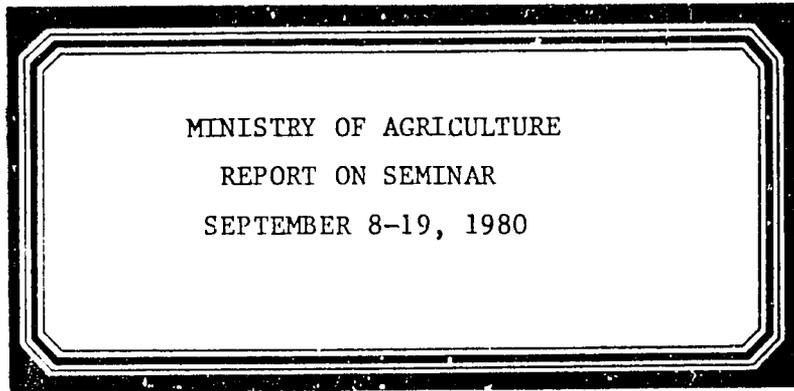


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MINISTRY OF AGRICULTURE

HOME ECONOMICS

Report on

SEMINARS

on

TEENAGE PREGNANCY

Sponsored by the

The International Family Planning Project

of

The American Home Economics Association

in collaboration with

The Jamaican Home Economics Association

held at

Twickenham Park Training Centre, Jamaica

September 8-19, 1980.

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A C K N O W L E D G E M E N T S

Sincere gratitude is here expressed to the many persons and organizations who have contributed in so many ways to make the events possible.

This series of seminars was made possible through a grant from the International Family Planning Project of the American Home Economics Association, (IFPP) of the (AHEA) which functions in collaboration with the Family Life Committee of the Jamaican Home Economics Association (JHEA). Mrs. Alma Smith, Vice Principal of Mico College is Chairman of the Committee and Dr. Thelma Stewart, Assistant Chief Education Officer, Ministry of Education, is Country Co-ordinator. Dr. Elizabeth Brabble is Director of the IFPP of the AHEA, while Miss Bonnie Birker is Deputy Director. The Ministry of Agriculture greatly appreciates the continuing support of the IFPP in the various forms in which it has been given.

The Ministry of Agriculture which was the collaborating agency, provided financial support as well as other facilities through the co-operation of the Regional Directors, Parish Managers and Support Staff. The Acting Director of Training, Mr. P. Jackson and his staff at the training centre willingly co-operated in making the facilities available for the seminars and gave invaluable support throughout the duration.

The Seminars would not have been possible without the co-operation of lecturers, and to these persons sincere thanks are expressed for their faithful attendance and valuable contributions.

Mrs. Eileen Fraser, Executive Secretary, YWCA

Miss Jean Tulloch-Reid, Tutor, Family Life Educator, UWI

Miss Pamela Tomlinson, Assistant Information Officer, NFPB

Miss Karen Scoff, Assistant Information Officer, NFPB

BACKGROUND

Demographic Information

Jamaica's end of year population in 1976 stood at 2.1 million. The under 20 population represented 53%, making the Jamaican population a very young one indeed.

The island has recorded outstanding success in keeping down levels of mortality. Since 1921 declines have been consistent from a level of 25.8 to its most recent figure of 7 per 1,000. Unfortunately this kind of success for a number of reasons has not been paralleled with respect to fertility. Levels of fertility remain higher than is desirable, though some measure of decline has been evident particularly in recent years. The crude birth rate as assessed for 1976 was 29.8.

A more sensitive measure of fertility performance is the age specific fertility rate. This is defined as the number of births to women of a given age group per 1,000 women in that age group. Its usefulness lies in the fact that it shows the relative contribution of each group to the total fertility. Changes in their contribution over time can also be assessed from annual birth statistics.

Age specific fertility rates for Jamaican women for the period 1960 to 1970 indicate a decline in the level of fertility performance of women 30 years and over. A reverse trend is observable for younger women under 30 years, theirs being increasing levels of fertility. Of relevance to this paper is the fact that women 15-19 years show the highest level of increase over the 10 year period. This increase doubled that of women 20-24 years, although this group has the highest absolute level of fertility. Table 1 shows the rates for all age groups within the child-bearing period 15-49 years.¹

In an over-populated world, the fertility potential of young women is a force with which to reckon. If every young woman alive today decides to have no more than two children, some alleviation of the dreadful effects of the world hunger might be seen within this century; if none of them choose to limit their child-bearing, then all the agricultural reform conceivable will not prevent massive suffering. Thus, a question of over-riding importance is, what influences are there on the decisions women make about their own fertility.

Women who have their first child early in life tend to have large families, this has been established.² The proportion of young people in the Jamaican population is very large. (Figure 1). Data from the 1970 census and demographic surveys of more recent years show that more than half of the population is under 20 years of age.

¹The Social and Economic Consequences of Adolescent Fertility by Dorian Powell. Paper.....1978.

²Increasing Educational and Economic Options of Adolescent Females: A Study of Policy Implications For Reducing Fertility and Raising Female Status.

However, there have been signs of decline between 1970 and 1978. This has occurred in the under -9 population, due to a decline in fertility in recent years. The 10-19 population shows increases, a reflection of higher levels of fertility around the 1960. The present picture is that the dependent youth population is much larger than the age group responsible for the economic support of the rest of the population.³

See Figure 1

Against this background information and other data were reviewed at the National Conference on Fertility and the Adolescent at the Pegasus Hotel, Jamaica, January 7-11, 1980, it was thought expedient to listen to what teenagers and young people had to say on the subject of Teenage Pregnancy. The information gained from listening to these young people will give direction to the programme being formulated for mass education in rural Jamaica through the use of the mobile units.

It has therefore been organized that these chain of events be utilised to provide the required linkages in a programmes for young people and adults. Consequent on this, participants were recruited to include teenagers mainly as well as young adults.

From the seminars the statement can be endorsed "teenage pregnancy cannot be understood within a purely biological frame of reference but should be seen primarily as a social category whose composition and implications are liable to change according to the interacting traditions, social institutions, and values".⁴

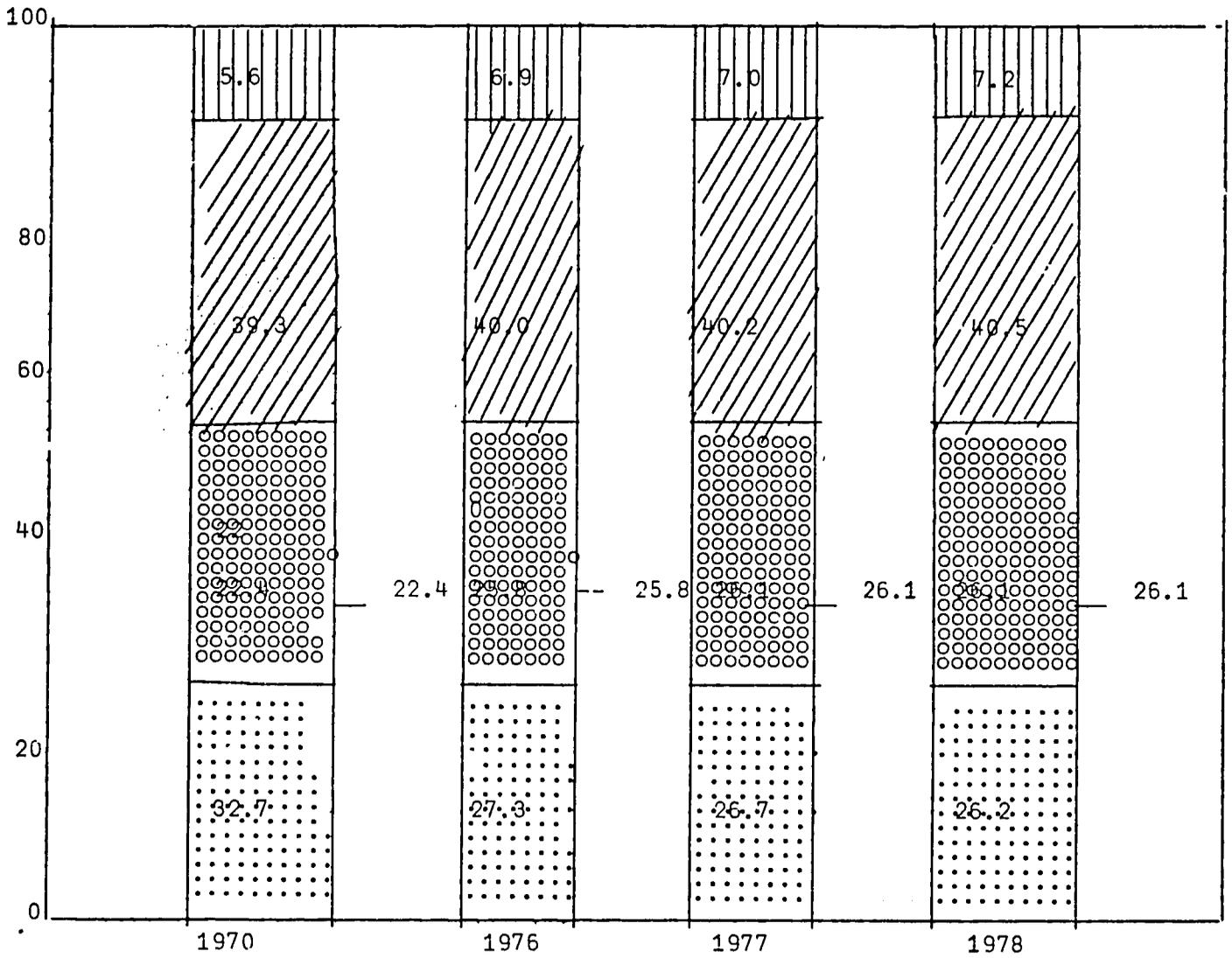
³Some Social and Demographic Data on the Jamaican Youth by Dorian L. Powell.

⁴Excerpts from a Perspective on Adolescent Fertility in Developing Countries; Policy and Programme Implications.

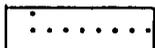
Figure 1

Today, more than half of the population is under 20.

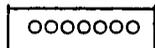
Percent of Population



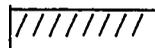
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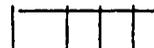
0-9 yrs.



10-19 yrs.



20-64 yrs.



65 and over yrs.

Source: Demographic Statistics, 1978, Department of Statistics, Jamaica.

OBJECTIVES OF SEMINARS

For all teenagers

- 1 To gain information and/or review basic concepts of Family Planning as integrated into Home Economics.
- 2 To become aware of the high incidence of teenage pregnancy, and that the ensuing hazards are the responsibilities of boys and girls equally.

For all staff

- 1 To gain first hand knowledge of how rural young people are thinking about teenage pregnancies, especially among school girls and to assess their reaction.
- 2 To gain information which will influence the formulation of programme content on Family Planning strategies/new approaches to programme development and implementation among teenagers.

SUMMARY OF ACTIVITIES

As indicated in the following programme, each Seminar had a similar design which included:-

- 1 Presentations and discussions
- 2 Group Work and Reports
- 3 Film Shows
- 4 Evaluation sessions

For group work, each seminar group was divided into four to six sub-groups and assigned a question. Each sub-group elected its own rappateur and recorder who in turn presented the report of the group.

