 50 home economists from 13 developing nations met in 1971 in North Carolina, U.S.A. to launch the International Family Planning Project. The group also stressed a fundamental truth namely that the "key concept in Family Planning/Population Education is that such programmes 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." This is to stress that no matter the intensity of the advice and materials the success of the programme depends on responsible decisions by parents in planning the spacing and size of their families. And all must believe that this is essential for individual family well-being and national development. Without such belief and the willingness to act on the belief all family planning programmes are doomed to failure. The best place to attack family planning and population control problems is therefore the family, that is, the home; and one of the best and most qualified persons to work in the home is the Home Scientist. In Ghana the field of your activity is very wide indeed. Look at our sisters in the rural areas, overburdened with children some of whom they could have avoided if they knew what to do. Think of our sisters in the rural areas who are breaking their backs with tedious methods of food preparation, house cleaning and farm work. Consider how our rural folk care for their babies, the food they themselves eat and the food they give to their children, see where the children even in the cities play in their leisure hours and the objects they use for football. Have you considered where children sleep at night and the effect which overcrowding in many homes has on the growth and perception and attitudes of children? Take a copy of the Universal Declaration of the Rights of Children published by the United Nations. You will be sad to see how unfair the adult Ghanaian society has been to the children even in the so called enlightened homes. The activities of the International Year of the Child Programme highlighted some of the problems in this area and I know that some of you serving in different capacities are working in this area of children's right. Did you know that in spite of our trumpet call in 1961 for free and compulsory education, about ... two out of five . i.e. 40% children are still roaming about in the streets without formal education in the classroom? Why is it that tons of tomatoes are rotting in the Upper Region while housewives in Accra are struggling to buy tomatoes at fantastic prices. These are just a few examples to show how as Home Scientists you can join the battle for better integrated development in the country especially in the rural areas and in the other underprivileged communities. But before you move into serious action you need to do a lot of research to see what exactly needs to be done and you need to evaluate what has been done by others before you can see what you must add or improve. In the classroom your role is direct and critical. You can, of course, teach the curriculum

already prepared improving it with your local experience wherever possible. But more importantly, in your daily interaction with the students or pupils, please don't let any opportunity slip by without helping the boys and girls to think about and plan the most important part of their future - that is the size of their families. Let them know through formal and non-formal situations the dangers of rushing into marriage without preparation and the need for reasonable family size which they can support within their means. Above all let them know the result of over-production of children on the family welfare and on the use of the limited community resources. In these days of moral laxity caused by break-up of the traditional code of conduct and the rapid urbanization, you need constantly to warn the boys and girls against the consequences of irresponsible boy-girl relationship and unprepared childbearing and let them know how this will affect their own health and that of the children they produce through their folly. Help them to look before they leap.

8. Finally, as Home Scientists, I urge you to develop teaching aids, models, and materials including filmstrips, audiovisuals, and help to integrate family planning concepts into the other family welfare programmes by helping to train your colleagues who are not home scientists to participate in both formal and non-formal educational programmes. Also those of you who can, should go into publication and dissemination of journals, newsletters and other media describing what is happening on the Ghanaian scene. I know you will need a lot of resources in the form of equipment, transport, paper et cetera to enable you to play your part in this development effort. I happen to know that there are local and international organisations which are eager to assist worthwhile projects in this field provided they can be properly designed and pursued to clearly defined ends. I am sure these national and international circles are known to the organisers of this workshop. Let us dip deep into our pockets first, then we can look outwards to see where further help can come from. I wish you success in your endeavours and I wish you a successful workshop. Thank you very much, Sir, Madam. I am done.

THE END.

POPULATION DEVELOPMENT AND FAMILY WELFARE

TRADITIONAL INSTITUTIONS AND THE FAMILY

BY: DR. S. K. GAISIE

The individual nuclear family is a universal social phenomenon which has been defined as a "reproductive cell of father, mother and offspring whether or not it is residentially or economically or in any other way self-contained" (Fortes 1978: 3). In African societies the nuclear family is incorporated in, or subordinated to, a larger group which is usually referred to as the extended family. Murdoc defines the extended family as consisting of the parent-child relationship i.e., by joining the nuclear family of a married adult to that of his parents" (Murdoc 1949: 2). The nuclear family and the extended family are therefore embedded in classificatory kinship institutions such as matrilineal and patrilineal systems. These societies have a "pan-human proclivity, an urge and need for men and women to seek to perpetuate ones own progeny" (Fortes 1978: 45). Thus an achievement of parenthood is regarded as sine qua non for the attainment of the full development as a complete person to which all aspire. It is also a fulfilment of fundamental kinship, religious and political obligation and represents a commitment by parents to transmit the cultural heritage to the community" (Fortes 1978: 23).

With this end in view a great deal of importance is attached to marriage - the most significant institution through which the aims and the most valued goals of life are achieved - and the traditional arrangements with respect to this institution are such that the uxorial and the genetical rights are clearly vested in the husband and his patrilineage. To the Tallensi, as Fortes records, "wives are common interest to all the members of their husbands' lineage ... for all of whom the perpetuation of their line of descent is of transcendent importance". (Fortes 1949: 83). Hence, they regard marriage as "the normal state of life for every adult". They cannot conceive of anyone voluntarily refraining from marriage throughout life. There is something wrong, by natives standards, with men and women who never marry, and they are few". Fortes 1949: 81). The allocation of rights over the sexuality and fertility of women in the patrilineal system is indicative of the central part played in the Ghanaian family systems in striving to achieve parenthood and progeny.

In matrilineal societies the high value placed on children is also related to many elements in the culture and social organization of the people. The ownership of land and other economic property is vested in a lineage segment. As the inheritance of property and provisions for remarriage of widows are confined within the lineage, and as the influence of the lineage depends on its numbers, there is a

strong sentiment that increase in numerical strength is both desirable in itself and a means of obtaining relative prestige. The desire for children is further strengthened by the worship of the lineage ancestress, which can only be carried on as long as there are offspring to do so. To the Ashantis, therefore, "prolific childbearing is honoured. A mother of ten boasts of her achievement and is given a public ceremony of congratulation .. children often follow rapidly after one another". (Fortes 1949: pp, 262-263).

In matrilineal systems, although the rights over the woman's sexual services are granted exclusively to the husband, who also acquires claims on her domestic services and economic cooperation, the power over the woman's fertility is nullified by the possessory rights over the children which are vested in her matrilineal kins. This does not however dampen paternal aspirations of men whose indispensability as husbands and fathers for the exploitation of women's fertility in the interest of the lineage continuity is recognised. The other crucial role that the men play in child rearing is symbolised in the spiritual and moral significance for offspring and reflected in the status value of legitimate fatherhood for the offspring.

In Ghana as well as in other African countries, the crucial feature in the nodal relationship in family structure is therefore the Parenthood which is conferred by the birth of a child. The parenthood in turn transforms marriage into family whose relationship with a consanguineous group such as patrilineage or a matrilineage engenders great interest in the interrelationship between demographic developments and the welfare of the family. For instance, in both patrilineal and matrilineal societies the values placed on children and the social norms relating to fertility are developed to meet the problems arising from having many children. Although there is a strong desire for large families, the corporate kin groups do not necessarily create motivation for high fertility. Child-bearing after all, is a private affair between a man and his wife. What the corporate groups do in this respect is that they provide economic and personal support for individuals. The individuals, therefore, have a sense of security in venturing into marriage and parenthood. The burden of rearing children does not fall directly on the parents to the extent that it does in some societies where the nuclear family predominates.

Apart from co-operation with regard to rearing and caring for children, members of a lineage help each other in venturing into marriage by way of contributing to the brideprice which has to be paid by any one of them for procuring a wife. The Tallensi "contribute by their labour to the bride-price that is to be paid for a wife for any one of them" (Fortes 1949: pp. 275).

In traditional societies, therefore, the burden of rearing children is shared among the members of a corporate group, so that the individual can afford to have large families. And the ideals and the values implicit in the social organization of these societies tend to sustain a high level of fertility.

It is interesting to note that these traditional patterns and values relating to marriage, parenthood, the family and the reproductive process remain "rigorous and influential not only in the more traditionalist section of West Africa society but among modern, urbanized elites as well, as Clignet has particularly clearly shown in his analysis of the persistence (or some might argue, the recrudescence) of polygamy among the top ranking urban elite in the Ivory Coast (see Fortes 1978: 46). The persistence of some of these traditional elements have also been noted in the Ghana society where Ghanaian primary school teachers in a transitional society undergoing rapid and marked change "continue to hold, for the most part, traditional ideals and aspirations regarding women's reproductive and productive roles. In other words, they admire and emulate the image of a woman bearing children throughout her reproductive span and working in gainful employment throughout her economically productive span, just as their mothers and grandmothers did" (Oppong 1977: 335 - 356).

#### Demographic Change and the Family

Survival of the offspring has long been a major concern in African societies where matters of life and death are largely confined in religious beliefs and institutions. The chances of achieving the individual and societal goals depend, to a large extent, on the delicate balance between the force of life and the force of death. Is the balance achieved between fertility and mortality such as to make parenthood for the majority of the people a realistic ideal? There is therefore the question of the survival of the offspring and this has been a major element of social and family organisation of the traditional societies. Furthermore, reducing mortality and prolonging the human life span has been one of the major concerns of the African governments and this has been an area of human activity where the goals rarely conflict with other national objectives. A survey of the Commonwealth African countries noted that governments regard health as a major concern and all unqualifiedly favour the most rapid reduction possible of death rates. It has been estimated that Western Africa's public health expenditures average about 10% of the national budgets (Gwatkin 1975 - 76). In the 1972 - 73 budget Ghana, for example, allocated about 24% of the total government expenditure to health services (Republic of Ghana 1972: 12).

The available estimates show that Ghana's crude death rate declined from 23 per thousand in 1960 to 20 and 18 per thousand in the late 1960's and 1970's respectively. The estimated values of life expectancies at birth indicate a steady

decline in mortality since the early 1940's; increasing from 35 years in the 1940's to 40 years in the late 1950's and then climbed up to between 46 and 47 years in the late 1960's and early 1970's. Regional differentials indicate however that life expectancy in the Upper Region was about between 30.0 and 32.5 years by the end of the last decade whilst that of the Greater Accra Region was in the neighbourhood of 56 years.

Infant mortality rate of 160 per thousand live births in the early 1960's (Gaisis 1976) declined to about 133 and 122 per thousand live births in the late 1960's and 1970's respectively. The infant mortality rates range from about 56 in the Accra Capital district to 221 in the Upper Region during the 1960's. The urban rate was lower than the rural rate: 98 as against 161 (Gaisie 1976: 298). Estimates based on the 1971 Supplementary Enquiry indicated that the urban and the rural infant mortality rates had declined to 84 and 100 per thousand live births respectively during the late 1960's and early 1970's. Greater Accra Region and Upper Region exhibited the lowest and highest infant mortality rates of 91 and 205 respectively during the same period. These mortality differentials are a living testimony to the maldistribution of medical and health facilities and services within the country. Preventable deaths still occur among majority of Ghanaians. Hence "the hope and the wish to ensure that offspring survive are expressed in the institution of the guardian ancestral or other spirits" (Fortes 1978: 30). Infections and parasitic but controllable diseases are still the major killers (Gaisie 1976: 141).

Although one cannot be precise about the magnitude of change in the level of mortality, the evidence is good enough to convince one that the downward trend in mortality has been accelerating since the 1940's.

On the other hand majority of Ghanaians are committed to maximum fertility: desire for the maximum number of children a couple can produce in their lifetime. Fertility is therefore high and stabilised. A Ghanaian woman passing through the childbearing period would bear, on average, about 7 children and would replace herself with 3.4 daughters two of whom would survive to beget children. In other words, each Ghanaian woman would be represented in her daughters' generation by two nursing women. The widening gap between relatively stable fertility (e.g., families average between six and seven children) and declining mortality has produced a dynamic situation in which the growth rate in Ghana has increased from 2.7 per cent per annum between 1960 and 1970 to 3.0 per cent per annum in the late 1970's and it is estimated to climb up to 3.2 per cent between 1980 and 1985 (Gaisie and de Graft-Johnson 1976: 7); an increase which is largely attributed to mortality decline.

(i) Household and the Family

The number of Ghanaian households increased from about 1.5 million in 1960 to 1.8 million in 1970; an increase of 18%. Forty-two per cent of the 1960 households consisted of nuclear families with average family size of 4.6. The next largest group was the extended family type which constituted 40.5% of all households; indicating the extent of pervasiveness of the extended family system in the Ghanaian society. The average family size was 6.0. The same household patterns prevailed in both the urban and the rural areas except that more than one-quarter of the urban households were one-person households and the extended families were more predominant in the rural areas. The one-person and one-spouse families increased from 17.9 and 9.0% in 1960 to 20.5 and 11.7% in 1970 respectively. The one-spouse family is dominated by female heads; 81% and 78% of these families being headed by females in 1960 and 1970 respectively. These figures are indicators of the extent to which women became involved in the task of caring for the welfare of their families in the event of divorce and death of partners.

On the other hand, the proportion of nuclear families (husband-wife and children) decreased by about 5 percentage points whilst those of the extended family declined slightly by 1.1 percentage points. Nevertheless, there was very little change in the proportion of the nuclear families over the years if we add the one-spouse families to those with both spouses present; the proportion decreasing from 41.6% in 1960 to 40.1% in 1970. The substantial increase in the one-spouse families between 1960 and 1970 has serious implications in terms of adequate provision of the needs of the members of the family.

The household size increased during the decade between 1960 and 1970. The proportion of households with between 4-5 persons and with males as heads decreased from 24% in 1960 to 21% in 1970 whilst those with between 6-9 persons and 9 and over persons increased from 20% to 22% and from 13% to 17% respectively during the same period. The same pattern is noted among households with females as heads. The households with 6 or more persons increased from 23% in 1960 to 28% in 1970. In other words, the size of the household increased with the expansion of the population; increasing the ratio of consumers to producers within the family and the heavy load of dependents in the aggregate population is also felt at the family level. It will be noted from the above discussion that the decline in mortality and the resulting high increase in the growth rate are largely responsible for the increase in the number of families over the years.

The increase in the number of families and the size of the household and preponderance of women as heads of one-spouse families are major demographic factors which impinge on the welfare of the family.

### (ii) Marriage, Fertility and Family Formation

Marriage is still universal or near universal, especially for females, there is however some indication of a gradual decline in the proportion marrying over the period. Though females tend to marry at relatively younger ages, the males marry at older ages, thus creating a wide disparity in age at marriage. Though several forms of marriage have been introduced into the society, the customary form of marriage is still the most popular. The incidence of polygamy has not changed significantly over the period, and a substantial proportion, of husbands live in the same houses with their wives. All these nuptiality variables seem to have some effect on influence on fertility and family formation.

There have been some structural changes in the proportion of ever-married and currently married females aged under 30 years, particularly among the 15 - 19 and 20 - 24 year-olds. The decrease in the proportion married in these age groups is reflected in the reduction of contributions of the younger generations to the total marital fertility rates. These changes in the age patterns of nuptiality are largely attributed to a substantial increase in the number of females who attend school during the inter-censal period following the implementation of the provisions of the Section 2 of the Education Act (No. 87I of 1961).

This means of course that with the changes in the age patterns of nuptiality as exhibited by the under 30-year olds, relatively fewer women are involved in the process of family formation. It must be noted, however, that the proportion never married among Ghanaian women dwindles very rapidly between ages 24 and 30; decreasing from 68.2 and 16.0% in the age group 15 - 19 and 20 - 24 respectively to 1.4% in the 30 - 34 age group. Furthermore, the evidence at our disposal indicates that declines in the proportions of the married females among the younger generations have had virtually no effect on the level of fertility during the 1960-1970 period. However, there are indications of an increase in marital fertility in the rural areas whilst in the urban areas marital fertility remained relatively stable. The common pattern of family formation is therefore that of early marriage followed straightaway by child bearing.

### (iii) Family Structure and Demographic Change

The most striking feature of the Ghanaian population is its extreme youthfulness. The proportion of children under 15 years increased from 44.5% in 1960 to 46.9% in 1970 and there are indications that the Ghanaian population in general is becoming more and more youthful as we progress towards the year 2000. For instance, estimates prepared by the author indicate that the under 15-year olds in rural areas constitute about 48.5% in 1980 and that this proportion will increase to 49.1% in 1990 and 50.0% in 2000. High dependency rates obviously accompany such

youthful population. The family will therefore have to adapt to the situation of meeting increasing cost of education, provision of better health services and adequate nutrition.

As regards the rural areas, the sustained increase in the proportion under 15 years may be explained partly in terms of the exodus of the rural youth to the urban centres. The proportion under 15 years may rise as high as to between 52 and 64% in certain villages. A sizeable number of the able bodied youth aged 15 - 24 and adults aged 25 - 44 had migrated to the urban areas and unless cash remittances are made to those remaining in the countryside, the dependency load may be more severely felt within rural families.

As the dynamics of growth become more pronounced, the proportion of women in the reproductive age will increase and consequently family formation will be increased at a much faster rate and fertility will continue to remain high. Here, too, there are major implications for education, health, employment opportunities and family formation.

The extent to which the dynamics of population have subjected the Ghanaian family to the forces of change may perhaps be better illustrated by confining ourselves to a few major social factors such as health, education and family planning.

### Health

Although mortality has been declining over the years, the prevailing mortality levels are high by world standards and there is therefore room for further improvements in the mortality conditions in the country. A large number of Ghanaians are killed by systematic disorders and infections and parasitic but controllable diseases and large proportion of the deaths occur in the age group 0 - 4. Among the major causes of infant and child deaths are bronchitis, malaria, gastro-enteritis and measles. Malnutrition or Synergistic combination of infectious diseases and malnutrition has been identified as a major cause of a large proportion of child deaths in Ghana. Furthermore, Health Services are virtually non-existent in large parts of the rural areas whose population depend largely on traditional medicine for the cure of most diseases.

It must be borne in mind however, that modernization of mortality is a necessary condition for social and economic development including the welfare of the family. It is estimated that about 60% of Ghanaians have no access to health facilities; prevailing regional mortality differentials being a testimony of maldistribution of medical and health services in the country. The average life expectancy of a Ghanaian living in the Greater Accra Region is nearly twice as high as that of his or her counterpart in some of the other regions. The health status of individual families may be greatly improved by establishing a more just and

egalitarian health delivery system. It must be noted that equal opportunity for families, irrespective of their size and geographical location, is sufficient condition for the achievement of desired national goals. A further decline in mortality may be achieved through effective and sustained control of communicable diseases and improvements in the general sanitary conditions. There is a great need to pursue egalitarian philosophy in our efforts to save preventable deaths and thereby enhancing the welfare of many families.

In 1975, for example, only 129 doctors out of a total of 939 were operating in localities of less than 20,000 inhabitants as compared with 525 servicing the nation's capital. The impact of scientific medicine is rarely felt by the rural population. The government and the private hospitals are concentrated in the urban areas whilst none of the health centres is permanently staffed by physicians and professional services are provided on a visiting basis, particularly in the rural areas. The health centres are mainly staffed by paramedical and/or auxiliaries (Twumasi 1975: 86).

Thus, the prevailing high mortality rates in Ghana are due to, largely, lack of social amenities and health facilities including water supplies, transport, roads, waste disposal facilities and health services. The basic health facilities are practically non-existent in many parts of the rural areas and the quality of both physical and social environment is largely responsible for a large number of preventable deaths which occur in rural Ghana, especially that of infants and children.

There have therefore been many instances where people have resorted to the use of traditional medicine as a result of the failure of scientific medicine to yield favourable results. These situations have raised some doubts in the minds of many people as to the efficiency of the scientific medicine as compared with the traditional medicine. It has been noted that traditional medicine has been much more successful in the areas of mental and psychosomatic ills and barrenness. On the other hand, scientific medicine has gone a long way in suppressing the levels of mortality by providing effective cures for parasitic, infectious and respiratory diseases and other dangerous diseases. But since the scientific medicine is highly limited in its functional scope for socio-political and financial reasons, the majority of the rural folks tend to rely on the traditional medicine even in the case of being afflicted by the most dangerous diseases. The tendency to adhere to the traditional beliefs and practices is therefore more pronounced among the rural people, the majority of whom possess limited access to the available medical and health facilities. It is therefore not surprising that rural mortality levels are higher than that of the urban areas.

Nevertheless, the observed overall decline of infant and child mortality during the past two decades is a major demographic phenomenon affecting the life span of the individual family members as well as the size of the family. The number of young children surviving instead of dying is increasing rapidly and more and more of them grow to marriageable age, school-going age as well as entering the labour force each year. Once again, the major implications for education, health and employment opportunities cannot be overemphasized.

### Education

The provision of education for the children of every family and elimination of illiteracy among the great masses of the adult population seems as distant as ever in Ghana. The reason lies, of course, in the magnitude and the complexity of the task and its continuing intensification by the growing numbers of people. While more people go to school than ever before, more persons also do not go to school. For instance, although the number of rural females aged 6 years and over increased from 1,668,520 in 1960 to 2,380,017 in 1970, the corresponding figures for those who had never been to school were 1,706,870 and 1,723,102. Among the 6 - 9 year olds the "Never been to School" segment increased from 185,210 and 222,740 to 221,886 and 237,925 among rural males and females respectively. The male and female urbanites aged 6 - 9 years who had "Never been to School" increased from 26,280 to 42,287 and from 46,360 to 57,401 respectively during the same period.