MINISTRY OF AGRICULTURE
HOME ECONOMICS

SEMINARS
on

TEENAGE PREGNANCY
at

TWICKENHAM PARK TRAINING CENTRE
September 8-19, 1980

Sponsored by
The International Family Planning Project
of the

American Home Economics Association

in collaboration with

The Jamaican Home Economics Association

T I M E T A B L E

Monday, September 8

- 8.30 am - Registration
- 9.00 am - Opening Exercise
- 10.15 am - B R E A K
- 10.30 am - Adolescent Changes in Boys and Girls

Presenter: Miss Pamella Tomlinson
Assistant Information Officer, NFPB

Discussion

- 12.30 pm - L U N C H
- 2.00 pm - Responsibilities of Parenthood

Presenter: Mrs. Eileen Fraser
Executive Secretary, YWCA

Discussion

- 3.15 pm - B R E A K
- 3.30 pm - Group Work
- 5.30 pm - Supper
- 7.00 pm - Film Show

Tuesday, September 9

- 8.30 am - Choices and Consequences for Adolescent Girls and Boys

Presenter: Miss Jean Tulloch-Reid
Tutor, Family Life Education, UWI

Discussion

- 10.15 am - B R E A K
- 10.30 am - Group Reports
- 12.30 pm - L U N C H
- 2.00 pm - Evaluation
- 3.00 pm - Departure from Training Centre

T I M E T A B L E

SEMINAR II

Thursday, September 11

8.30 am - Opening Exercise

Welcome and Introduction

9.00 am - Adolescent Changes in Boys and Girls

Presenter: Miss Pamella Tomlinson

Assistant Information Officer, NFPB

Discussion

10.15 am - B R E A K

10.30 am - Responsibilities of Parenthood

Presenter: Mrs. Eileen Fraser

Executive Secretary, YWCA

Discussion

12.30 pm - L U N C H

2.00 pm - Group Work

3.15 pm - B R E A K

3.30 pm - Group Work

5.30 pm - Supper

7.00 pm - Film Show

Friday, September 12

8.30 am - Choices and Consequences for Adolescent Girls and Boys

Presenter: Miss Jean Tulloch-Reid

Tutor, Family Life Education, UWI

Discussion

10.15 am - B R E A K

10.30 am - Group Reports

12.30 pm - L U N C H

2.00 pm - Evaluation

3.00 pm - Departure from Training Centre

Monday, September 15

8.30 am - Opening Exercise

Welcome and Introduction

9.00 am - Adolescent Changes in Boys and Girls

Presenter: Miss Karen Scoff

Assistant Information Officer, NFPB

Discussion

10.15 am - B R E A K

10.30 am - Responsibilities of Parenthood

Presenter: Mrs. Eileen Fraser

Executive Secretary, YWCA

Discussion

12.30 pm - L U N C H

2.00 pm - Group Work

3.15 pm - B R E A K

3.30 pm p Group Work

5.30 pm - Supper

7.00 pm - Film Show

Tuesday, September 16

8.30 am - Choices and Consequences for Adolescent Girls and Boys

Presenter: Miss Jean Tulloch-Reid

Tutor, Family Life Education, UWI

Discussion

10.15 am - B R E A K

10.30 am - Group Reports

12.30 pm - L U N C H

2.00 pm - Evaluation

3.00 pm - Departure from Training Centre

Thursday, September 18

- 8.30 am - Opening Exercise
Welcome and Introduction
9.00 am - Adolescent Changes in Boys and Girls

Presenter: Miss Karen Scoff
Assistant Information Officer, NFPB

Discussion

- 10.15 am p B R E A K
10.30 am - Responsibilities of Parenthood

Presenter: Mrs. Eileen Fraser
Executive Secretary, YWCA

Discussion

- 12.30 pm - L U N C H
2.00 pm - Group Work
3.15 pm - B R E A K
3.30 pm - Group Work
5.30 pm - Supper
7.00 pm - Film Show

Friday, September 19

- 8.30 am - Choices and Consequences for Adolescent Girls and Boys

Presenter: Miss Masana DeSouza
Family Life Educator, Social Welfare Department, UWI.

Discussion

- 10.15 am - B R E A K
10.30 am - Group Reports
12.30 pm - L U N C H
1.30 pm - Evaluation
2.00 pm - Closing Exercise
3.30 pm - Departure from Training Centre

RESPONSIBILITIES OF PARENTHOOD

Mrs. Eileen Fraser

People are concerned about boys and girls because of how they see them behave or because of the behaviour of other young people they expect the worst of us.

How do People become Parents?

People become parents when they have fathered or mothered a child. How do people become mothers? or How is a child made? By fertilization ie. the male penis enters a woman's vagina.

Each one knows what he or she is about to do, and should seriously consider the degree of involvement and the consequences. Conception begins when the sperm fertilizes the egg.

Responsibility - to be accountable for things is always to be considered.

1. Are you economically ready?
2. Have you reached your goal?
3. Can you manage?
4. Do you have the time?
5. What will the effect be on your own family, the community, the country?
6. Effect on own education, on your parents as well as the child.
7. What are you planning in your life?
8. How else can you use the energy required for having sex?

What kind of person am I?

What kind of qualities do I seek in the person I want to marry - an ideal person - capable, responsible, reliable, intelligent; the attributes of our selection usually fall short of our ideal.

Questions for Group Work

ALL SEMINARS

1. How do you feel about teenage girls getting pregnant? Give reasons for your answers.
2. How do you feel about teenage boys becoming fathers? Give reasons for your answers.
3. What type of problems would confront a family if a teenage school girl gets pregnant, or a teenage school boy becomes a father?
4. What type of information would you like to get in a family planning programme, and by which method ie. radio, discussions or literature would you wish it to be presented?
5. What recommendations would you as a teenager make to reduce the pregnancies of adolescents.
6. What are the most important responsibilities of parenthood in your view?

NOTES ON PRESENTATION
SEXUAL CHOICES & CONSEQUENCES FOR
ADOLESCENT BOYS & GIRLS

by

Jean Tulloch-Reid (Miss)
Tutor in Family Life Education
Department of Extra Mural Studies
U.W.I., Mona
Kingston 7

Adolescence is a period of growing up or growing into maturity. It involves changing from dependence to independence, from childhood to adulthood.

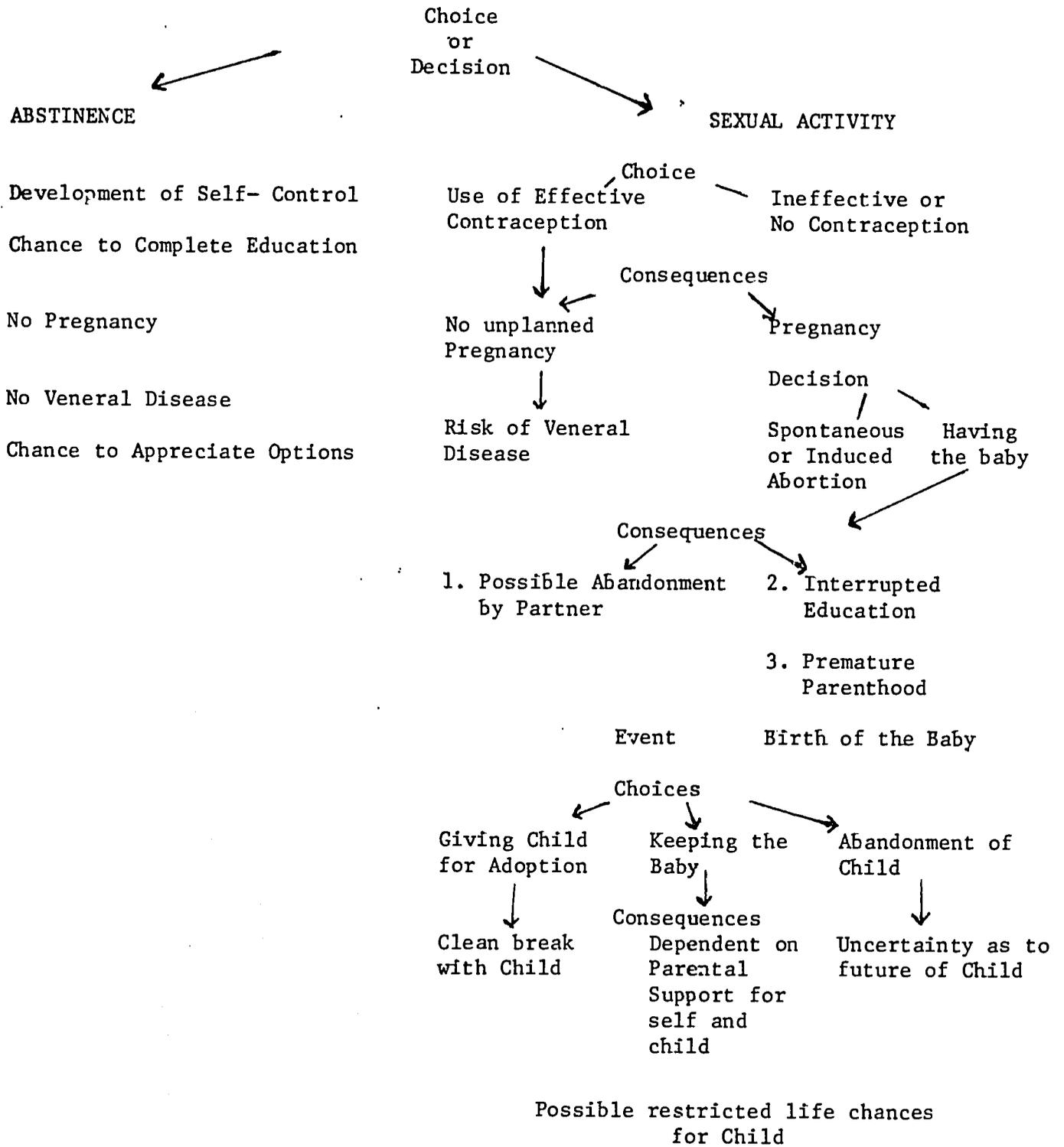
It is the period during which body changes and physical sexual maturity occur. With the onset of physical sexual maturity adolescents are faced with making continuous choices with regard to the expression of their sexuality.

An adolescent can choose to abstain from sex or to be sexually active. If the adolescent chooses to be sexually active he or she needs to make another choice - to use an effective contraceptive or to use an ineffective or no contraceptive.

Each of these choices has consequences for the adolescent. The choices the adolescent makes also have consequences for others. Here is a chart which shows some sexual choices and consequences for adolescent boys and girls.

The objective is to provide adolescents with some of the favourable and adverse consequences of sexual behaviour to enable them to appraise a situation as a basis for making decisions about their personal behaviour.

CHOICES AND CONSEQUENCES FOR ADOLESCENT GIRLS



YOU CAN CHOOSE WHICH WAY FOR YOU AND YOUR CHILDREN

CHOICES AND CONSEQUENCES FOR ADOLESCENT BOYS

OR

Decision ABSTINENCE

Consequences

Development of Self-Control

No Venereal Diseases

No Early Parenthood

Chance to Appreciate Options

Decision SEXUAL ACTIVITY

Choice

Use of Effective
Contraception

Use of Ineffective
or no Contraception

Consequences

Planned Parenthood

Risk of Venereal
Diseases

Risk of Venereal
Diseases

Risk of Unplanned
Parenthood

Consequences

Denial of Paternity

Marginal Role in
Parenting

Possible Restricted
Life Chances of
Offspring

YOU CAN CHOOSE WHICH WAY FOR YOU AND YOUR CHILDREN

NOTES ON YOUTH AND SEX

by Jean Tulloch-Reid (Miss)
Tutor in Family Life Education
Department of Extra Mural Studies
U.W.I., Mona

OBJECTIVE

The following is prepared to help youth take a positive view towards their sexuality and to understand and appreciate some of the implications of human sexuality in order that they will approach their sexuality with discernment and good judgement.

YOUTH AND SEX

Your ripening sexuality is wonderful, it is a gift for:

- * Enjoyment
- * Procreation
- * An expression of love

It means you are changing from a boy into a man, from a girl into a woman. You have many new feelings:

- * About yourself
- * About others
- * About life

You begin to see life differently. You have many questions that need to be answered.

You are concerned about your relationships with the opposite sex, with friends, with your parents and other adults. Sometimes you may feel confused at these new feelings and your changing body. It takes time to get used to your feelings and establish comfortable relationships.

Growing up means taking responsibility for your life which includes your sex life.

It is possible to use your sexual energy in many ways.

1. Creative activity such as working, playing, study and group activities.
2. Masturbating
3. Petting
4. Sexual Intercourse

Throughout your life you will need to decide on one or a combination of these sexual expressions.

You will need personal standards, values and goals to guide you in expressing your sexuality.