Another illustration of the nature of the population is the rapid growth of primary school-age population arising from the problem of the extremely rapid expansion of the population. In 1960 there were about 1.1 million children in the primary-school age group and the size of this population (6 - 12) years of age) increased to 1.8 million in 1970; an increase of 64% within a decade. In other words, nearly 70,000 children entered the primary school-age population each year during the ten-year period. Estimates of the future population of primary school age children indicate that this age group would more than double its size by 1980 and that in the second half of the 1980's and early 1990's there would be three children for each child in the primary school age group during the 1960's.

The size of this population would not be anything less than from 3.1 to 3.5 million during the 1990's, and it would be doubling itself in less than twenty years. The primary school enrolment rates for males and females declined from 97.3% and 74.7% to 82.3 and 66.0% respectively in the two years following 1965 and in 1965 the enrolment rate for both sexes was about 74.0% (Jones 1972: 29). If the enrolment rate were to remain at 70.0% from 1970 to 2000 the number of children who would not be able to attend primary school would increase from about 530,000 in 1975 to 917,000 in 1990 and by 2000 the number would climb to between

956,000 to 1.4 million, depending on which fertility assumption prevails (Gaisie and David 1974: 47 - 82). It must be noted that unless enrolment rates are raised well over 70.0% Ghana would not be able to provide primary education for nearly one million of the primary school age population even ~~if her~~ ~~fertility~~ level were more than halved by the year 2000.

In terms of educational facilities and services essential for the maintenance of the educational system at the enrolment rate of 70.0% with a pupil/teacher ratio of 28.0 (Jones 1972: 299), Ghana would need about 80,000 and 115,000 primary school teachers by the year 2000, depending on the degree of decline in fertility. In order to maintain the ratio of pupils per institution as it existed in 1966/67 (i.e. 141 per school), the number of primary schools which would be needed would be between 23,000 and 16,000 by 2000. It must be noted that no attempt was made to enforce the 1961 Education Act No. 871, Section 2 because there was not enough number of classrooms and teachers for children of primary school going age. Hence universal primary education as envisaged in the Act could not be achieved.

These few figures illustrate the effect of population dynamics in the transitional situation upon educational needs and the way in which these dynamics impinge upon the welfare of the family. In this setting of massive educational tasks and low per capita income, major extensions of public policy are required if the educational situation of families and the population as a whole is to be improved. In education, as with food and other sectors it is difficult, if not impossible, to reverse impinging forces, once growth rates have begun to accelerate due to improvements in mortality. The problems assume such vast proportions that they must be solved by public policy; a laissez faire approach only exacerbates the situation. While the main motivation for expanding public investments in education may be social responsibility to the family, without reference to its size, literacy and education may themselves be two of the major factors determining family size because of their influence upon fertility and mortality.

#### Family Planning

Another area of population change and socio-economic development which deserves a brief mention is the exercise of individual rights in the interest of the society at large. How do we, for example, strike a balance between the right of the individual couple to determine the size of their family and the demand made on the state for the provision of educational and health facilities for its children? The need to reconcile the individual rights, responsibilities and obligations and that of the society is a major problem facing many countries in the world. Ghana's population policy is geared towards a reduction of fertility through family planning by providing "information, advice, and assistance for couples who wish to space

or limit their reproduction" (Republic of Ghana 1969: 20). It is also stated categorically that family planning programme in Ghana will be 'educational and persuasive; and not coercive...' (Republic of Ghana 1969: 20).

The population problem has led in many instances to an attempt to reduce birth rates without improving social and economic conditions. It is assumed that slower rate of population growth will automatically lead to rapid increase in per capita income and make more goods and other basic necessities of life available for the needs of the people. Thus, population limitation will contribute to the improvement of human welfare. Is there any institutional framework to ensure this? Per capita income has increased over the past three decades, but more and more people suffer from deprivation. Concern for population problem in Africa should therefore lead to re-examination of economic and social systems. Attempts to reduce growth rates may be under-girded by efforts to institute a more just and egalitarian, social and economic framework since improvement in the standard of living of the common man may be essential for an effective population policy. Thus, for a common man to become acutely aware of population problem he must participate actively in the social, economic and political activities of the country.

We have given attention in this paper to traditional patterns and values relating to marriage, the family and the reproductive process. We have done so primarily because these patterns and values exemplify fundamental principles of social organization, family structure and reproductive process that must be taken into account in dealing with public policies relating to population problem and related issues. It is also of equal importance to note that these traditional patterns and values do exercise influence not only on the rural traditionalists but on the urbanised elites as well, especially in the areas of reproductive behaviour and social and reproduction.

Oppong, as noted earlier on, observed that primary school teachers in Ghana "continue to hold, for most part, traditional ideals and aspirations regarding women's reproductive and productive roles. In other words, they admire and emulate the image of a woman bearing children throughout her reproductive span and working in gainful employment throughout her economically productive span, just as their grandmothers did". (Oppong 1977: 356).

Thus, the case is therefore very "strong for working not in opposition to such traditional patterns and values but in conformity with them in so far as this is consistent with modern knowledge and ideals" (Fortes 1978: 47). Furthermore, there is a need to integrate the National Family Planning Programme with socio-economic development. Although Ghana's policy document states that "A National Population Policy and Programme are to be developed as an organic part of social and economic planning and development activity", there is little evi-

dence to date that this has been or is being done.

Ghana participated in the 1974 World Population Conference deliberations which led to the adoption of the World Population Plan of Action by all the participating national governments. A policy document which states among other things that "Governments which have family planning programmes are invited to consider integrating and coordinating those services with health and other services designed to raise the quality of family life, including family allowances and maternity benefits and consider including family planning services in their official health and social insurance systems ..." (para. 30) and "countries wishing to affect fertility levels given priority to implementing development programmes and educational and health strategies which, while contributing to economic growth and higher standards of living have a decisive impact upon demographic trends, including fertility (para. 31).

Lastly, let me put in a special plea for much extensive study of interrelationships between social structure, reproduction and family planning. The efficacy of the National Family Planning Programme would depend, to my mind, on the extent to which traditional institutions including child rearing customs and practices and attitudes towards child bearing can accommodate modern knowledge and ideals and/or the extent to which the former may be 'modified' in order to harmonize with the integrated public policies and programmes.

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FOCUS ON THE YOUTH - THEIR NEEDS AND THEIR ASPIRATIONS.

BY: MAJOR (RTD.) ANTHONY AVORNYOTSE.

1. For the past decade or so the International Community and all countries both developed and developing have shown a keen concern for the youth. Programmes and policies of various types and dimensions continue to evolve attempts to cater for the needs of the youth. It has become obvious that the subject of youth is attaining wider dimensions and attracting the attention of governments all over the world.

2. Recognising Youth Identity:

The foremost reason which calls attention to youth is the demographic balance in their favour. In practically all developing countries, due to improved health care and lack of success of population control programmes, the population is much younger than before. And there is a continuing tilt in this direction.

3. Another aspect of the demographic tilt is that, owing to an increase in life expectancy and improved nutrition and health care the vitality associated with youth lasts much longer. It is perhaps for this reason that the upper bracket of the age group identified as youth continues to rise. However, the phenomenal increase in population in this age group is causing deficiencies and shortages in a number of critical areas. Such as:-

- a) Educational facilities, which result in dissatisfaction in the present system.
- b) May be more importantly, employment opportunities, causing bitterness and widespread disillusionment.
- c) Health Services, causing an increase in morbidity and debility.
- d) Recreational and sports facilities, depriving youth of healthy outlets.
- e) In addition, youth in rural areas face a number of other additional deprivations, including housing, malnutrition and other basic needs.

4. Organised Assertion:

The second reason which calls attention to youth identity is that youth have now a greater opportunity for organised assertion. As a result of expansion of the system of formal education, the student body practically in all developing countries has increased enormously. While education provides an opportunity to the youth for articulation, it also provides the opportunity for association and unionization. As a result youth in the institutions of formal education have a power quite disproportionate to their numbers vis-a-vis the total number of youth

in the corresponding age group.

5. In addition to the increase of the number of youth in the formal education, the spread of trade union movements and youth wings of political parties have also contributed to increasing assertiveness among the youth. Whatever the political system, the youth exert considerable influence through their organisation as well as through the organisation of workers and peasants, men and women.

6. Another factor which has increased articulation and organised assertion by youth is expansion in the communication network. Even in technologically underdeveloped societies, the isolation of communities has been reduced as a result of improvement in transportation and communications. Mass media, not only the printed word, but particularly radio and TV, are facilitating the emergence of youth power as a factor in national development. Information regarding happenings in one University, agitation in one industrial unit, reaches the length and breadth of the country within hours, cementing distant groups and giving them a power which would have been unthinkable before the contemporary communication revolution.

7. New Development Strategies:

The current strategy of the developing countries moving away from their colonial past which has influenced their economies, the educational system and even the social relationships, with its attendant emphasis on the reduction in inequalities and sharing of resources, necessitating a shift towards the human resource development is also an obvious factor. This strategy i.e. the emphasis on human development must lead to widening of educational opportunities including organization of non-formal education courses for school drop-outs and illiterate youth. Expansion of health services and improved nutrition are also a corollary of the emphasis on human resource development. Undertaking of employment oriented policies and organization of large programmes of small and cottage industries must necessitate the establishment of facilities for technical and entrepreneurial training. Systematic programmes of rural development are difficult to implement without creating dynamic organization of youth. It is within this context that some of us see the call of the Ghanaian youth at the 4th Annual Youth Congress held two months ago for a dynamic national movement.

8. The Needs and Aspirations of the Youth:

Against this background of the factors which emphasises the need for youth identity, it is easy to see their needs:

- a) The first important need of the youth is educational provision which guarantees a more realistic and technical preparation for vocational work as well as

academic learning, and informal educational opportunities out of-school. Education properly organised will enable the youth to be creative, political citizens rather than passive by-standers.

- b) The second need is work which will satisfy the aspiration and potential abilities of the youth as well as give them an adequate income.
- c) The third, need easily identified, is the opportunity and ability to play the full part in the democratic process which perhaps fundamentally, is the most important of all.

9. Youth Policy:

In considering any meaningful policy for Ghana, and for that matter in developing countries therefore, the following parameters must be satisfied:

a) Adequate and Relevant Education System:

A clearly spelt out educational policy with guideline indications of the entire national policy will require to reiterate the adequacy and the relevance of the system to the needs mentioned above.

b) Work Opportunities:

Seen as a basic need of man as well as means of subsistence, work opportunities must be viewed as the second most significant parameter of youth policy.

c) Recreational and Cultural Activities:

These would include the facilities for joyful living, sports and games, adventure programmes, participation in cultural activities and access to the mass media.

d) Health Services:

Facilities of minimum essential health-care including family life education, must form the first element of a youth policy. Health care has to include not only relief in sickness and with family planning, but extend to nutrition, mental health, overcoming drug addiction, etc.

e) Participants in Decision Making:

This is a matter of content as well as the process of implementation of any youth policy. It is necessary to emphasis the desirability of participation of participants of youth in decision making at all levels of formulation, implementation and evaluation of various programmes which affect them. This calls for rights of representation of youth on local, national and governmental institutions and other directly relevant bodies such as school and university governing bodies, youth and sports councils. Where possible, this access must be secured by law.