You now have the potential to create new life. In creating new life you would be entering into a partnership with God in the creation and care of children. A baby is an individual not a pet or a toy. The creation of new life demands long-term responsibilities which include providing food, clothing, shelter, education, health care, and spiritual guidance for a child for at least 16 years. It also involves giving of your time and of yourself. Sex is an integral part of our personality.

Sex can be creative. Sex can be destructive.

You need to determine:-

What values make for growth and development?

Under what conditions is sex destructive?

Under what conditions is sex creative?

What part will sex play in your life?

You need to value and respect yourself and value and respect others.

In making your decision about your sex life you need to take the long view with regard to your life in general and your life goals, your education, a career, starting a family, building a family life.

Seek guidance from responsible persons who you respect and in whom you have confidence for example, your parents, a nurse, your pastor, a counsellor, a social worker.

Growing up is a natural process. Maturing into worthwhile and productive persons is costly. It takes effort. It takes discipline.

Whatever the societal or cultural values may be in the final analysis the choice of a standard of sexual behaviour must be a personal one.

This is a choice which can affect your whole future as well as the lives of other persons.

Here are some criteria which may find useful in testing your decisions.

1. THE TEST OF COMMON SENSE

Does the action make sense? When you think of the situation try to anticipate how the proposed action will look in practice and consider the practical consequences. This common sense test may help you see if the proposed action is appropriate for your life.

2. THE TEST OF WHETHER THIS ACTION WILL REALLY HURT SOMEONE ELSE

Will the action you are taking contribute "internal pain" to someone to the extent that it endangers the integrity of a personality or causes excessive discomfort?

3. THE TEST OF ONE'S BEST SELF

Each of us has a self concept which may or may not fit our actions. As we consider a decision, we might ask if this action will fit the concept of ourselves at our best.

4. THE TEST OF MAKING SOMETHING PUBLIC

A simple test to apply to any action you are contemplating is to determine whether your decision or action could stand up to the light of public knowledge. What if people knew what you were doing? This is a searching and healthy test for any leader to ask himself when confused about the ethics of a situation.

5. THE TEST OF ONE'S MOST ADMIRER PERSONALITY

Most of us have a person or two we have meant a great deal to us. These may be parents, teachers, bosses, or others whom we admire. What would such a model do in this situation?

6. THE TEST OF FORESIGHT

An important test of any decision or action is to explore the possible consequences of the behaviour? What is likely to result from this action?

Group 1

GROUP REPORT

Seminar I

Question: What recommendations would you as a teenager make to reduce the pregnancies of adolescents?

1. View from youth: Contraceptive
We think that we should have some more guide-lines on the contraceptives, like going out at the centre one day in the week, which will help to explain more about these things better.
2. Education to help youth in life:
We think if we have a youth club, home economics classes and more activity it can help to prevent them getting into trouble for they would be interested in going there and they would get to know about planning your family in a better way.
We think sex education should start at primary level in every school.
3. Education for Parent
We think we should teach our parents then the parent can educate their children a little more. The way of teaching these parents is to get them out in a meeting twice every week, with a health officer.
4. The Churches can help
The next way to get parents to learn about planning their families is to get it across to the churches, by Pastors or the head affair of these churches, it will help to advertise.
5. Lecturing Youth
We think we should have a lecturer to lecture the youth about themselves, for eg. 'What kind of person do I want to live with or who I am'. Then they will be a little more cautious in themselves.

Group 2

Seminar I

What are the most important responsibilities of parenthood in your view?

The most important responsibilities of a parent are as follows:-

- 1 Love
- 2 Food (Nutrition)
- 3 Caring which is the most important thing in life.
4. Shelter
5. Proper Education
6. Clothing
7. Security. Just make sure your child is safe from things which would confront her.
8. Spiritual guidance
9. Family planning. Once you have change from adolescent to an adult.
- 10 Proper Management
- 11 Discipline, both of mind and body. When we talk about this we mean as a mother you should not like your child to go with Tom or Harry so she has to get some discipline.
- 12 Schooling: If she is wrong, show her the things which is right.
- 13 Proper Grooming: Neatness
- 14 Interest in your community and your child
- 15 Respect: Toward your child (explanation)
- 16 Planning for your child as a mother you would not like to see your child ask anybody for money so you would do some saving for her.

So as parents you are looking for the best in your child and you.

Group 3

GROUP REPORT

SEMINAR I

How do you feel about teenage girls getting pregnant?

1. In the group one person who had experienced having a baby said that she was sorry about the whole idea, and she blamed herself for this because she was taught about teenage pregnancy in the home by her parents.
2. Also I don't think that one who is going to school should get herself pregnant; she should be preparing herself for the future. but if she and the partner is financially able and will be capable of taking care of a child then they could go ahead. In my opinion preparedness involves parental control in that a teenage mother should be required to remain in residence with her mother while the father of her child is residing elsewhere.
3. The group felt that teenage pregnancy was not right. She is not in the right position to support the child, that is financially, educationally etc; the family is usually not employed, unskilled with little possibility for employment.
4. When a girl gets pregnant she then has to get a job and she is sometimes sent out of the home by her parents. Do you think that the parent should turn their back on the child? Why? Sometimes there is lack of communication between parents and children.
5. Some problems which affect teenage mothers are that they are not healthy enough mentally, physically, not ready for a child and her body is still developing and cannot cope with the demands of the baby and herself.
6. I don't think they are prepared for family life in terms of taking care of a child and father along with herself.
7. Another thing is that teenagers should respect themselves and mothers should respect their daughters by not forcing them to go out of the way and get pregnant.
8. If a person cannot abstain from sexual intercourse she should use some form of contraceptive.
9. More discipline in schools with regards to how they dress especially in physical education classes.
10. Teenage girls who get pregnant should continue their education in a different institution.

Group 4

- (a) What type of information would you like to get in a family planning educational programme?
- (b) By which method ie. radio, discussions or literature would you wish it to be presented?

Section A

1. How to plan a family - when to start.

2. Knowledge of family planning methods especially for males.
3. Teenagers should be taught the factors to be taken into consideration when planning to have children. Some of these factors are:-
 - (a) How much time the jobs of the parents demand.
 - (b) Parents state of finances.
 - (c) Living environment.These factors will enable parents to know how many children to have and when to have them.
4. How to use family planning methods and where they can be found.
5. It is important that a mother be informed on the subject of maintaining a good relationship with her child.

NOTE

Mothers are equally responsible for teenage pregnancies. Mothers feel that children are getting too big when they ask certain questions in the home and tend to get angry, and this attitude cuts off communication between the mother and the child. The child is therefore left to experiment and seek information on her own. Parents should be taught how to maintain a good relationship with their children and how to communicate information to them.

6. Mothers should know what they should teach their children example, when a child decides to ask questions like how he or she was born, the mother should answer in simple terms which the child can understand.
7. Communication should not only be between mother and child, but between father and child also.
8. Both parents should be trained in the same type of sessions to ensure that the child gets the same information from both parents so the child does not get confused and seek answers outside.

9

Section B

1. Basic information in comic for eg., in the magazine and comic strips, should be used in the education programme which allows serious information to be brought across to us in an interesting way.
2. Some type of information could be presented in radio and T.V. programmes, films, or lectures in classrooms, in drama, songs, games and puzzles to allow for a universal appeal.
3. Young men from the age of twelve should learn about family planning methods.
4. Learning about sexual devices should be a deliberate one and not only by chance.
5. Need for literature for teachers and children in schools. Literature should be based on practical experiences.
6. Emphasis should be placed on family planning education in schools.
7. Clubs provide a useful organization for passing on information to young people because, usually clubs involve both boys and girls, and therefore both sexes would get the information.
8. Men need to get more involved in the whole process of family life education. More information should be given to the men on child bearing, child caring and child rearing.
9. Pictures with information on family planning methods should be used for those who cannot read.

QUESTIONS

1. Should pregnant teenage girls remain in school?
2. Should there be special institutions for pregnant teenagers to go back to school?
3. How do you feel about teenage girls getting pregnant?

REACTIONS FROM GROUPS

If exposed from small age, then they will.

Girls not ready, but following of fashion ie. seeing other girls pregnant, so why not me too.

No love from parents cause girls to go out and seek love.

Parents turning girls out of the house is a reason for teenage girls to get pregnant - girls not having anything to do after school - no activity.

SEMINAR I

Group 1

Hyacinth Hart
Veronica Arnold
Doreen Maddon
Rosalee Burke - Leader (5)
Yvette Williams
Fearon Brown

Group 2

Lois Adamson
Althea Johnson
Janice McCalla
Judith Spencer - Leader (6)
Sheryl Rose
McIvor Cross

Group 3

Maria Lee
Velma McPherson
Audrey Moulton
Alice Simpson
Iona Lindsey
Gareth Price - Leader (1)

Group 4

Nerene Goode
Melita Bent
Colsie Deens
Heather Shepherd - Leader (4)
Norlyn Ellis
Creston Maddon

REGISTRATION

September 8-19, 1980

SEMINAR I

<u>NAMES</u>	<u>AGE</u>	<u>PARISH</u>
Ilona Lindsey	17	St. Thomas
Heather Shepherd	16	"
Yvette Williams	19	St. Catherine
Cheryl Rose	19	St. Thomas
Alice Simpson	19	"
Novlyn Ellis	19	"
Creston Maddon	16	"
McIvor Cross	18	St. Catherine
Fearon Brown	19	"
Judith Spencer	18	St. Thomas
Rosalee Burke	18	"
Colsie Deens	19	"
Doreen Maddon	20	"
Hyacinth Hart	23	"
Janice McCalla	23	"
Lois Adamson	17	St. Andrew
Gareth Price	18	St. Catherine
Maria Lee	18	St. Andrew
Nureen Goode	18	"
Melita Bent	20	St. Thomas
Veronica Arnold	20	St. Andrew
Velma McPherson	16	"
Althea Johnson	15	"
Audrey Moulton	16	"

STAFF

R. M. Evans	St. Andrew
Judith Bragg	St. Thomas
Geneva Murray	St. Andrew
Dahlia Bogle	St. Thomas
Yvette Harriot	St. Catherine
Lusta Higgins	St. Thomas
Norma Jarrett	St. Thomas
Jennifer Davis	I.R.D.P. - Home Economics Officer
Novlett McPherson	" "
Althea Tomlinson	" "
Murlean Bryan	" "
Linneth Williams	" "
Terry Newburn	" (consultant)

PRESENTATION

11.9.80

SEMINAR II

Responsibilities of Parenthood

Mrs. Eileen Fraser

What are the responsibilities of parenthood? You have first to understand yourself and how to be responsible before you can answer. Responsibility is always ours, as soon as an individual can comprehend, that person has responsibility.

What are really our rightful responsibilities? How shall we behave? Today, knowledge is readily available, libraries are everywhere and readily accessible. My purpose is not to teach, but to share thoughts - to provide an understanding and a learning exercise to help you to catch up on information which many persons already have.

In family life education everything must be related to the self. There is need for inner strength and resourcefulness when dealing with a situation. The use of language is a part of the responsibility of parenthood. Parenthood begins when the child is conceived. One prepares for parenthood before the child is conceived.

Group Work and Reports

Question 1: Name two responsibilities of parenthood?

Report 1: Provide good food and education.

Provide shelter and clothing.

Good nutrition provides a foundation and all aspects of responsibility are linked. Education begins in the home ie. socialization, how to live socially, how to know right from wrong. Good nutrition means sensible eating. Sharing of shelter - good moral upbringing of the child.

Question 4: What are the signs of responsibility that we have noticed in our parents?

Report: - child rearing in terms of basic needs.
- reaction of behavioural patterns in children.
- eg. the stubborn child, eating problems, bad temper, lazy child, idle child, brilliant child.
- the over-bearing parent; indiscretion among parents.

One of the responsibilities of parents is to recognize the fault in themselves and try to correct a similar fault in their children.

Question 5: How would you teach responsibilities of parenthood?

Report (staff)

1. Lecture and discussion, group work with audio visual aids.
2. Role play
3. Resource persons
4. Make up teaching materials relevant to the needs of the area

Planning for the child, financial responsibility, spacing of children, shelter, nutrition including breastfeeding.

Parental relationship during pregnancy eg. parent to parent

Demonstration: Role Play versus Play Acting

Role Play deals with reality and has a message. It tries to put a lesson across eg. the fear of the mother and the behaviour of a teenager. It is a teaching situation. Play Acting - is done for the fun, but no message is given.

Question 2: What would you say to teenagers about responsibilities of parenthood?
The word adolescent came into popular usage more recently than the word teenage which is an older word. The way we conduct ourselves tells much, therefore parents should set examples.

Report:

1. There is nothing wrong in having a child, but one must be prepared.
2. There is need for time, money, maturity and a clean body to have a child, as well as a clean and happy environment.
3. What are your goals? And how far away? Are factors which influences the decision to have or not to have a child. People tend to hear what they want to hear. The way you say things and what you say is important.
4. Can you achieve your goal?
5. What sacrifices will you have to make if you have a child? Should you put off your goal until, you have children. To have time to handle children is important.

Question 3: What do you say to your peers about responsibilities of parenthood?

Report: Factors to be considered.

Good relationship between prospective parents
Good grooming of the pregnant teenager
Clean environment
Proper social environment
Dedication to the child and to the other parent

Group 1

GROUP REPORT

SEMINAR II

How do you feel about teenage girls getting pregnant? Give reasons for your answers.

There are various reasons for teenage pregnancies. Some of which are:-

1. Education
Most teenage girls who get pregnant were properly educated, in that they do not enough about Family Life Education.
2. Unplanned teenage pregnancy can also be a result of carelessness from both partners.
3. Physical Fitness
Teenage pregnancy can also cause mental strain as her parents might feel left out of Family Life and the Society.
4. The first pregnancy can be a result of trying to live up to the Jones' eg. if her friend has a lot of expensive things she will feel that she wants to be like her friend and as a result she might also get pregnant a second time as her parent might not be able to give her what she asks for and so she will go out of the way to get them.

5. Insecurity

Another cause of teenage pregnancies is a case of insecurity where a child might not be given sufficient love and attention at home, she will then seek this attention from outside sources and a boy might appear to be interested in her so the girl feels that she is loved and wanted.

6. Nutritional Aspect

If a teenager who got pregnant was undernourished before and during pregnancy it might lead to a deformity in the child and a mother who might die after the birth of the child or even both child and parent dies.

7. Home Environment

This also contributes a lot to teenage pregnancies as the daughter might reside in a house where they both live with their male partners. This mostly happens in homes where the parents are not married and no respect is shown between parent and daughter.

Group 2

GROUP REPORT

SEMINAR II

TOPIC: What type of information would you like to get in a family planning educational programme and by which method ie. radio, discussions or literature, would you wish it to be presented?

The types of information that the group would like to get in a family planning educational programme are summarised as follows:-

1. The changes that take place during the period of puberty.
2. How the changes that take place at puberty affect individuals. This should include the changes in the functions of the body and the behaviour of the individuals.
3. Why young ladies get attracted to young men and vice versa during this period.
4. The additional responsibilities that have to be taken up by the parents.
5. To learn more about contraceptives ie. how they are used and how effective they are.
6. The economics of rearing a family.
7. The right way of rearing children ie. when a child ask a question, how to answer.
8. Parent to parent relationship and children to parent relationship.
9. The whole stage of pregnancy including abortions.
10. We would like to learn about family planning by discussions because we can ask questions and not by literature because not everyone can read.

Group 3

GROUP REPORT

SEMINAR II

How do you feel about teenage boys becoming fathers?

Disagree: Teenage boys are people who are not ready to become fathers because:

1. They are not fully matured mentally and emotionally.
2. As teenagers you are not ready to take on the responsibility as adults as you are not fully trained. Then you wouldn't be able to train this child properly.
3. As teenagers you would like to explore life in finding out things you didn't know and to enjoy what it has to offer.

If one expects to have a child and do these things at an early age, this child would not have all the love and care it deserves. This would restrict your progress in achieving a sound educational background and a good career. One generally finds teenagers attending school and in this case you can get turned out of school, and if you are a considerate father, you would have to find yourself some work which is very hard to get in these times. You would have to start to thinking about taking care of the child, the mother and yourself.

With the rise in population one should not consider to become a father unless you are fully matured, mentally, emotionally and financially.

GROUP 4

GROUP REPORT

SEMINAR II

What type of problems would confront a family if a teenage girl gets pregnant, or a school boy becomes a father?

In the girl's case she would probably have to leave home because of the parents religion, meaning that a mother maybe would have to stop going to church or even is she does she is unable to testify.

Financial: A big financial problem could face the parents here. If the father doesn't have it to give her, the parents would have to shoulder all her responsibilities.

Additional Accommodation: They would have to provide enough space for the young child and the mother.

Gossips - Embarrassment: The parents would be well elevated and the public talk could offend them.

Relationship damaged: The relationship between mother and father may deteriorate because mother might be blaming father and the father blaming mother. If possible it cause separation.

Regret Spending: Maybe they would regret spending their money to send her to school as all that money they spent would go to waste.

Boy - School leaving

His first step might would be that he would have to leave school and go to look a job in order to maintain the child, if his parents refuse to maintain the child. His parents may have to maintain the child however.

Reasons why Teenagers become Pregnant

1. Enviousness - through seeking to be like the Jones'.
2. Example set by parents - no standards by mothers.
3. Girl not being loved by parents - seeks love outside.
4. Taking chances.
5. To spite parents.
6. Parents instigate girls to go out and "seek".
7. Curiosity.
8. Competition - with their peers who have had babies.
9. Lack of parental guide or too strict control.
10. Girl seeking father figure - girl feels the need for the prescence of a man in the home and the ultimate irresponsible behaviour of older men.

Older men tend to influence girls through their experience while younger men tend to be more inexperienced and shy.

S E M I N A R 2

Group 1

Donovan Rose
Cynthia Campbell
Paulette McKenzie
Marcia Walker
Polly Panton
Marcia Brown
Cynthia Lawrence
Patrick McKenzie

Group 2

Novlet Dennis
Ioney Vassell
Ransford Brown
Veronica Nish
Elesia Pryce
Roxine Graham
Norman McLeod
Monica Riley

Group 3

Carmen Reid
Albert Carter
Angella Jackson
Cutbert West
Juliet King
Bovien White
Yvonne Lawrence

Group 4

Shelly Reid
Verona Pryce
Sylvia Porteous
Vinnett Crosdale
Lilieth Riley
Marcia Campbell
Maxine Newland
Sonia Scott

SEMINAR II

NAMES	AGE		PARISH
Sonia Scott	20		St. Mary
Norman McLeod	18		"
Poll: Panton	20		Portland
Shelly Reid	15		"
Yvonne Hinds	15		"
Vinnette Crossdale	18		"
Cuthbert West	16		
Juliette King	15		"
Maxine Newland	17		"
Angella M. Jackson	20		"
Sonia Campbell	20		"
Roxine Graham	15		St. Ann
Patrick McKenzie	18		"
Ransford Brown	15		" "
Monica Riley	16		"
Angella D. Jackson	17		"
Lileith Riley	21		"
Paulette McKenzie	21		"
Albert Carter	19		"
Marcia Campbell	20		"
Marcia Walker	17		"
Marcia Brown	21	Intern	"
Sylvia Porteous	19	"	Intern
Bovine White		Intern	St. Mary
Ioney Vassel		J.Y.C.	St. Mary

Staff:

Elaine Chamberlain	St. Mary
Genieve Brown	St. Ann
Del Armstrong	St. Mary
Isla Banton	Portland
Pamella Gallier	St. Mary
Merlene McDonald	Portland
Hyacinth Belle-Taylor	Regional Home Economics

Names	Age	Parish
Ioney Vassell	19	St. Mary
Donovan Rose	20	"
Cynthia Campbell	18	"
Elesia Pryce	15	"
Cynthia Lawrence	20	"
Veronica Nish	18	"
Carmen Reid	19	"
Novlet Dennis	19	"

PRESENTATION

SEMINAR III

ADOLESCENT CHANGES IN BOYS AND GIRLS

Miss Karen Scoff

1. Sexual Maturity
 - (a) How hormones influence changes in boys and girls.
 - (b) Changes in girls generally occurring at age 10.
 - (c) Changes in boys - growth of hair, extension of penis.
 - (d) Action of hormones on ovaries
2. Internal Structure of Female
ovaries, womb, cervix, vagina, (hymen - thin membrane partly covering the vagina).
3. Changes in girls, caused by action of hormones.
 - (a) ripening of egg, preparation of the lining of the womb to receive fertilized egg.
 - (b) Menstruation - Preparation for menstruation. Importance of cleanliness, discomforts caused by action of hormones, constipation. Child-bearing age usually ends at the age of 45.
4. Internal Structure of man's sex organs.
Different parts of sex organs.
5. Changes caused by hormones
 - (a) Mixing of sperm with semen in the seminal vesicle.
 - (b) Transportation of sperm to the penis - can continue to age 80.
 - (c) Erections caused by sight of girls, reading.
 - (d) Nocturnal emissions or wet dreams generally happen at nights. This is quite normal
 - (e) Attraction of boys to girls and vice versa.
6. Masturbation by either boy or girl. This is normal but it can become a habit. However it is not harmful.

Petting

Importance to mix - going out in groups to prevent fulfilment of sexual desires that can eventually lead to unwanted pregnancy. Pressures caused by sexual attraction.

Question and Answer period.

Release of eggs occur two weeks after ovulation.

Premature ejaculation caused by anxiety - loss of period caused by anxiety, worry, illness, pregnancy.

Fertile time in women can only be determined by keeping a check on the period eg. in 28 days cycle pregnancy occurs quite easily between the 10 and 18 days after each period. Peak time for fertility is 14 days or mid-way between 28 day cycle. Sperm can keep alive for about 48 hours.

Homosexuality - can be caused by hormones problems, pampering by mother and other females.

Dysmenorrhea - caused by using birth control pills which prevent ovulation.

Importance of examination by Doctor before going on the pill.

15/9/80

PRESENTATION

SEMINAR III

Responsibilities of Parenthood

Mrs. Eileen Fraser

Family Life Education - obligation and responsibilities to achieve family goals.
Budgeting. Uses of resources available eg. money, time, energy and self, ie. being careful to keep in good health for the family's sake. Using the body wisely.

Goals and Values

Communication.

Sex Education: Behavioural pattern of an individual as man or woman.

Family Life Education is a continuous process and is interrelated, with other areas of education as well as parent to parent, children to parent, children to children.

Responsibilities of Parenthood

1. Relationship
2. Attitudes
3. Knowledge
4. Skills
5. Value
6. Goals

To become parents conception begins in the fallopian tubes. The foetus travels to the uterus and the child comes out through the vagina.

Choosing Partners

Responsibilities, Attitudes, Goals, Values, Financial Status and Love.

Feeding the family - Family Nutrition - cheaply but adequately. Getting the best for your money.

Priorities and financial implications and resources available. To know what is needed or what is wanted.

Business of parenthood to understand give and take, watching reactions. It is vitally necessary to understand the weakness and strength of each other.

Group 1

Group Report

Seminar III

How do you feel about teenage girls getting pregnant? Give reasons for your answers.

If a girl gets pregnant, at say age 16, she is in high school, working towards a profession, then it would hamper her career. The reason why we feel it would hamper her career is that, she would lose a lot of time that she would have used to study in furthering her career. She may take two years to go back to school, and after going back to school she would have a lot of work to catch on to. On the other hand she might be unable to go back to school. The reason for saying this is that her parents may be trying with her in school and because she has turned out to be a failure, the girl's parents stopped sending her to school. The teenage girl who gets pregnant, we feel she would experience a lot of difficulties in life. Firstly, a great sense of responsibility would be placed upon her, secondly she would have to make preparation for the child, sometimes by her own self. Problems a teenage girl would face in life when she becomes pregnant are maybe at the time the girl gets pregnant she is not aware of who is the father of the child and the responsibility is left on the parents. After she is turned out maybe she will go and live with another man, and might be from there she goes on to have other children. She may not know about Prenatal care and ended up having a malnourished child. Because of frustration she may join groups which are not recommendable to society, or even giving away the child. To avoid these problems we have to gear ourselves to overcome emotions by participating in group and outdoor games. We believe that Family Life Education should be taught at an early stage.