10. In the process however, both in planning and implementation, the priority without doubt, must be given to the disadvantaged youth. All types of disadvantages and deprivations get accentuated in the case of women and therefore, since they account for a considerable portion of the youth, they have to be given the main priority. Generally speaking, poor and illiterate persons in the rural areas have to be provided special programmes of education, functional improvement and creation of an awareness among them of their rights and responsibilities.

11. It needs to be understood that unless the priorities are kept constantly in view, youth programmes may tend to neglect the under-privileged groups.
12. An important element in administration of youth programmes is the agency through whom the programmes are to be implemented. It is necessary to be clear not only about the role of various agencies, but also about the nature of their interrelationships. Youth development cannot be the concern of only one Ministry or Department - its parameters are so wide that practically every aspect of government's activity is touched by it. This realization must pervade all agencies. Multiplicity of agencies and their mutual interdependence calls for effective co-ordination. This has to be established at all levels - national, regional, district and field levels.

GUIDELINES FOR INTEGRATING AND EVALUATING NEW  
CONCEPTS IN EXISTING INSTRUCTIONAL PROGRAMMES

STEPHEN K. ATAKPA

I.1 Since the early sixties, several large scale curriculum development projects have been undertaken in this country. Most of these curriculum development projects in Ghana were influenced by information gathered about curriculum reform and innovation in the western world, more than by local pressures. The modern mathematics programme was not introduced in Ghana because Ghanaians were dissatisfied with traditional mathematics, and therefore needed a change. Just as Soul Music from USA won the day in Ghana, so also New Mathematics over-ran Old Mathematics in Ghanaian classrooms.

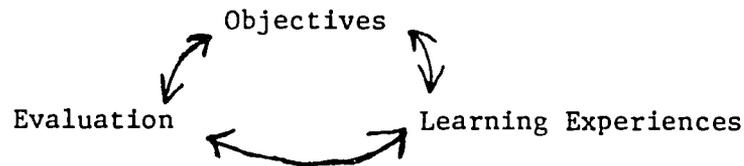
I.2 In Ghana, existing instructional programmes were criticized from the point of view of their content and mode of instruction but not mode of evaluation. The role and influence of the mode of evaluation of educational programmes in either taken for granted or accepted as excellent in this country. We do not evaluate for the purpose of controlling the quality of outcome of education in Ghana.

I.3 I must express my personal feelings about an aspect of outcome of education in this country. Our educational system is producing people who think that the state owes them a living and therefore whether they work or not, the state must feed them. Even when the economy is in shambles, the "Kafo Didi" idea must be applied in such a way that anybody with some amount of schooling does not soil his hands nor uses the brawn to produce food and other essentials of life.

I.4 To many educators in Ghana, all educational evaluation is about as equivalent to what the West African Examination Council is doing. To some of us, what Examinations Council does is similar to a situation where the kenkey maker takes corn to the mill, puts no receptacle under the machine, and when the corn is being milled she does not feel the size of the grains of the corn flour and after the job is done, she begins to collect the flour from the ground. She then begins to find the quality of the corn flour. She did not take steps to control the quality of the product at the process stage. I am simply saying that, in Ghana, we do not evaluate curriculum at the teaching and learning level, stage.

I.5 The above statements may amount to exaggeration but I did that to establish the need for us to use evaluation as an integral part of curriculum at the planning, process and product examination stages. The Examinations Council gives us measurement data on the product of education and nothing else.

I.6 Any planned instructional programme that the school uses to achieve the goals of education (curriculum) has three principal components. These components were identified by Ralph W. Tyler in the famous Chicago Loop in the late forties. This loop is now known as the Tylerian Model for Curriculum Evaluation.



I.7 The objectives of any instructional programme are the intended outcomes. The learning experiences refers to all that the curriculum provides for learner to react with the learning environment. For example, books, teaching methods, audio-visual aids, and tests. Evaluation is not only the measurement of outcome of education but the process by which we can predict and ascertain the outcome of instruction.

I.8 Taking curriculum as a planned instructional programme which the school uses to achieve the goals of education, we can now consider some strategies that we can use to integrate new curriculum concepts into existing curriculum.

#### Strategies:

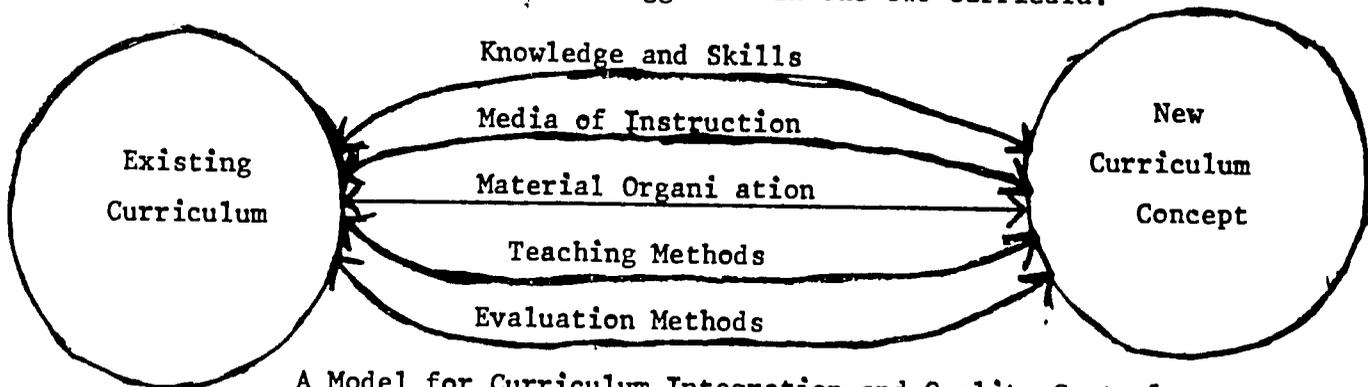
2.1 In an attempt to integrate new concepts into existing Curriculum, it is important to appraise the following relationships:

- (i) The relationship between the objectives of the existing programme and the new educational concept,
- (ii) The relationship between the content of the existing programme and that of the new one, and
- (iii) The relationship between the evaluation procedures of the existing programme and the new one.

2.2 An assessment of the above relationships will clearly indicate whether the new concept will help improve the existing programme. If our evaluation of the existing programme shows some areas of deficiency which the new concept can improve, then it is necessary to integrate the new idea into the existing programme. For example, the existing Home Science Programme in our Schools has over-emphasized female roles and therefore, since its inception, it has remained a subject for girls. Again the Home Science Programme does not recognize the role and importance of Communication and Decision-making in the family. But the Family Life Education Programme places emphasis on communication and decision-making, responsible parenthood population control methods, and above all does not discriminate between the sexes,

2.3 A careful mapping of elements of Home Science and Family Life Education will indicate areas of quality control for Home Science Programme. Mapping of elements of curricula involves:

- (i) A study of the knowledge and skills base of the curricula. That is the knowledge and skills that the two curricula expect the learner to acquire and develop (The overall objectives).
- (ii) A study of the media of instruction of the curricula. The media of instruction include, printed word and audio-visual aids.
- (iii) A study of material organization in the two instructional programmes - some programmes organize materials in linear fashion or in sequential order while others organize materials in a loose fashion; some curricula are organized in spiral fashion.
- (iv) A study of teaching strategy and the role of the teacher outlined in the two instructional programmes.
- (v) A study of evaluation methods suggested in the two curricula.



A Model for Curriculum Integration and Quality Control

It is apparent that these mappings of elements of instructional programmes for the purpose of controlling the quality of an existing curriculum, involves collecting information, analysing information and using the results for decision-making.

2.4 Another essential step to take to integrate a new concept into an existing curriculum is an assessment of the teacher factor and dissemination of information on the new concept. Quality Control in curriculum demands an examination of teacher readiness to accommodate the change. In this regard the teacher must be given adequate information on the new concept. This will enable the teacher to ascertain whether the new concept will make his work more meaningful and thereby gain recognition or status in the school and community. We must be sure on the extent to which the teacher will accept and implement the new idea. The Ghanaian teacher is generally sophisticated and he is beginning to dislike things imposed from above. To make the teacher accept the new idea, he must be a member of the curriculum development team so that he could accept the curriculum change as a challenge and not as an imposition from above.

Evaluation:

3.1 It is important to select a suitable model for curriculum evaluation. The evaluation must be a principle component of the curriculum development efforts. There are several models for evaluating curriculum. But let us be clear on the meaning of evaluation. I have already stated that evaluation is not equivalent to measurement of out-come of instruction as it involves more than that. Alkin defines evaluation as follows:

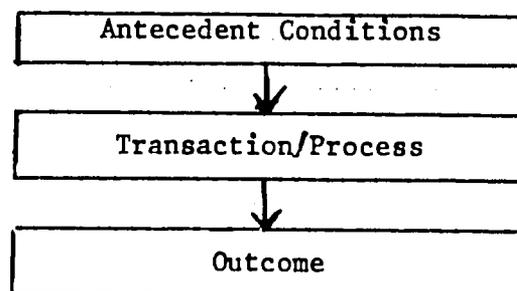
Evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analysing information in order to report a summary of data useful for decision makers in selecting among alternatives (Alkin, 1970).

3.2 If we apply the above definition seriously, we will be able to predict and ascertain the outcome of education with high degree of accuracy. When we are trying to integrate a new concept in an existing curriculum, our decision areas of concern are:

- (i) Instructional objectives,
- (ii) learning experiences,
- (iii) teaching and learning situation
- (iv) instructional methods and
- (v) outcome of instruction.

We must constantly collect relevant information on our decision areas of concern, analyse the information and take appropriate decisions. This process of evaluation must begin with the programme, continue with the programme and end with it.

3.3 I wish to suggest the application of Robert Stake's Model (1969) of evaluation to evaluate programmes so that we can control and improve our school curricula. This model requires that curriculum evaluation focuses attention on the following:



3.4 This model for curriculum evaluation demands that the evaluator examines the conditions that existed before the introductions of the new concept. Some of the Conditions might facilitate the introduction of the new programme. But other factors might militate against the curriculum change.

3.5 The model makes it necessary for the curriculum evaluator to collect relevant information on the curriculum when it is in operation. Information on the teaching and learning situation must be collected and analysed. The result of the process evaluation can be used to predict the global outcome of the curriculum. In addition, the curriculum evaluator must collect and examine the outcome of the curriculum at various stages.

3.6 When integrating new concepts in existing curriculum, it is necessary to collect information on instructional materials, attitudes of teachers, learners and members of the community. We must also get adequate information on what actually takes place in the classroom. The information will make it possible for us to select among alternatives so that we can control the quality of outcome of education. The teacher must be a member of the team that evaluates the curriculum at the transaction stage.