TOPIC: How do you feel about teenage boys becoming fathers?
What are your reasons?

- (a) Most teenage boys are not considerate. They cannot provide the amount of love that a child needs to grow, it needs both a mother and father's love and not a mother's love alone.
- (b) It is not right for a teenage boy to father a child in his teens for that child may eventually grow up without respect for his father, as everything he owns has been provided for him/her by his grandparents and therefore he takes those grandparents as his/her parents.
- (c) I don't think that it is right for a teenager boy to become a father. The reasons is that maybe the father is not from a wealthy family who can help him to support the child, therefore the mother of the child will be there not getting the right type of food, and other things that she may need in order to bring the child. The teenager hasn't got a job, therefore in order to get money to buy things for the child, he will have to get it by stealing or gambling. Another disadvantage is that the child will come into the world lacking the love he really needs by both parents. The child will later have to go out in search of a job and the grandparents will be more considered by the child as his parents. Although it is obvious that later he will grow to recognize his real mother and father, that child - to - parent love and relationship will not be there.
- (d) Having a child as a teenage boy and going to school at the same time you have to be busy studying that you don't even remember that there's a child to whom you should really pay some attention.
- (e) It is not right for a teenage boy to become a father of a child because, the responsibilities of a father may be too great for him. Maybe he is still attending school and all the love and devotion that the child needs will have to go to his father's books, because he is doing his final exams in high school, so the bringing up of the child would not be so good and he will maybe later drop out from school and there you will find him getting into a gang. Therefore the teenage boy should not think about getting into the responsibilities for fathering a child.
- (f) Our opinion is that we don't think that a teenage boy should really get an idea of becoming a father into his head, because even if he is working he could really use that money to further his studies then after that, he gets a job, and then and there he could really start thinking of becoming a father because he would likely be able to provide the amount of father's care that a child needs and he'd be able to support both a child and a woman

What types of problems would confront a family if a teenage school girl gets pregnant?

A Case History

(a) A teenage school girl had been schooled and financed by her parents until her final year at school when she got pregnant. This could cause a chaos or quarrel between them. This leads up to neglectfulness with the parents facing the total loss financial wise.

Now that she is out and has nowhere to go, the father is still in school, she is entangled in great difficulties eg. she is unable to finance and feed herself a balanced diet that a pregnant mother needs to bring a healthy baby and clothes (diapers etc.). She is also ignored by the father's parents, when her sympathetic aunt who is also a part of her family took her in, supported her until a few months after the child's birth, whereas the aunt is facing financial problems also.

Later on she returns to her parents with their first grandchild, here, things were talked over. She then left, gets a job to finance the child and further her education, where she left off. She is also encouraged not to get into such a situation again.

(b) Problems Facing Parents.

1. Parents can become mentally ill, due to the shock of what has happened.
2. They can also become physically ill, developing conditions such as diabetes, hypertension and weakened nerves.
3. There can be a change in the tone of family life, as well as reduction in the degree of attention the children formerly received.

Group 4

TOPIC: What type of information would you like to get in a family planning programme and by what method would you wish it to be presented?

We the members of Group 4 would like information concerning the problems faced by young people during their adolescent years and how they can overcome these problems.

Some of the adolescent problems about which we would like information are:

- (a) problems that boys and girls have in terms of attitudes adopted towards each other.
- (b) premarital sexual relationships
- (c) methods of contraceptions and their proper usage.
- (d) teenage pregnancies
- (e) religious and cultural beliefs
- (f) the role that one should play as a parent if one becomes a parent during adolescent.

We have chosen information on adolescent problems and how to overcome them because many adolescent youngsters are facing various types of problems and do not really know how to overcome them.

We would like the information to be presented by means of film shows at the end of which group discussions are held thus allowing any necessary explanations to be given and also any questions to be answered

The method of showing films was adopted because we believe that by depicting real life situations in the film and also presenting the information visibly, the audience will be given the message being put across in a more forceful manner. The real life situation depicted will lead to discussions and the audience will benefit more than they would if other methods were used.

Finally, we think that more people could be reached by film shows as it is a more attractive form of presentation. Further information could then be given by means of pamphlets and other literature.

Follow up work could be carried out through the mass media and the information could be passed on to the people. The passing on of the literature could lead to other people being benefited.

Introduction - We realize that the question held two parts and proceeded to answer each part dealing with type of information firstly and then methods to be used.

GROUPS

1

Beverley Barrett
Sonia Simpson
Vivilyn Rochester
Hilary Rutherford
Curtis Shaw
Doyen Palmer
Vernice Duncan
Clifton Campbell
Everald Reid
Letie Manning

3

Linfer Turner
Jennifer Turner
Alphonso Bartley
Alvin Mowatt
Kenneth Powell
Claudette Finlay
Glenford Walters
Patrick Thompson
Marcia Moncrieffe

Seminar III

2

Icelyn McKenzie
Cherita Coleman
Beverley Reid
Barrington Brown
Everton Williams
Noreen Paige
Yvonne Williams
Trevor Harding
Elsie Morgan
Patricia Nelson
Raldo Spence

4

Avis Hamilton
Thelma Henry
Devon Morgan
Vivienne Ferguson
Charmaine Pitter
Patrick Henry
Donovan Wilson
Maxine Smith
Rohan Burke

REGISTRATION

15.9.80

SEMINAR 3

<u>Name</u>	<u>Age</u>	<u>Parish</u>
Curtis Shaw	13	Clarendon
Beverley Barrett	19	"
Icelyn McKenzie	20	"
Linfer Turner	21	"
Avis Hamilton	21	"
Sonia Simpson	22	"
Cherita Coleman	21	"
Jennifer Turner	21	"
Thelma Henry	19	"
Beverly Reid	20	"
Barrington Brown	21	"
Alphanso Bartley	17	"
Everton Williams	19	"
Venice Duncan	19	"
Noreen Paige	19	"
Alvin Mowatt	19	"
Devon Morgan	21	"
Doyen Palmer	21	"
Kenneth Powell	18	"
Yvonne Williams	23	Manchester
Vivienne Ferguson	18	"
Hilary Rutherford	18	"
Claudette Finlay	24	"
Vivilyn Rochester	21	"
Charmaine Pitter	20	"
Everald Reid	20	"
Trevor Harding	19	"
Patrick Henry	16	"
Clifton Campbell	20	"

Glenford Walters	15	St. Elizabeth
Donovan Wilson	17	"
Patricia Thompson	17	"
Elsie Morgan	18	"
Lettie Manning	20	"
Maxine Smith	18	"
Marcia Moncriefe	18	"
Rohan Burke	14	"
Raldo Spence	18	"
Patricia Nelson	14	"

Juanita Johnson	Integrated Rural Development Staff			
Sheron McPherson	"	"	"	"
Eurina Maxwell	"	"	"	"
Lelieth Watson	"	"	"	"
Beverley Mungo	"	"	"	"
Beverley Samuels	"	"	"	"

Sonia Brown	Manchester Ministry of Agriculture Staff			
Marlene English	"	"	"	"

Beverley Morris	Clarendon	"	"	"
Majorie Case	"	"	"	"
Janeen McIntosh	"	"	"	"
Norma Dawkins	"	"	"	"
Wilhel Lawrence	"	"	"	"

Alicia Smith	St. Elizabeth	"	"	"
Burthlyn Powell	"	"	"	"

Group 1

SEMINAR 4

How do you feel about teenage girls getting pregnant? Give reasons for your answer.

Firstly we really feel bad about teenage girls getting pregnant. In today's society it brings anxiety from all sides. It affects the society on a whole because we are having an increasing population which the society cannot feed, school and find employment for. Added to this the girls should be sure of who they get pregnant for and know if this father will maintain the child.

If she had a career in mind, then this will be disrupted. She will have several setbacks and endless problems.

At home, her family will probably desert her and even throw her out; then having almost no where to go she will begin to worry for the young child and herself. Her family may never take her back. This will have almost drastic effect on herself and probably her unborn child.

Her school life would undergo a great deal of loss. If important exams were forthcoming, these would probably be discarded, thereby wasting time and her parents money.

If she had attended church, this will set a bad example for other young people, the church's reputation would also suffer.

Society will also probably treat her with disdain and she may develop an inferior complex, that is, she will lose her self-confidence.

Therefore getting pregnant at the teenage stage should be severely avoided as it brings little or no happiness.

P.S. The father of the baby of a teenage girl usually does not want to accept fatherhood because he believes that the girl was being promiscuous or running around the neighbourhood; often the girl is not able to identify paternity of the child - it is said that she usually pressures the one whom she believes will accept fatherhood. Teenage girls are telling teenage boys and older men who tend to refrain from sexual activity - that they are "soft" and cannot do the job.

Therefore the teenage boy and older men prove their point that they are not "soft" and they can do the job. It is also a fact that some teenage girls love to run down money, this is termed "lickie - lickie". School girls like to get free rides on buses or in cars while the men are saying "nothing for nothing" or "a ride for a ride".

Some girls are made pregnant by their fathers and in their shame they blame others. It should be noted that girls who taunt boys about their masculinity should refrain from doing so as it may have serious consequences; as men sometimes plan to inflict bodily harm on the girl through sexual activity. They sometimes arrange for groups to gang or "battery" the girl unawares.

Therefore it must be strongly be said that "If the girls would not, the men "would not". Then probably the sexually transmitted diseases would not be carried from couple to couple.

GROUP 2

SEMINAR IV

QUESTION:

How do you feel about teenage boys becoming fathers and why?

No teenage boy is ready to start a family life at this age especially when he is a student. At this age they should be thinking about their school work and farther on in life.

When a teenage boy becomes a father, thinking of the case where he is not working, you would find out that maybe the boy's mother would have to take on the responsibility of supporting both the father, the child and the child's mother, when she could be caring for the smaller children (brothers and sisters).

I am totally against it because teenage boys on a whole, like both indoors and outdoors activities for example, football, cricket etc. and they are more taken up in the game more than going home to play with child and to make him happy. If they become fathers at this age they could have an army with them and this might eventually end up with more over-populated society.

Also, you will soon realize that this is a great setback in life because eventually they might in some cases get turned out of school and without any further education, the child himself may be affected.

Mentally and Emotionally

At this age also he is not fully matured and he is still under-going the adolescent changes and is not ready to take up the responsibilities of parenthood. He doesn't have enough knowledge of the attitudes of how to train and bring up a young child, to educate him and give him the necessities of life.

The reason for this is lack of parental guidance at an early age, starting at home and school without full details. They feel to themselves that without children they are not men, so in order to prove that they are men they become fathers under the influence of their friends.

Boys and their superstitious beliefs.

Boys think that if a girl doesn't have sex, she would have terrible period pains, they think that if a boy have V.D. and he has sex with a virgin he would be cured. Also if they don't have sex they would be sick. But all these are false. When they experiment pregnancy is possible. They were not prepared for this, but because they experimented they have now become fathers by mistake.

We are totally against it, teenage boys should behave themselves because they know there is a possibility that they can be fathers; because they have what it takes to be one physically.

Group 3

QUESTION:

What types of problems would confront a family if a teenage school girl becomes pregnant or a teenage school boy becomes a father?

1. Financial Problem

In most cases the family of the teenage boy does not want to support the child,

so the parents of the teenage girl would have to look after the expectant girl financially, thus affecting their income, which causes a decrease in a lot of necessary items for the family. In the poorer section of the society the family would have to be running around seeking financial help.

2. Reaction of Families

Another problem arising from the teenage school girls getting pregnant, is the reaction of families which would cause conflict, disputes and other types of violent eruptions against both families, or family and daughter or son.

3. Position Family holds in Society

Religion masters, Social workers, Politicians and other front-liners in the society are faced with a very grave problem as far as teenage pregnancy is concerned. For eg. the daughter of a minister of religion gets pregnant, to let the society know would be too embarrassing to him, and yet he could not carry out an abortion because it is a sin. So the family is faced with a big problem, feels embarrassed and as a leader of the society, some people would no longer regard him as being trustworthy.

Group 4

Topic: What types of information would you like to get in a family planning educational programme and by which method ie. radio, discussions or lectures would you wish it to be presented?

Answer:

1. How to prevent unwanted pregnancy.
2. What are the various methods that can be used to help prevent unwanted pregnancy?
3. Does family planning educational programme only put forward to prevent unwanted pregnancy or to educate teenagers who are already pregnant?
4. If a young girl eventually gets pregnant and after her parents find out about it they decide to turn her out of the home. Is there any information that the family planning programme can give to the parents or the young lady?
5. Does the family planning educational programme have any other methods for men apart from the condom to prevent them getting a young girl pregnant?

The method that is the most effective is discussion.

The reasons are:

Individuals will be able to give their opinion and to ask questions.

The speaker would be able to put the message across.

Group 5

What recommendations would you as a teenager make to reduce the pregnancies of adolescents?

1. The inclusion of family life education in the primary school curriculum.
2. Educating parents so that they can effectively educate their children.
3. Abstain from hiding facts from children, if a child asks a question answer them and tell them the truth.
4. Making it compulsory that a guidance counsellor is on the staff of all secondary schools.

5. Teaching teenagers to use contraceptives properly and encouraging them to use contraceptives if they are having sexual intercourse.
6. Teaching the reliability of contraceptives.
7. Printing literature to be issued to children of varying ages in as interesting as possible so as to hold the interest of the reader.
8. Making children aware of their bodies and its functions.
9. Integrating Family Planning Education in all subjects in schools.
10. Introduce Family Planning Education in the JAMAL programmes and Social Development Commission.
11. Having outreach in such places as factories where there is a mixed set of people working - eg. Fabric factories, offices.
12. The final recommendation was given by a christian in the group who said that sex should not be done out of marriage.

Group 6

TOPIC: What are the most important responsibilities of parenthood in your view?

These are the points that our group came up with:-

1. There should be a communication relationship between parents and children as this is very important. Children should ask their parents questions especially where sex is involved. Children should at all times be told the truth and not fictitious stories.
2. Parents should always have the ability in budgeting their financial income. This should be done so as to satisfy the general needs of the children eg. food, pocket money, etc. At the same time the parent should only buy the necessary things - not things that are irrelevant.
3. Time should be always be allotted to children by their parents and they should be included in all phases of the family life.
4. A parent should love his or her child equally not to develop the habit of loving one more than the other because of either his brilliance, color, etc. This situation can create hatred and jealousy. Parents should offer love and understanding to their children at all times.
5. It is sometimes wise to evaluate the community before living there because there should be enough recreational activities to occupy the child in his spare time. The child should be well developed and this should be socially, mentally and physically.
6. The children should receive a good educational background so that they can prepare themselves for a career and a brighter future.
7. A child should be told what is right from wrong always. If children came home with an article that was not given to them, parents should probe into the matter and return the article if it was not given to the children by someone.
8. Children and parents should respect each other's views to develop a good relationship between each other.

Of the points listed above the most important responsibility of all that we have chosen is No. 1 about the Communication relationship between parents and children.

SEMINAR 4

WORK-SHOP GROUPS

1

Henly Hall
Sharon Hood
Sandra Lynch
Eton Barrett
Henry Ruddy
Barbara Chambers
Rosalynd Lyttle
Charmaine Johnson
Jacqueline Sinclair

2

Marva Daley
Joyce Campbell
Devon Hyman
Devon Taylor
Constance Reeves
Beverley Hyatt
Grace Neita
Epsilda Brown
Jannett Hill

3

Marcia Heaven
James Wynter
Marlene Finlayson
Daphne McKenzie
Vinroy Thorpe
Sheila Anderson
Cynthia Beckford
Marcia Campbell
Luletta McLaughlin

4

Ann Williams
Reca Crooks
Esther Wright
Jennifer Montague
Marvelett Lewis
Verdon Belle
Teslyn Robotham
Oswald Brown
Marlene Johnson
Doreen Ogle

5

Annette Sewell
Andrea Hill
Jenifer Melbourne
Walston Martin
Annette Chambers
Olive Darling
Hazel McGhie
Dawn Maye

6

Hubert Kerr
Hugh Johnson
Monica Ansine
Karlene Wright
Leanora Bell
Carol Hastings
Alroy Lindsay
Eugenie Smith

SEMINAR 4
WESTERN REGION

17-19/9/80.

NAMES OF PARTICIPANTS	AGE	PARISH
Devon Hyman	21	Trelawny
Enos Barret	20	"
Devon Taylor	15	"
Vinroy Thorpe	17	"
Verdon Belle	15	"
Henry Ruddy	17	"
Constance Reeves	16	"
Sheila Anderson	20	"
Leanora Bell	19	"
Jennifer Melbourne	22	"
Barbara Chambers	17	"
Carol Hastings	17	"
Beverley Hyatt	19	"
Grace Neita	19	"
Rosalynd Lytle	23	"
Teslyn Robotham	21	"
Walston Martin	19	St. James
Oswald Brown	20	"
Alroy Lindsay	16	"
Charmaine Johnson	16	"
Cynthia Beckford	21	"
Annette Chambers	18	"
Marlene Johnson	20	"
Olive Darling	17	"
Marcia Campbell	17	"
Epsilda Brown..	20	"
Jacqueline Sinclair	20	"
Eugenie Smith	21	"
Hazel McGhie	21	"
Dawn Maye	21	"
Doreen Oglá	22	"
Luletta McLaughlin	21	"
Hubert Kerr	21	Hanover
Henley Hall	21	"
Hugh Johnson	21	"
James Wynter	21	"
Sharon Hood	18	"
Ann Williams	18	"
Marcia Heaven	18	"
Reca Crooks	21	"
Jannett Hill	16	"
Esther Wright	22	"
Monica Ansine	22	"
Jennifer Montague	17	Westmoreland
Marlene Finlayson	17	"
Karlene Wright	16	"
Mavlett Lewis	16	"

WESTERN REGION

SEMINAR 4

NAMES OF PARTICIPANTS	AGE	PARISH
Mauva Daley	15	Westmoreland
Annette Sewell	16	"
Andrea Hill	17	"
Joyce Campbell	17	"
Daphne McKenzie	22	"
3 Sandra Lynch	17	"

STAFF

H. Belle-Taylor	Regional Officer Acting	Western Region
V. Clarke	Home Economics Officer	St. James
Myrtle Ludford	"	"
Y. Henningham	"	Trelawny
P. Marstin	"	Hanover
C. Hepbourne	"	"
E. Kelly	"	Westmoreland
Mourine Griffiths	"	"
9 Grethel Nelson-Hamilton	Divisional Agriculture Extension Officer	Trelawny

SUMMARY OF PARTICIPANTS

<u>SEMINAR</u>	<u>REGION</u>	<u>TEENAGERS</u>	<u>STAFF</u> <u>MINISTRY OF AGRICULTURE</u>	<u>STAFF</u> <u>IRDPA</u>	<u>TOTAL</u> <u>ATTENDANCE</u>
I	Southern	24	7	6	37
II	Northern	33	7	-	30
III	Central	39	9	6	54
IV	Western	53	9	-	62
		<u>149</u>	<u>32</u>	<u>12</u>	<u>193</u>

TARGET - Teenagers

Total per Region - 40

Targeted Attendance - 160

Total Attendance - 193

Teenagers Attendance Below Target - 6.8%

HANDOUTS

1. A girl grows up. Bureau of Health Education, Ministry of Health and Environmental Control, Jamaica.
2. A boy grows up. Bureau of Health Education, Ministry of Health and Environmental Control, Jamaica.
3. Guidelines for Sexual Behaviour. Bureau of Health Education, Ministry of Health and Environmental Control.
4. Planning for Individual, Family and National Well-being. The Social Welfare/Family Planning/Family Life Education Unit, Department of Extra Mural Studies, Social Welfare Training Centre, UWI, Jamaica.
5. The Story of a Sperm Cell.
6. Male Sexuality - Fact Sheet
7. Female Sexuality - Fact Sheet
8. An Introduction to Human Sexuality - Jean Tulloch-Reid
9. Advice for Teenage Girls
10. LOVE and SEX
11. Morality is Good for You - N.F.P.B.
12. Family Life Education.

ADVICE FOR TEENAGE GIRLS

Enclosed are leaflets and booklets which will explain the changes you are now experiencing. These body changes and different feelings are natural. You find that you are more interested in boys and would like to have a boyfriend like other girls. This is a normal feeling and desire, and it is nice to know boys. But somewhere along the way you have to 'draw a line'.

Now-a-days many schools are co-educational so girls are exposed to boys than previously. You have chances of meeting them, talking and discussing different topics, also meeting at church and community centre activities like picnics, parties, concert etc. When you are a teenager you can enjoy yourself in groups and make good of your carefree days. Concentrate on your education which will prepare you to be a successful adult.

As long as the friendships and acquaintance remain on this level there should be no problems. As the saying goes "Safety in numbers". If you are attracted to a particular boy, go out in groups and avoid being alone with him. Once you are alone, you will get this urge to hold hands then eventually kiss and pet. This will lead to situations where you both might not be able to control the strong emotions aroused in you both. Sexual intercourse is the natural follow-up to kissing and petting. If you have allowed and encouraged this kind of behaviour and do not wish to have sexual intercourse, then you will have to say no to his demands. This might also be difficult so it is better not to reach that stage.

The boy who is denied pleasure of sex soon gets over it, but the girl who gets pregnant may live the rest of her life regretting the act. Sex is intended to be a private and personal act of love which expresses the deep feeling a mature couple has for each other. During the adolescent period these attractions are merely 'crushes' but not really love.

Boys also lose respect for girls who are 'easy to get' and who never say no to their demands. No matter how much he says he loves you do not take this as a reason to say yes and go ahead and have a casual affair. Boys are usually selfish and enjoy themselves at the girl's expense, gains so-called experience in sex and brags to his friends about the number of girls he has had sex with. When a young is ready to settle down and get married it is never to a girl who is 'easy to get'. He usually chooses a girl whom he can respect.

It is up to the girl to be on the look out for these types of boys, and you are always safe if you say no. It is much better to put off serious relationships involving sex until you are more matured, finished school and career training and are responsible for the consequences of your behaviour. Your religious beliefs, upbringing, moral views and values your parents guidance and views on this matter of pre-marital sex will also influence your decision and behaviour. You need to set certain standards and goals and stick to these.

Another strong influence is that of "sayings and superstitions". The commonest ones are; if you do not have sex you will get sick, have sex with headaches or you will have painful menses, if a man has Venereal Disease and has sex with a virgin he will be cured. All these, of course, are not true. You will grow up just as normally if you do not have any sex. Enclosed are leaflets giving more information on this.

Just a word about Venereal Disease or V.S. It is a very serious disease caught by or intercourse with a person who has it. Most times you will not know if the young man has it because he would not tell you, and may not know the signs to look for. (These are mainly a pus-like discharge from the penis and sores on the penis, or these may be non-noticeable, yet he still has the disease). If this disease is not treated early after the person contracts it, it will lead to the damage of various organs of the body, eg. the heart causing heart disease, the brain causing madness, the joints and muscles causing paralysis, the reproductive organs causing sterility or inability or have a child.

AN INTRODUCTION TO HUMAN SEXUALITY

BY Jean Tulloch-Reid (Miss)
Tutor, Family Life Education
Department of Extra Mural Studies

A DEFINITION OF HUMAN SEXUALITY

Sexuality is not only an awareness of the sex organs and their functions and the opportunity for sexual relationships. It is also an awareness of one's self as a male or female person. It includes an understanding of the similarities and differences of both sexes and how they complement each other. It involves respect and appreciation of men for women and of women for men. It involves love and respect for life. Growing into manhood and womanhood and being able to enjoy one's role. . and live creatively as a male or female person. Now that we have defined human sexuality let us look at what education in human sexuality is all about.