3.7 At the moment, Ghana places too much emphasis on the measurement of outcome of education. The conditions that are antecedent to the introduction of new concepts in curriculum are never evaluated. Very little evaluation is done on the teaching and learning situation (Transaction/Process). This principle of the end justifies the means should not be applied to the education process because the process could result in national disaster.

3.8 I wish to suggest strongly that we use formative evaluation methods to evaluate the curriculum at the transaction stage. Formative evaluation requires that we create necessary conditions for mastery learning of the new materials. We must be sure on what levels of attainment constitute mastery of the behaviours specified for learning at the various levels of instruction. These levels of attainment give criteria by which we can judge the student. When the learner attains the mastery levels then the product of instruction is acceptable. This formative evaluation requires the development of suitable tests on the various units of the instructional programme. The tests must be based on the behaviours that the learner is expected to acquire. This procedure calls for skills in test construction and curriculum development.

3.9 Ghana has several curriculum projects which have been in operation for some time now. It is about time we started applying better methods of curriculum evaluation so that we can control the quality of both the curriculum and product of instruction. This will enable us to change the import of the usual Osofo Dadzie song and sing!

We are going, And we know where we are going,

We know we will be there!!

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## ADOLESCENT NEEDS AND PROBLEMS

BY: MRS. JANE KWAWU.

Ladies and gentlemen, the purpose of this paper is to outline a Rationale that can generate some issues for discussions and study on this important target group - the Adolescent, in the Home Science discipline.

### The Rationale

From observation, the youth in our country seem to be deprived of facilities, services, effective guidance and several other opportunities. Yet population records stipulates that almost 50% of people in Ghana are young people below 15 years of age! Yes, our young people need a lot of education - the education that will help them understand the changes that occur in them at this stage of development and be able to identify their individual needs and effectively manage them or be able to identify sources where answers/solutions can be obtained.

As the adolescent matures, she goes through different processes -

- the process of Growth - this involves physical measurable changes such as increase in size, height and mass.
- the process of development - that involves systematic and progressive changes including physical, mental, social, emotional and spiritual growth, and
- the process of learning which refers to change in the individual's behaviour resulting from his experiences or interactions with the environment.

In the period of adolescence, there is a growth spurt. The physical changes that herald sexual maturity are the most important in this period. The stage in adolescence called puberty period is very important since the reproductive organs (sex organs in general) become mature and are capable of producing babies if used. This is a crucial stage as sexual curiosity is at its peak! The adolescent at this time is establishing a sense of identity; groping with different aspects of life - peer group identification and conformity, development of habits (good and bad), independent life styles, replacing parental authority with personal built-in-controls of self respect, dependability, ambition and several other behaviours.

Adolescence, a stage of concentrated growth. Changes - biological, emotional, and social, leads to high level of curiosity and confusion which may lead to many problems. One such acute problem is early pregnancy - adolescent girls are made pregnant by young boys or/and adult men.

Teenage pregnancies are increasing at such a terrific rate and are likely to continue to increase by tens of thousands. The question is what are the CAUSES of these early pregnancies? These are caused by many factors like migration, rapid urbanization, the changing socio-economic conditions, modernization, foreign influence, inadequate knowledge about fertility regulations - (family planning methods) high level of adolescent curiosity etc.

Let us look at these closely:-

Rapid urbanization has accentuated various kinds of evils and crimes. Take a look at our cities!! Prostitution in our cities and towns is so pronounced! - the "Key Hotel" craze for the young girls with Sugar daddy's. Thanks to AFRC Regime for being concerned? Many young people migrate to the cities to seek employment and enjoy city life, the majority of them do not get "good" employment. They end up taking poorly paid jobs like "baby nurse" and are unable invariably to make ends meet. These girls become victims of prostitution. The main issue is that they become PREGNANT and often end up aborting once or twice or having babies who become unwanted. Some such babies are left in the hands of grandparents who are not even remitted monthly to hustle and look after these babies, others end up in gutters, dustbins or even toilets. Many of those left with their grandparents in villages become malnourished, victims of kwashiokor and may die.

Modernization together with Western influences are replacing traditional Values very fast. They often lauded extended family system is losing ground very rapidly and the indigenous systems of education are dying out fast. This has contributed to laxity in morals. The youth of today who are also the parents of tomorrow have to find new values of morality which will enable them to lead happy stable lives.

The current socio-economic conditions in Ghana, retard the progress of our youth towards self-fulfilment or self-actualization. Our young people are now faced with scarcity, limited choice, poverty, hunger, poor feeding patterns, atrocities committed by various brutal governments, poor standards and values. These problems tend to make life meaningless, purposeless and loss of balance of reasoning leading to poor or no utilization of knowledge. The girls find themselves getting pregnant for married men in the process of searching for some anchor or security.

Insufficient knowledge about fertility regulation methods have also contributed to increase early child bearing.

Adolescent curiosity and confusion needs a critical analysis. Most adolescents indulge in sexual intercourse before having time to think about its consequences, this is due to the mythical language used by adults. They need the right knowledge. Adolescent confusion arises because this is a period of

logical and socio-cultural factors. That is the youth today feel that their bodies are biologically ready at an earlier age than before, to have sexual relations (e.g. the age of menarche is between 9 - 11 years in Ghana these days - infact this has declined so much!) Yet parents disagree vehemently! The problem is what needs to be done? As indicated by Population Institute, President Rodney Shaw, in opening a consultation on "Strategy Consultation on Adolescent Fertility" in Washington D.C. 1977, emphasized the need to identify effective educational and service programmes for these adolescents. Let us now examine some information/knowledge that can be disseminated to these young people. Knowledge on:

The development process and tasks of the Adolescent -

Physical Development e.g. Development of Sex Organs

Pubic hair

Body proportions

Masculine co-ordination.

Some Indicators of Puberty can be stressed i.e.

Growing fat or lean

Skin troubles - Profuse sweating

Menstruation and its management

Seminal emissions (Wet dreams)

Over-consciousness and over-sensitivity about size of reproductive organs (over size or under size)

Social development

- Very involved in activities therefore needs rest at intervals.

- Communication - greetings, general social behaviour, Relationship with Family members in mode of dressing, habits (especially eating and other health habits).

- Understanding of different rites - puberty, confirmation, naming, funerals etc.

Emotional development

- Understanding and Control of emotions - fear, anger, joy, sensitivity, temper, understanding, love, success, competency, jealousy.

- Emphasizing points like emotionally matured person is one who:-

a) is co-operative and has confidence to face life realistically.

b) is objective in judging others.

c) holds positive attitudes about sex.

d) usually makes reasonable decisions.

e) able to solve problems constructively and shoulder

responsibility sensibly.

f) knows and accepts himself

g) has consideration for others.

Consequences of early child bearing, unwanted pregnancies and uncontrolled adolescent fertility needs to be disseminated to them.

Let us examine some -

a) Early child bearing leads to deprivation.

The girl usually suffers - If she is in School, she has to discontinue - Her chances of finding employment to support herself and of entering a stable marriage are greatly impaired. Unmarried girls may be forced by the prospects of a premature marriage to choose between either out-of-wedlock birth or an abortion.

The Health Implications for adolescent mothers are greater risk of anaemia toxemia, miscarriage, and other Obstetrical Complications. It is important to emphasize that Teenage pregnancies pose greater risks than pregnancies in the twenties.

Risks to the unborn child include pre-maturity, infections during the neonatal period and even possible birth defects. Also the proportion of sexually transmitted diseases - syphilis, gonorrhoea, tends to be higher among these young people than the old.

Also - early child bearing tends to undermine the confidence and self-identities and the cultural and moral life of those involved, since this impairs their careers and economic progress and makes them more vulnerable to complicated diseases.

- There could also be increase in knowledge on general "Keeping Healthy" at this stage. Emphasis needs to be laid on socio-economic effects of alcohol, drugs, and smoking on the health of a person as well as the need for good nutrition at this period. A closer look can also be given to social consequences of early child bearing.

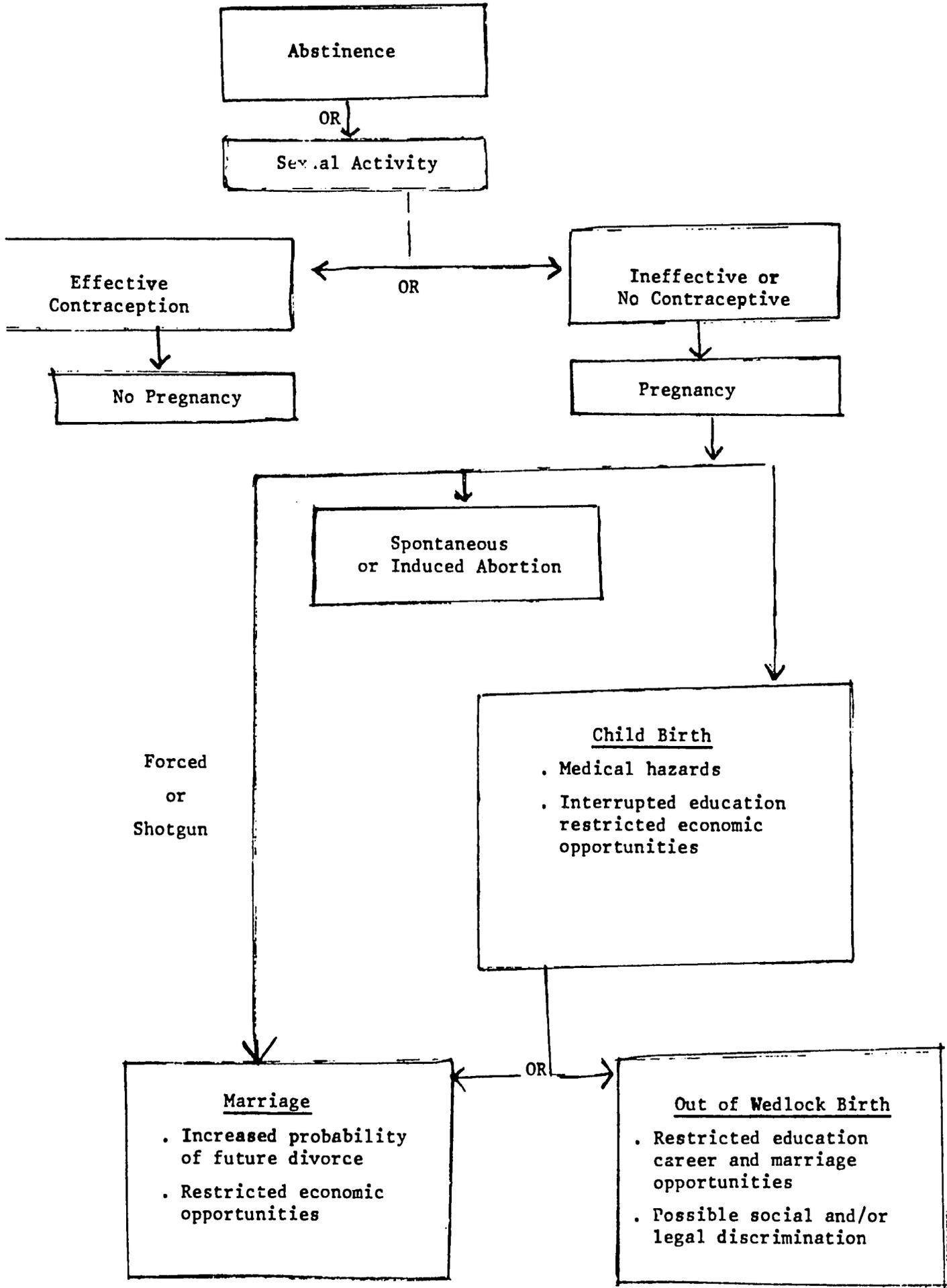
- Economic consequences of early child bearing

- Demographic impact of early child bearing and a closer look at more medical risks of early child bearing.

Finally knowledge on Management and decision-making processes are also very essential for the youth to be able to make the right choices. The knowledge will help them to be able to critically assess themselves and others or their behaviour.

Knowledge on where to get the information - i.e. the servicing units for different concerns e.g. Family Planning Services, Vocational Guidance and counselling services libraries, Institutions and Establishments etc.

CHOICES AND CONSEQUENCES FOR ADOLESCENT GIRLS



Parents and Teachers have the TASK of GUIDING these young people to manage their problems. The right answers should be provided - it does a lot of harm to give the wrong answers.

There needs to be meaningful Youth Programme Developments. Therefore, it is hoped that by the end of the workshop we should be able to identify the Crucial ISSUES on youth problems/needs that can be emphasized through Home Science Content areas. Remember that we are reaching "Some" of the youth but we need to EXPAND both whom we reach and what knowledge we reach them with.

Summary of Dr. Bogue's Presentation.

Content of Adolescent Programmes.

The subject was introduced by the fact that at 15 to 18 years the adolescent has an immature body physically and emotionally is excitable and impressionable and any stress occurring from pregnancy is likely to develop into complications.

Society owes a social responsibility to adolescents and should ensure that they are taught about all possible ways of postponing childbearing and spacing childbirth. It was emphasized that in all lessons teachings should concentrate on the personal welfare of the adolescent and expand to national constraints and advantages. Global problems and fears should grow as incidental discussions of the more immediate personal and community problems.

He expressed some doubt as to the essence of teaching sex education as it is known in western cultures to all adolescents. It was explained that the environment of the rural youth is such that she grows up with specific facts in life. Sex education programme should be developed around these facts and concepts. Programmes should be formulated bearing closely in mind the varying traditional values, and norms of the target groups. It is crucial that American type of sex education for example, is not exported completely to a Ghanaian rural adolescent group. The speaker believed more harm than good would be done if the two programmes were confused and Western type programmes developed for traditional societies. To emphasize the point the speaker elaborated on the fact that Sex Education per se may not be necessary for adolescents in a country like Ghana, whereas Family Life Education Programmes may be more appropriate. This was related to some of his own programmes in the Community and Family Study Centre.

The ideal situation is that children should learn about sex at an early age from parents. The school should reinforce, fill gaps and top inadequate knowledge. There should be no coercion in a good programme. Well designed information programme in the form of announcements on radios or in daily group lessons could have a lasting influence. Person to person knowledge transfer method, if the trainer is unbiased and has the correct facts is slow but effective.

This way young children could be taught, using their own circumstances, about advantages of small families. The speaker believed if this method is adopted aggressively it will yield results in a decade.

It was also pointed out that there was probably undue emphasis on the population explosion especially in instances when doomsday effects are advocated. He explained that to the average person the global status of population explosion is not

very meaningful and less so for the under privileged of the society. Citing such illustrations to a village community with the view of helping them to change their fertility patterns may not be effective. He emphasized that individual welfare should be the aim of population education to rural communities as well as adolescents in the developing countries.

Birth spacing for the welfare of mother and child and equitable use of immediate community facilities is more likely to make an impression on rural youth targets than the population growth rate of Ghana, for example. Availability of Family Planning Services including contraceptives for all who need such services should always be an important aspect of programmes.

The presentation was followed by a brief period of questions and answers to elaborate some of the points raised.

Message of Congratulations and Encouragement from:

Dr. F. T. Sai.

Dr. Sai elaborated on the endless scope of influence that the Home Scientist has and the creativity and pushfulness that the Ghanaian has and pointed out that if the two factors are put together the results could be far reaching. He noted however, that the Home Science needs to be seriously involved in population education programmes, community welfare projects and research towards family and national development. He thought the group has been slow in developing programmes.

He encouraged the group to find time to develop projects and go out in search of funds, gave the assurance that there are funds to be found in different areas, including his own organization - United Nations University (UNU) as well as his past one the International Planned Parenthood Federation (IPPF).

EVALUATION

See Appendix I for the Evaluation Instrument.

In answer to a question concerning the adequacy of the length of the workshop programme. 19 participants felt it was adequate. Eight felt that the 3 day programme was too short and could have easily been stretched to cover a whole week.

Table B.

	Excellent	Very Good	Good	Fair	Poor	Total
I	2	19	8	-	-	29
2	5	11	14	-	-	31
3	2	5	14	7	1	29
4	13	19	3	-	-	30
5	5	13	6	-	-	24
6	4	12	9	3	3	28
7	5	10	10	3	-	27
8	3	19	8	-	-	30
9	10	20	-	-	-	30
10	4	17	6	-	-	28
11	9	12	6	1	-	28
12	7	14	7	1	-	28
13	4	11	10	-	-	27
14	3	8	4	2	-	15

Table C.

Table C.

	Extremely Useful	Very Useful	Useful	Limited Use	Not Useful	TL.
I	6	10	6	-	-	23
2	7	19	3	-	-	29
3	8	14	7	1	-	29
4	2	13	12	-	-	28
5	12	13	4	-	-	29
6	2	15	10	-	-	27
7	3	7	12	2	-	24
8	9	11	8	-	-	28
9	6	7	9	-	-	22
10	2	5	1	-	-	8
11	1	2	1	-	-	4
12	2	-	-	-	-	2
13	2	1	1	-	-	4
14	1	2	2	-	-	5

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Summary.

The workshop got a very high rating implying that all participants benefited from the programme. Some thought it would be even more useful if it had been longer. The unit method of teaching which was considered the most realistic way of teaching FLE proved new to many and general consensus was that they would benefit more from more detailed illustrations and examples.

The success of the workshop is reflected in the speed with which regional committees planned follow-up workshops. A more lasting evaluation will evolve over the transfer of acquired knowledge in and out of the classrooms.

WORKSHOP EVALUATION INSTRUMENT.

## ALL PARTICIPANTS:

The Organisers of the workshop will be very grateful if you could use the attached instrument to give us your assessment of the Workshop. Your name is not required. You should therefore feel free to respond to the items frankly and as objectively as possible. Please, respond to all items.

Thank you.

- A. In terms of content and general workload, do you consider that 3 days was-

<u>Long</u>	<u>Adequate</u>	<u>Short</u>
_____	_____	_____
_____	_____	_____

- B. Please rate the under-listed aspects of the workshop as excellent, very good, good, fair or poor.

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
--	------------------	------------------	-------------	-------------	-------------

- |     |                                       |  |
|-----|---------------------------------------|--|
| I.  | Programme Activities                  |  |
| 2.  | Order of Activities                   |  |
| 3.  | Timing of Activities                  |  |
| 4.  | Venue                                 |  |
| 5.  | Official Information                  |  |
| 6.  | Entertainment/Recreational Activities |  |
| 7.  | Food-quality of preparation           |  |
| 8.  | Lectures - Relevance to the theme     |  |
| 9.  | Lectures - Audibility                 |  |
| 10. | Lectures - Clarity                    |  |
| 11. | Participant Relationship              |  |
| 12. | Staff-Participant Relationship        |  |
| 13. | General Workload                      |  |

C Which of the following effects do you believe the under-listed Teaching and Learning Activities will have on your work as a Family Life Education teacher in your school?

TEACHING AND LEARNING ACTIVITIES	EFFECT				
	Extremely Useful	Very Useful	Useful	Limited Use	Not Useful
I. Paper - The Need for FLE in Ghana Overview of Family Life Education Programme in Ghana					
2. Paper - The Need for Integrating Family Life Education in Home Science					
3. Paper - Population Problems and Issues as they relate to Family Welfare					
4. Focus on the Youth - Their Needs and Their Aspirations					
5. Guidelines for Integrating and Evaluating New Concepts					
6. Teaching by the Unit Method					
7. Group Work					
8. Background Information					
9. GHSA collaboration in AHEA-IFPP					
10. Film Shows					
11. The Group Discussions					

REMARKS:

WORKSHOP BUDGET

LOCAL			AHEA - IFPP		
ITEM	¢	P	ITEM	¢	P
Overnight Government Allowance <del>¢4000</del> per Participant for 40 people -	1600.00		Lunches and Snacks for 3 days for 50.	4144.00	
Transport Allowance at 28p a kilometre -			Honoraria for 2 resource people. @¢250 each.	500.00*	
2 participants 100 Km <sup>x2</sup>	112.00		Out of pocket allowance for Staff Resource ¢50.00	250.00*	
2 " 8 "	9.00		Petrol Supplement 10 gallons per member	375.00*	
4 " 40 "	89.00		Secretary's Allowance	200.00*	
	<u>1810.00</u>		Stationery -		
Room. Gratia.			4 reams typesheet at 55.00 Cedis	220.00**	
Equipment. Gratia.			2 packets Stencil. at 47.00 Cedis	94.00**	
			2 packets Carbon at 25.00 Cedis	50.00**	
			5 reams duplicating paper at 55.00 Cedis	220.00**	
			Miscellaneous, Tips etc.	<u>120.00</u>	
				6173.00	
	<u>1810.00</u>			<u>1810.00</u>	
				<u>7983.00</u>	

\*Still to be paid

\*\*Paid from borrowed GHSA funds

LIST OF PARTICIPANTS.