EDUCATION IN HUMAN SEXUALITY OR SEX EDUCATION

Education in human sexuality or sex education is a series of guided learning experiences to help a person grow in knowledge and understanding of his sexuality and develop wholesome attitudes towards the role of sex in his private and social life.

It also includes the willingness and ability of the individual to translate his knowledge, understanding and attitudes into conduct that will bring benefit to himself and others. Learning experiences should be designed to enable the individual to see clearly not only what he wants to do, but what he wants to avoid and why. In other words, the individual should be able to approach his sexuality with discernment and good judgement.

The sexes are not opposite to each other, but complement each other. Physical sexual activity is an important means of expressing sexuality but it is only one of the means. The basic purposes of sex are companionship, sex relations and procreation. Human beings need one another. They need each other socially, physically, emotionally, psychologically and spiritually.

Many needs are heterosexual in nature and satisfaction of them is found in relationships with the other sex. When men and women share emotions, share ideas and share their lives each gives to the other an outlook which neither could have alone or in the company of their own sex. In this respect the sexes are not opposite to each other, but complement and humanize each other

SEXUAL INTERCOURSE IS MORE THAN A PHYSICAL ACT.

What a man and a woman give each other emotionally, intellectually, and socially in other events of life is focussed when they give each other themselves in the human

act of sexual intercourse. The most meaningful preparation for sexual intercourse is not knowledge of various techniques but the life long practice of the art of being a loving person. A loving sexual relationship brings physical satisfaction, emotional fulfilment and personal growth.

EDUCATION FOR SEXUALITY MUST HAVE AT ITS BASE EDUCATION FOR LOVE

Every individual whether married, unmarried, single or celibate needs to establish personhood sexually. The endeavour to find one's self sexually may take various directions which may be either positive or negative in nature. A positive approach to sexual expression demands concern for the other person as well as for self and the weighing of possible consequences by both individuals. Whatever form sexual expression takes the real search is to love and be loved. Every person wants to feel worthwhile. Happiness is found in relationships - in loving and being loved. If we choose to be loving persons we are building a life which is satisfying and fulfilling. If we choose to be selfish and selfcentred we are building a life of frustration and a restless search for excitementsh which can never quite compensate for what we really want; love.

HUMAN BEINGS CAN DIRECT THEIR SEXUAL FEELINGS RATHER THAN BEING DIRECTED BY THEM.

In sexual matters as in all other areas of our lives we have a choice. We can let our sexuality be a narrowing thing, a tool, an escape, or we can let our sexuality transform our outlook. Our attitudes and our relationship with others.

FEMALE SEXUALITY

FACT SHEET

1. Puberty

Puberty, the beginning of adolescence, is accompanied by changes that eventually make a woman of the girl. It is the beginning of sexual maturity which may begin as early as age 10 or 11 in females. Puberty in female as well as male develops gradually. The rate at which it continues, varies with different people. Everyone has his own timetable for puberty. For a female puberty may normally begin anywhere from ages 10 to 14.

In female, puberty is triggered by secretions of powerful chemical substances from endocrine glands, called hormones. The ovaries in the female are the organs which secrete the female hormones (estrogen and progesterone). Estrogen is the hormone that causes the girl's body to change from a girl to that of a woman.

The major changes are:

- gain in height and weight
- development of breasts
- external genitals or sex organs
- growth of hair under arm and around the vagina
- the pelvic cavity begins to take on its mature form
- development of new sweat glands which cause body odour
- the production of ova, (egg) in the ovaries
- the onset of menstruation.

Of course, these changes by themselves, do not make a woman. As a human being there is much more to you than just a body. You also have a mind which can learn to think and work out problems.

You also have feelings and emotions. These affect the way you think and act. As a girl grows to womanhood her feelings grow too. She becomes more responsible, more mature, and more self-confident, among other things. She also develops sexual feelings that she did not have before. These mental and emotional changes are as important as the physical changes.

Accompanying the external changes a girl can see in a mirror when puberty starts, there are other changes in her body. There are four organs inside a girl's body which play important roles in her development from girl to woman.

2. Female Sex Organs

- (a) Vagina -- The vagina is an elastic funnel-shaped canal, the passageway connecting the uterus to the external female organs. The vagina is the passage which expands so a baby can pass from the uterus and be born.
 - (b) Uterus or womb. - It is a hollow, pear shaped organ in which the fertilized egg cell (ovum) develops into a baby. The inside lining of the uterus is called the endometrium. Each month, this lining thickens, as it prepares to receive and nourish the fertilized egg cell. If the egg cell is not fertilized, the uterus sheds this lining and menstruation occurs.
 - (c) Fallopian tubes - These are two hollow tubes, located at the upper right and upper left sides of the uterus through which eggs travel from ovaries to the uterus.
 - (d) Ovary - There are two ovaries located on each side of the uterus. Once a month, one of the ovaries releases a mature egg cell which travels to the uterus, after which it receives a signal from the pituitary gland. This process is called ovulation. The ovaries also secrete female hormones (estrogen and progesterone).
3. The Pituitary gland - This gland rests in a small, well protected cavity at the base of the brain. It produces many hormones which control important body functions including puberty in male and female as well as menstrual cycle.
4. Menstruation - Menstruation is the periodic flow of blood and other materials from the uterus that occur about every 28 days and lasts for four to ten days. Many girls have irregular periods or menses, especially during the first year. Sometimes the period is early or late, or may skip a month if the girl is upset or ill, or for no obvious reason. Girls should wash their entire body regularly thoroughly. After bathing, they can use a deodorant, under armpits to keep odour down. No need for the use of feminine deodorant, since these preparations may cause irritations of the vagina.
- A few days just before and the first day or so of menstruation may be somewhat distressing. A girl may experience abdominal discomfort, backaches and headaches. Her temper may be short and she may be surprised to find that she cries easily. Some people are still not free of the old superstitions surrounding menstruation. The facts are:-
1. Menstruation is a completely normal body function. While she is menstruating, a healthy girl may participate safely in sports, dancing, or any activity she enjoys, so long as she feels comfortable.
 2. It is perfectly safe to swim, bathe, shower and wash hair during menstruation. In fact, it is a good idea to bathe especially during menstruation.
5. Adolescence - After a girl achieves puberty, she goes through a period called adolescence, during which she becomes used to the changes in her body and feelings.

It is a period of awkwardness for many adolescents. Socially, she has to get used to the increased responsibilities which comes with her increased age and entry into womanhood.

She becomes interested in boys, and boys becomes interested in her. In assuming her role of womanhood, she is bound to make some mistakes now and then, to say the wrong things, or act the wrong way. She would learn from her mistakes. A smart person doesn't make the same mistake twice. Soon adolescence will pass and she will become a woman.

6. <u>Vocabulary</u>	Menstruation	Ovaries (ova)
Puberty	Uterus (womb)	Vagina
Adolescence	Fallopian Tubes	Estrogen
Pituitary Gland	Progesterone	Endometrium
Hormones	Pubic	Genitals

MALE SEXUALITY

FACT SHEET

Puberty

Between the ages of 12 to 16 the pituitary gland in both males and females send out chemical messages (hormones) to the sex organs, which in turn send out male or female hormones. These hormones cause changes in our body. This stage in your life is called puberty. It often occurs earlier in girls than boys.

In males, the testicles are the organs which send out the male hormones (testosterone). The hormones produced by the pituitary gland and the testicles cause a boy's body to change from that of a boy to that of a man.

The major changes are:-

1. gain in weight and height
2. growth of hair on the face, under arms, on the chest and in pubic regions
3. growth of penis and testicles
4. broadening of shoulders
5. deepening of voice
6. development of new sweat glands which cause body odour and
7. production of sperm cells in testicles.

Of course these changes by themselves do not make a man. As a human being, there is much more to you than just a body. You also have feelings and emotions. These affect the way you think and act. As a boy grows to manhood, his feelings grow too. He becomes more responsible, more mature, and more self-confident, among other things. He also develops sexual feelings that he did not have before. These mental and emotional changes are more important than the physical changes. A boy whose feelings do not change along with his body is not yet a man.

In discussing manhood, it might be helpful to discuss the difference between a man and a boy, and between a girl and a woman.

MALE SEX ORGANS

- (1) Penis - The organ through which urine and semen are discharged from the body. It is made of erectile tissue. During sexual intercourse and at other times, such, as when the bladder is full, swelled by extra blood it expands to twice its normal size, and becomes hard and stiff. This is called an erection.
- (2) Foreskin - A fold of skin which covers the tip of the penis. For religious or health reasons it is often removed by minor operation called circumcision.
- (3) Scrotum - The bag of skin at the base of the penis which holds the testicles. The testicles must be kept at a slightly lower temperature than the body, in order to produce the most sperm. The scrotum maintains this temperature by dropping the testicles farther from the body in warm places, and drawing the testicles close to the body in cold places.
- (4) Testicles - The male sex glands, located in the scrotum. There are two of them. The left one is often slightly larger than the right one. Each one is composed of a mass of thin tubes, so tiny that the testicles has approximately $\frac{1}{2}$ mile of tubing in it, though the testicles itself is only the size of a walnut. The testicles produce male hormones (testosterone) and sperm cells (about 50 million per day).
- (5) Vas Deferens - The tube which carries the sperm cells from the testicles to the Seminal vesicles. It is also called the seminal duct.

THE STORY OF A SPERM CELL

I am a sperm cell. I look like and move like a tadpole with a long tail. I am so small that 500 of me placed end to end would take up an inch. I can be seen only with the aid of a microscope. I come from the testicles of the male body, pass through the penis in seminal fluid, and spurt out in an ejaculation. Each spoonful of semen contains millions of sperm cells like me. Your body has been producing us since you were about 14 years old. Small as I am, I am capable of uniting with an egg-cell in a girl's body to become a human life. I leave your body and enter the body of a girl in a process called mating. You may have seen animals mate by climbing one on the other. The process of mating in humans is more complex and is called sexual intercourse. You may have heard people speak of 'sleeping together' or 'having sex'. They are referring to sexual intercourse. Sexual intercourse is of great interest to everyone, but it is a very personal affair and everyone should respect its privacy. The dictionary defines intercourse as "communication" or "exchange" and sexual intercourse should also communicate love and feeling between two persons in a joyous way. For this reason sexual intercourse should be experienced only by deep love for each other. During sexual intercourse ejaculation or discharge of semen and sperm cells take place. From ejaculation of about 5000,000,000 sperm cell like me only unites with an egg-cell to start a baby. If an egg-cell is ready in the fallopian tube, one of us will penetrate and fertilize the egg-cell. The egg-cell is no larger than a pin-point and at that it is 125 times larger than I. From this union of two cells a baby grows inside the mother's uterus. I give to the baby all the characteristics of the human being that will grow from the fertilized cell. It will grow rapidly because the single cell becomes two, then four and so on. By the time the baby is born his body has billions of cells.

A baby is not conceived every time a man and a woman have sexual intercourse. If there is no egg-cell ready in the fallopian tube we will swim around and finally die. An egg is produced in a woman every month in a process called ovulation. If the egg-cell is not fertilized by one of us it dies also. A boy may have an ejaculation of semen by means of other than sexual intercourse with a girl. Sometimes he will have "wet dreams" when the accumulation of semen is released during sleep. Nocturnal emissions should not cause any fear or embarrassment since they are nature's way of getting rid of surplus semen.

Human love and sex can bring joy and pleasure when a man and a woman are responsible for their decision. It is very important for them to consider each other and foresee the consequences of what they do. The result of failing to think of the other person and the effect our actions may produce, can be unhappiness and sorrow.

Remember! It can begin with me - the sperm cell. So small I can't be seen, but I am in you because you are becoming a man. Use the sexual enjoyment I bring you wisely and responsibly.

GLOSSARY

Testicles - the male reproductive glands which produce sperm cells

Penis - the male external organ used to get rid of urine and expel sperm during sexual intercourse.