<u>NAME</u>	<u>STATION (POST)</u>	<u>REGION</u>
1. Marian Adams	OLA Training College, Cape Coast.	Central Region
2. Joana S. Mensah	Ghanatta Secondary School, Dodowa.	Greater Accra
3. Salome H. Ohene	Aburi Women's Training College, Aburi.	Eastern Region
4. Vincentia Ocloo	Home Science Department Legon.	Greater Accra
5. Felicity Acolatse	"	"
6. Vera Aryee	"	"
7. Victoria Tekpetey	"	"
8. Florence A-Danquah	"	"
9. Theresa Addae	"	"
10. Josephine Omagraine	"	"
11. Wilhemina A. Lartey	"	"
12. Modesta Efua Gavor	"	"
13. Virginia Tay	"	"
14. Christine Brew	Specialist Training College.	Winneba
15. Grace Bonaparte	Yaa Asantewa Secondary School.	Ashanti
16. Lucy Diana Kokro	Girls' Secondary School, Bolga.	Upper Region
17. Miriam Mullen-Essien	St. John's Grammar School.	Greater Accra
18. E. R. Ocansey	Ghana Education Service, P. O. Box M. 188, Accra.	Greater Accra
19. B. Adjei	Ghana Education Service.	Koforidua
20. Margaret-Lucy Donkor	Dormaa Secondary School.	Brong Ahafo
21. Sariyu Abadamosi	Ghana Secondary School, Tamale.	Northern Region
22. Joana P. Apaloo	St. Francis Training College, Hohoe.	Volta Region
23. Francisca Agawu	Mawuli Secondary School, Ho.	Volta Region
24. Thamar C. Croffie	Inspectorate Division, Kumasi.	Ashanti
25. Rose E. Pentsil	Department of Social Welfare.	Greater Accra
26. Comfort Addae	Regional Education Office, Kumasi.	Ashanti
27. Patience Ado	Curriculum Research & Development Division, P. O. Box 2739, Accra.	Greater Accra
28. Comfort Ofosu	Women's Training College.	Aburi

29.	Peggy Amenlemah	Regional Education Office	Sekondi
30.	Anna F. Paul	Tamale Secondary School, P. O. Box 50, Tamale.	Northern Region
31.	C. M. Cauley-Hanson	Ghana National Family Planning Programme, Accra.	Greater Accra
32.	Gladys Abbiw	Greater Accra Regional Office.	Greater Accra
33.	Charlotte Brew-Graves	P. O. Box 9492, Accra.	Greater Accra
34.	Gladys Ekuban	University of Cape Coast.	Central Region
35.	Comfort Tandoh	Specialist Training College, Cape Coast.	Central Region
36.	Helen M. S. Agbele	Regional Education Office, Ho.	Volta Region
37.	Marian Grant	Holy Child Training College.	Western Region
38.	Victoria Adow	Specialist Training College.	Central Region
39.	Atta Ohene	Bolgatanga Girl's School.	Upper Region
40.	Christiana Kari Kari	Regional Education Office, Sunyani.	Brong Ahafo
41.	Irene J. Hutton	Regional Directors' Office, Cape Coast.	Central Region
42.	Mercy Amuquandoh	Tamale Training College.	Northern Region
43.	Florence Bonni	Ghana Education Service, Accra.	Greater Accra
44.	Susan Afari	"	Greater Accra
45.	Florence A. Sai	Food & Agricultural Organisation, United Nations, Accra.	Greater Accra
46.	Jane Kwawu	Ghana Education Service, Curricu- lum Research & Development Division.	Greater Accra
47.	Joana Nsarkoh	Home Science Department, University of Ghana, Legon.	Greater Accra
48.	Alberta Ollennu	Ghana Home Science Association	Greater Accra
49.	Janet Asare	"	Greater Accra
50.	Mabel A. Amoah	"	Greater Accra
51.	Ethel Amissah	Ghana Education Service, Accra.	Greater Accra
52.	Juliana Dick Student	Specialist Training College, Department of Home Science.	Central Region Winneba
53.	Olivia Tivenoo	"	"
54.	Winifred Bordon	"	"
55.	Martha Bruce-Okine	"	"
56.	Mary R. Essuman	"	"
57.	Janet Ansah	"	"
58.	Nsiah Acheampong	"	"
59.	Victoria Acquay	"	"

60.	Yvonne Abodaman Student	Specialist Training College, Winneba.	Central Region
61.	Janet Alemna	"	"
62.	Comfort Bandoh	Oda Secondary School	Eastern Region
63.	Patience Adu	Specialist Training College.	Central Region
64.	Agnes Acquah Hackman	St. Louis Training College, Kumasi.	Ashanti
65.	Joan Rose Agbola	P. O. Box I7, Hohoe.	Volta Region

O B S E R V E R S .

<u>NAME</u>	<u>STATION</u>	<u>REGION</u>
I. Docea Manieson	Nutrition Division of Ministry of Health.	Greater Accra
2. Patience A. Kotei	Accra Girls' Secondary School	"
3. Mary Minnow	"	"
4. Kate Tamakloe	"	"
5. Mercy Twum Danso	"	"
6. Felicia Eghan	Specialist Training College, Winneba.	Central Region
7. J. D. Abaka Eyison	Planned Parenthood Association. Ghana, Accra.	Greater Accra
8. Elizabeth J. Sowah	St. Mary's Secondary School	"
9. Theresa Esua-Mensah	"	"
10. Florence F. Okai	Accra District Office.	"
11. Gladys Gainor	Home Science Department, University of Ghana, Legon.	"
12. Beatrice Firempong	Ghana Education Service, P. O. Box M. 148, Accra.	"
13. Florence Dovlo	P. O. Box M. 20, Accra.	"
14. Florence Kwarteng	Principal Technical Instructor, (Home Science Women's Training Institute) Department of Social Welfare & Community Development, P. O. Box M. 230, Accra.	"

GROUP 1

CLOTHING

Miss Joana Apaloo	Leader
Miss Janet Kwao	Resource
Mrs. Joana Mensah	
Miss Francisca Agawu	
Miss Marian Adams	
Miss Marian Grant	
Miss Maragaret Donkor	

GROUP 3

THE FAMILY

Ms. Victoria Adow	Leader
Ms. Mabel Amoah	Reporter
Ms. Florence Sai	Resource
Ms. Irene Jane Hutton	
Ms. Florence F. Okai	
Ms. Anna F. Paul	
Ms. Docea Manieson	
Ms. Agnes Arquah-Hackman	
Ms. Grace Bonaparte	
Ms. Joan Rose Agbola	

GROUP 5

DECISION-MAKING

Mrs. P. Kotei	Leader
Mrs. Dr. Gladys Ekuaben	Resource
Miss Helen Agbele	Reporter
Mrs. Mercy Amuquandoh	
Miss C. Kari Kari	
Mr. Eyison	
Mrs. Beatrice Adjei	

GROUP 2

YOUTH PROGRAMMES

Ms. Florence Bonni	Leader
Ms. Elizabeth Sowah	Reporter
Ms. Mary P. Amerlemah	
Ms. Eleanor Ocansey	
Ms. Rose E. Pentsil	
Ms. Sylvia R. Eshun	

GROUP 4

HOUSING

Miss Patience Addo	Leader & Resource
Miss Gladys Abbiw	
Miss Felicia Eghan	
Ms. Salome Ohene	
Ms. Miriam Mullen-Essien	

GROUP 6

FOODS & NUTRITION

Ms. Comfort Ofosu	Resource
Ms. Ethel Amissah	Resource
Ms. Comfort Bandoh	
Ms. Lucy Kokoro	
Ms. Attah Ohene	
Ms. Mercy Twum Danso	
Ms. Kate Tamakloe	
Ms. Florence Kwarteng	

APPENDIX IV

Lesson I

UNIT ONE

Content Area	Clothing & Textile
Unit	Clothing the Family
Age	I4 - I6 - Secondary Form 3, Middle School Forms 3 and 4
Concept	Clothing needs of the Family
Sub-Concept	Social, Physical and Psychological aspects of Clothing
Objectives	The students should be able to:- <ul style="list-style-type: none"><li>- Outline the need for clothing the family</li><li>- Identify the roles and status of individuals in the society in relation to clothing</li><li>- Explain the symbolism of colour in clothing</li><li>- Identify the effect of colour/style on personality</li><li>- Apply the knowledge acquired in expressing their moods through clothing.</li></ul>
Generalization	Clothing is a cue to personality:- it conveys an impression of what the individual is, does and believes.

Teaching/Learning Activities

Divide class into groups representing individual family members (i.e. father, mother, sister, brother, baby) and let each make a list of their basic clothing items.

Using the list of clothing as a starting point, help students identify the reasons, the family members need those items of clothing.

Such as jobs, custom, age, wood, sex, etc.

Discuss with students the importance of clothing the body, e.g. for -

1. Protection
2. Modesty
3. Self expression
4. Decoration to show ones status.

Explain and discuss with students the communicative roles of clothing with emphasis on the family. E.g. depicting status and roles - e.g. Chief, lawyer, work clothing - e.g. nurse, factory worker, etc., culture (traditional clothes), discuss the costume of various tribes.

Deduce from students how colour is interpreted in the society in relation to clothing. E.g. how the individual members in the family dress for different occasions.

1. Happy occasions like outdooing, christening a child, wedding, etc.  
Colours - Pink, white, light blue, i.e. cool/receeding colours.

2. Sad/Mournful occasions - funerals  
Colours - black, red, brown, etc.

Discuss with students how colour reflects ones personality. Ask students their favourite colours and relate it to the lesson.

E.g.

1. Energetic/gay people go in for loud colours to make them conspicuous irrespective of the weather conditions (e.g. caution students that red is not suitable to be worn on a hot afternoon) Red, yellow - Advancing colours.

2. Shy/bashful people go in for cool colours just to make them as inconspicuous as possible - blue, pink, etc.

Students explain how styles can effect the personality of an individual family member. E.g. styles to attract attention, styles depicting shyness.

Evaluation                      Students will wear clothes meant to depict various roles, moods, status and occasions. These will be done non-verbally. Each student will then answer questions on the drama followed by general discussion. Family size (can influence and effect) what we wear i.e. number of clothes, colour, style etc.

## Lesson 2.

Available Resources and Family members choice of Clothing.

Objectives                      Students will be able to:-

- identify factors that influence family members' clothing decisions.
- draw up a list of clothing needs for different age groups of the 'family.
- cost their clothing needs and compare to the cost of other family members' clothing needs.
- explain the need to relate available resources to family size.
- describe alternate demands on family resources competing with clothing needs.

Important                      Family size influences ability to meet clothing needs of each  
Ideas                              family member. Fewer children means more money to clothe  
family members.

## Teaching/Learning Activities

Brainstorm: compose a list of factors involved in making clothing decisions.

Class contribute to discussion on available resources for meeting clothing needs, purchasing power, ability, skill - renovation, maintenance, handed down clothes, initial making etc. Display of clothes for different purposes e.g. layette for the new born.

Demonstrate making of a selection of clothing items to class.

Skits on resource use in providing clothing.

Teachers will provide list of market price for clothing items.

Class - divide into 3 or 4 family groups.

Parents and grown children and 2 grandchildren. Parents and two children.

Parents and more children and extended relatives.

Each group to shop for essential needs of clothing on the same cash allowance.

Discuss results and constraints.

Assignment                Each student to write an essay on a selected aspect of the lesson.

UNIT TWO

Lesson I

Family - Human/Adolescent Development Programme

Content Area

Home Management and Family Living

Age .

10 - 13 years

Concept

Growth of the body between ages 10 and 15 - Changes in MY BODY -

Objectives

The students will be able to understand:-

5.1 - Physical:

- the appearance of hair under the arms, genital parts
- enlargement of the breast/breaking of the voice in boys (14 - 16 years)
- putting on weight particularly around the hips - because of increase in appetite
- menstruation/seminal emission

5.2 - Emotional:

- shyness because of noticeable physical changes
- heightened emotional behaviour - certain natural traits begin to show i.e. extrovert and introvert.

Generalization

Knowledge of personal hygiene and care of clothes ensures attractive appearance and good health - i.e. washing of the whole body, care of the teeth, hair, skin, hands, nails, feet and genital parts.

Teaching/Learning Activities

Teacher shows a film.

A chart or a drawing of the human body with the various parts identified.

Invite medical personnel to give a talk on the physiological changes in a boy/girl.

Follow up with a discussion and questions with the class on the nature and purpose of sweat.

Class Activity

Discussion on effect of sweat on body, clothes, near environment. Teacher to discuss different types of deodorant and other toiletries - including both local and imported (i.e. lime, seawater, powdered cloves in lime juice, etc.) Demonstrate use of selection of beauty aids. Class could make soap, talcum and or vaseline.

Evaluation

Students will write an account on "The various physiological changes noticed in the body.

Lesson 2

You and Your Friends

Content Area

Home Management and Family Living

Age

12 - 15 years

Concept

Choosing friends

Objectives

The student will be able to:- appreciate the:-

- need for different types of friends
- reasons for choosing different types of friends
- qualities in the choice of friends
- types of friends i.e. sex group, class groups and ethnic groups.

Generalization

The choice of friends could influence decision making and affect as well as reflect on your total behaviour.

Teaching/Learning Activities

Story telling: Exchange stories (real life and fiction) to illustrate the influence of friends.

Teacher introduces the topic and through questions and answers lead to essay writing.

Skits and spontaneous drama: Class to dramatize some experience in the stories and classify.

Discuss the characteristics of bad - pilfering, stealing, trauncy, etc. good - diligence, honesty, helpful, etc. in friends.

Introduction of boy and girl relationships, show films, film strips, slides if any. Discussion of different outcomes of boy/girl relations by teacher and class.

Membership of youth groups talk by a youth leader/parent to introduce the children to a variety of youth group and organisations in their districts.

Invite problem area from class for detail or expert discussion.

Evaluation

Students will write essays "The Qualities I admire in my Friend".

Lesson 3

Human Development:- Adolescent Pregnancy

Age

15 - 17 years

Objectives

Students will be able to:-

- discuss some of the social and economic problems they face
- review the physical changes that take place in their bodies as they mature
- state simply how pregnancy occurs
- enumerate reasons why it is advisable for adolescents to postpone pregnancy and childbearing till after 20's or older
- give reasons why adolescents should not have children until they are ready emotionally and economically.

Generalization

The many social and economic pressures which come from families and friends contribute to adolescent pregnancies.

Important Ideas

Young people should consider pregnancy and childbearing when they are physically mature, ready emotionally and economically. Members should volunteer topics - hypothetical or real life situation to a friend (anonymous).

Teaching/Learning Activities

Class discussion:

Film shows, slides and film strips - discussion to highlight constraints of early pregnancy and marriage.

Discussion on adolescent rights and responsibilities - good practical education - good stable employment, respect of family and friends - contribution to family income starting a personal savings.

Evaluation

Essay on the problems of teenage pregnancy. Talks from Family Planning personnel. Class debates, discussion panels.

UNIT THREE

<u>Lesson I</u>	Family Marriage and Parenthood
Content Area	Home Management and Family Living
Age	15 - 17 years i.e. from form 3 - 5 or equivalent
Concept	Readiness for Marriage
Sub-Concept	- Emotional readiness:- how one relates to other people or how to behave towards others - Economic readiness:- job - preparation - Choice of partners i.e. Characteristics - Good grooming - Physical readiness:- age 23 - 28 - Girls 25 - 28 - Boys - Steady boy/girl relationships.
Objectives	Students will be able to:- - compile and discuss guidelines in getting ready for marriage - understand and appreciate basic reasons why it is important to be ready before getting married - assess their feelings and ideas about marriage.
Generalization	Emotional, economical and physical maturity is more likely to lead to better marriage life.

Teaching/Learning Activities

Teacher/Student will discuss issues like:-

- the advantages (relevance) of making personal (individual) choice of a partner rather than accepting another person's choice

Discussion on job openings

Open discussion on marriage - students relating the experiences in their own families - desirable qualities, problems, etc.

Why early marriage predominated in traditional Ghanaian families. Ideas may include:-

- a) to have large families for cheaper labour
- b) there was limited knowledge and chance as well as alternatives to choose from
- c) women were not (allowed) given the chance to express themselves
- d) women's roles were (limited) restricted to mostly procreating/housewifery.

Discussion with students on the factors which contribute to delay marriages in modern times.

. Discuss historical and cultural background to marriage. Contributions from class.

Talk or lecture from village elder or chief.

Late marriage: Reasons - difficulties in getting suitable partner  
longer years of schooling and training for jobs  
inadequate financial resource  
expensive marriage ceremonies and high dowries  
anticipation for right partner  
financial support for parents and other dependents.

Explain problems of early and late marriages.

Outline the socio-economical implications of marriage:- should have to contribute towards the upkeep of the family and other dependents.

Evaluation                      Dramatization of a scene based on the concept - students to write their own play. Write out knowledge acquired. Write an essay on "Husband/Wife I'll like to have".

UNIT FOUR

Lesson I

Housing the Family

Content Area

Home Management and Family Living

Age

14 years

Concept

Choosing a House

Sub-Concept

Factors affecting the choice of a house

Objectives

The students will be able to:-

- describe the importance of shelter to a family
- know basic factors that influence choice of a house
- outline specific demographic factors on housing and social conditions
- determine the reasons why a family house is so important in the Ghanaian tradition
- enumerate some of the important points to consider regarding the choice of a house
- analyse housing needs of family members.

Generalization

The choice of a house is influenced by the family values and goals, material and human resources as well as family size and composition.

Teaching/Learning Activities

Discussion on influence of selected demographic factors on housing e.g. population density - (birth and death of individuals) morbidity and migration (movement) patterns of individuals and family - changes in household (age, structure, size, etc.)

Discuss how house choice are affected by family unit, traditions/values etc.

Students discuss the differences between urban/rural house types and how the design of the household affect everybody.

Discussion of students own homes and houses and experiences to determine their own values and goals.

Invite an estate officer to talk about types of houses, plans, etc.

UNIT FIVE

<u>Lesson I</u>	Family Resources
Content Area	Home Management and Family Living
Age	15 - 17 years
Concept	Family Income
Sub-Concept	Allocation of Family Income
Objectives	The students will be able to:- <ul style="list-style-type: none"><li>- identify sources of family income</li><li>- discuss factors affecting family income</li><li>- explain why family should use income wisely</li><li>- discuss importance of budgeting</li><li>- identify family goals in relation to the use of family income</li><li>- evaluate their own expenditure.</li></ul>
Generalization	Income becomes a good resource when it is well managed, good management of family income contributes to the welfare of family, but poor management results in family misery. Allocation of family income is an important decision-making process.

Teaching/Learning Activities

Discuss with students the source of family income

Teacher explains:-

- I. The various kinds of income
  - a) the total income
  - b) income in kind
  - c) real income
2. Factors that affect the level of income
  - a) the types of jobs being done by family members
  - b) number of family members working

Discuss the various family needs and how they can be met by wise allocation of family income, e.g. food, clothing, transportation, health and education of the children etc.

Teacher show a film of a family discussing family goals and how they can use their money to reach these goals.

Teacher discuss the topic of the film with students.

Discuss with students the effect of family sizes on family income

Discuss with class some problems relating to allocation of income to the

various needs of the family members.

The students to be made aware of the importance of family making decisions together. Teacher should explain the need for effective communication among family members.

Students will interview families, e.g. their own families or any families of their own choice on decision-making patterns within the family, e.g. - who makes decisions - any communication between:-

1. Husband and wife
2. Parents and siblings
3. Among siblings.

Student will make their own budget over one month using their pocket money.

Evaluation	Write a report on their budget using the following guidelines: give the source of the money how and why money was allocated whether students lived within the budgets give reasons for success or failure give suggestions to improve their own budget
Resources	Films, charts, cartoons, books, people's experiences.
Case Study	Each teacher will develop her own case study.

UNIT SIX

<u>Lesson I</u>	Planning meals for the Family
Content Area	Foods and Nutrition
Age	I4 - I6 years - Form 4
Concept	Nutritional needs of the members of the Family
Sub-Concept	Feeding the pregnant woman
Objectives	The students will be able to:- <ul style="list-style-type: none"><li>- state the nutritional needs of the pregnant woman</li><li>- identify how food preferences and practices affect pregnancy</li><li>- plan and prepare meals to meet the nutritional requirements of the expectant mother.</li></ul>

Teaching/Learning Activities

Teacher will review components of an adequate diet with children - the components of an adequate diet.

Teacher will plan a normal diet for a normal person and help class to modify to suit a pregnant woman - nutritional needs of pregnant woman before, during and after pregnancy.

Discussion of harmful cultural taboos and how they can be modified - effects of taboos and cultural beliefs on pregnancy.

Discuss signs of good health in mother and baby - the diet of the pregnant woman determines her health and that of the baby.

A trained or local midwife to talk about practices and share experiences of problems with several births - effects of several pregnancies, spacing of mother, child and family resources.

Students to share their own experience, number of children at home, how food is shared, etc. - the need for spacing pregnancies and childbirth.

Students compare their own diets with the adequate diet of the pregnant woman and the cost involved - teenage pregnancies and their implications.

Teacher to discuss with students when they would like to start their family - ideal age for child bearing is 23 - 35 years, and ideal spacing interval is 3 years.

Students to ask a pregnant woman what she ate the previous day and analyse.

Students to visit maternity home, hospitals and have discussions with the nutritionist and pregnant women and local midwives and write reports.

Lesson 2

	<b>Feeding the Family on limited resources</b>
<b>Objectives</b>	<b>The students will be able to:-</b> <ul style="list-style-type: none"><li>- compare cost and quality of specific food items</li><li>- plan different menus with similar functions at varying costs</li><li>- appreciate the need to share available resources to meet food needs and other needs of the family</li><li>- appreciate the burden put on resource sharing by large families.</li></ul>
<b>Resource People</b>	<b>Class Teacher</b> <b>Public Health Nurse</b> <b>Gynecologist</b> <b>Medical Officer</b> <b>Pregnant mothers</b> <b>Midwives from hospitals and native ones.</b>
<b>Continuous Project</b>	<b>Building of bulletin boards to illustrate the students own ideas based on the sub-concept.</b>
<b>Evaluation</b>	<b>Students write menus for class to analyse if all requirements are met with.</b>
<b>Generalization</b>	<b>Adequate nutrition is important before, during and after pregnancy.</b>
<b>Evaluation Task</b>	<b>Given three different menus, the student will write and explain whether they are balanced or not.</b>