Uterus - a pear shaped bag which holds the baby during its development, also called the womb.

Seminal Fluid - fluid which contains sperm cells and other fluids.

Ovulation - the escape of an egg from an ovary in the female.

Egg-cell - the female germ cell produced in the ovaries: also called Ovum: opposite of male sperm cell

Vagina - the birth canal in the female.

Ejaculation contraction of the penis causing semen to be expelled.

Fallopian Tube - the tube which carries the egg-cell to the uterus. There are two of them.

LOVE AND SEX

WHAT'S IT ALL ABOUT

Growing up? Serious thing. Added to all the pressures of being a teenager like school work, passing exams, planning a career, finding your own way of life and setting your own personal standards - there's the whole business of growing up.

Your body changes as you become a man or a woman. Suddenly, it appears, you find yourself with an adult body and powerful desires. But, you're still a teenager. Still under the control of parents and guardians. Still laying the foundations for a bright and productive future. How do you cope?

Boys begin to see girls in a different light. Girls begin to take a second look at boys and before you know it you're in love and isn't that first experience exciting? The first time you hold each other close. The first time you kiss. All these 'firsts' are thrilling and that's the way it's supposed to be. But, this is where you run into a new set of problems. You have a natural urge to go further than kissing.

It's perfectly normal to want to have your first experience of sex, which really is supposed to be the highest physical expression of love between man and woman. Only thing though, the sex urge is a biological one, you don't have to be in love to feel the powerful urge to have sexual intercourse.

WHAT'S THE DIFFERENCE

Sometimes its very difficult to tell the difference between having just a strong physical attraction to somebody and really being in love with the person.

What is being in love anyway? When you love someone, you want the person to experience all that is good in life. You want to make your love one happy, so you offer care, respect and understanding. You want to share and communicate with the one you love. You feel comfortable and relaxed with that person.

When we are talking about love between a man and a woman we have to realise that sexual attraction is a large part of it. But we shouldn't let the sexual attraction overshadow the other things.

You can have a strong physical attraction for someone and not be in love with the person. This happens to people especially teenagers, very often. Those who have sex with different partners run very serious risks. Veneral disease and lack of emotional fulfilment are two important ones; then again there's the risk of hurting yourself and others.

The key thing is to decide how you're going to live your life. No human being can look over your shoulder every minute of the day to see if you're acting in your best interest, so it's up to you if you want to take caances, or plan your life and work towards goals you've set for yourself - with a clear conscience.

REFERENCE AND READING MATERIALS

1. Cradle of the Nation - A Resource Book on Home and Family Life Education by Trixie Somerville, Education.
2. Family Stories - A Guide to Group Discussions on Home and Family Life by Trixie Somerville. A CCC Home and Family Life Publication.
3. Right On - by Christine Craig, Social Development Commission.
4. Family Planning and Population Education in Home Economics - A Source book for teachers.
5. Family Planning in Home Economics - AHEA
6. Family Planning and You - Family Life Education, Department of Extra Mural Studies, Social Welfare Training Centre, UWI, Jamaica.
7. Flip Charts - Youth and Sex - by Jean Tulloch-Reid, Family Life Education Unit, Department of Extra Mural Studies, Social Welfare Training Centre, UWI, Mona.
8. Breast Feeding -Bureau of Health Education, Ministry of Health and Environmental Control, Jamaica.
9. Eat Right - Bureau of Health aducation, Ministry of Health and Environmental Control, Jamaica.

SUMMARY OF QUESTIONS

GROUP CONCERNS

1. How is the coil placed in a female? How many coils are placed in and how long can it stay there?
2. I know a woman who had her tubes tied off in February, and now she has her period sometimes twice every month and it comes with a lot of blood and clots. What is the cause?
3. If a man met in an accident and hurt his testicles, can he produce sperm?
4. Is it right for a pregnant mother to exercise herself?
5. Can two sperms fertilize an egg at the same time?
6. How long does a sperm take to fertilize an egg?
7. What happens to the other piece of umbilical cord after it is cut from the new born baby?
8. Is it true that the first time a female is having sex it hurts?
9. If a woman stands while she is having sex with a man, can she get pregnant?
10. What causes a man to be impotent?
11. If a pregnancy occurs during menstruation, will it have any effect on the child?
12. Why is there bleeding sometimes in early pregnancy?
13. Why does a girl experience pain sometimes during menstruation?
14. How do you account for pregnancy before the girl has started menstruation?
15. Why do some pregnant women sleep so often?
16. Why before menstruation do some girls complain of discomforts eg. tenderness of the breast?
17. Is there any physical danger to the body if an adolescent gets pregnant?
18. Why are there stretch marks over the body during and after a pregnancy?
19. What are the causes of handicaps or birth defects?
20. Can sexually transmitted diseases (STD) affect the unborn child? and what are some of the effects?
21. Can the mother be treated and the child prevented from getting STD defects?
22. Does cancer affect the unborn child?
23. How does a newborn baby happen to be a diabetic?
24. If a man has gonorrhoea and he has sexual intercourse with a woman can this affect the child?
25. If a woman is pregnant, but unaware of it and continues to take the pill, can it have any effect on the child?
26. Why does the pill cause some woman to have a strong body odour?
27. Can the IUD (coil) slip out of place and migrate to other parts of the body?
28. Do mothers feel pain after child birth?
29. When a man makes a woman pregnant, the man gets sick. What is the cause?
30. Can a young adolescent produce enough milk to adequately breast-feed the child?
31. What is the cause of still birth other than a fall during pregnancy?
32. When a woman bands down her tummy to prevent the pregnancy being revealed, does this affect the unborn child?
33. Why do some women have babies at 7 months and some at 9 months?
34. Why a baby cannot be delivered at 8 months?
35. Can a boy father a child if he does not have an ejaculation?
36. What are the main causes of teenage pregnancies?

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EVALUATION FORM

Evaluation was done orally from the following form, following an explanation of the word EVALUATION and the use of the chalk board.

I Content of the Seminar

There were three major presentations as follows:

- 1 Adolescents changes in Boys and Girls.
2. Responsibilities of Parenthood
3. Choices and Consequences for Adolescent Girls and Boys.

Rate the content of each, from the scale: Very helpful, Not so helpful, Not helpful.

II Mechanics:

- (a) Rate the method in each presentation including visual aids used from the scale: Very good, Good, Fair.
- (b) Rate the reference and reading materials on the scale: Suitable, Not Suitable.
- (c) Rate the film shown during the night sessions from the scale: Liked, Did not like.
- (d) Rate the accomodation from the scale: Adequate, Inadequate.
- (e) Rate the meals from the scale: Adequate, Inadequate.

III Other Comments

State what you liked or did not like about the seminar which can contribute to future plans.

SUMMARY OF RATINGS IN EVALUATION

RATING SCALE	VERY HELPFUL				NOT SO HELPFUL				NOT HELPFUL				NO COMMENTS			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SEMINARS																
1. CONTENT																
Adolescent Changes	20	23	43	49	9	9	9	9	3	2	-	-	5	4	2	4
Responsibilities of Parenthood	23	23	45	43	4	7	7	5	2	-	-	-	8	7	2	12
Choices and Consequences	30	30	52	48	3	1	-	1	-	-	-	-	4	6	2	13
2. MECHANICS																
(a) <u>Method of Presentation</u>																
		<u>VERY GOOD</u>				<u>GOOD</u>				<u>FAIR</u>						
Adolescent Changes	18	-	30	30	10	12	12	20	5	9	5	3	4	19	-	9
Responsibilities of Parenthood	23	20	34	33	4	6	17	13	4	2	2	3	6	12	-	12
Choices and Consequences	30	29	52	42	3	8	-	4	-	-	-	4	4	3	2	12
(b) <u>Reference & Reading Material</u>	31	-	-	-	-	-	-	-	-	-	-	-	6	-	-	-
(c) <u>Films</u>		<u>LIKED</u>				<u>DID NOT LIKE</u>										
Adolescent Love & Maturity	20	28	42	38	4	3	6	7	-	-	-	-	13	6	6	15
Summer Fever	19	12	-	-	5	18	-	-	-	-	-	-	15	10	-	-
Report From America	1	-	-	-	18	-	-	-	-	-	-	-	18	-	-	-
We Are Jamaica	-	27	32	41	-	5	-	7	-	-	-	-	-	8	23	14
Children By Choice	-	-	45	41	-	-	-	4	-	-	-	-	-	-	13	17
(d) <u>Accommodation</u>	30	31	46	36	2	4	6	5	-	-	-	-	5	5	1	21
(e) <u>Meals</u>	28	33	50	47	4	3	4	1	-	-	-	-	5	4	-	12
3. FOLLOW-UP ACTION		<u>YES</u>				<u>NO</u>										
Seminars should be Repeated	31	35	52	50	-	-	-	-	-	-	-	-	6	5	2	12
" Duration - 2 Days	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
" " - 3 "	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-
" " - 4 "	1	1	11	2	-	-	-	-	-	-	-	-	-	-	-	-
" " - 5 "	25	30	30	45	-	-	-	-	-	-	-	-	11	3	11	17

FILMS SHOWNSEMINARS

	1	2	3	4
Adolescent Love and Maturity	x	x	x	x
Summer Fever	x	x		
Report from America - Comfort of Scholars	x			
We are Jamaica		x	x	x
Children by Choice			x	x

Other Comments

1. Male lecturers presenters should be used in future programmes.
2. Additional information on physical health and additional seminars on other topics are urgently desired.
3. Agricultural Extension Officers should be involved in similar type training.
4. More of this type of training is needed throughout the parishes. Opportunities for participation were adequate. The lecturers really proved that coming here was important and that everyone was able to share and gain something from the sessions. All should commend the contributions of the lecturers and a programme of this nature should be held every three months to bring out the thoughts and shyness between participants. Thanks to all who contributed in making the course possible and a success.
5. More male participants should be present in Seminar I.
6. A tuck shop should be operated on the compound.

FOLLOW-UP PLANS

These were organised during the discussions which ensued from the evaluation session: They are:-

1. Training sessions similar in content to be organised for Extension Officers (Agriculture). This was requested by a Parish Manager who was in attendance, and agreed on by staff present.
2. Organisation of seminars - (repeat) for other teenagers and young people.
3. Organisation of training courses for those who attended the 4 seminars to allow for them to get additional information.
4. Formulation of a training programme based on the recommendations from the seminars.
5. Organisation of training sessions for staff during which they will learn to use:
 - (a) Flip charts and literature used by the lecturers in their presentations and which they (staff) will be using on the field in their work.
 - (b) Literature - Working with villagers - use of packet - repeat by those who have already attended the workshop, and introduction to new staff to ensure full usage of the lessons.

SUMMARY OF EXPENDITURE

	AMOUNT RECEIVED	(J) \$7,000.00
1.	ACCOMODATION	\$4,800.00
2.	TRANSPORTATION	833.08
3.	LITERATURE & TEACHING AIDS	912.00
4.	STATIONERY	88.50
5.	HONORARIUM	400.00
		<hr/>
		\$7033.58

A P E N D I C E S

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Ministry of Agriculture

Home Economics

Opening Exercise
of

S E M I N A R S
on

Teenage Pregnancy
at

Twickenham Park Training Centre

September 8, 1980 at 9.00 am

Sponsored by

The International Family Planning Project
of the American Home Economics Association
in collaboration with
The Jamaican Home Economics Association

PROGRAMME

1. Chairman's Opening Remarks
2. Statement on Project
Mrs. N.C. Jones
Programme Co-ordinator, M.A.
3. Overview of the Jamaican Situation
Dr. Thelma Stewart,
Assistant Chief Education Officer
Ministry of Education.
4. Greetings:
 - (a) Miss Tomlinson - US AID
 - (b) Mr. S.G. Pencle - Regional Director,
Southern Region.
 - (c) Mrs. Davis, Department Head, Home
Economics, JSA.
 - (d) Mrs. Terry Newburn, Home Economics
Consultant, IRDP.
5. Guest Speaker:- Mr. Sam Cheddar
Executive Director,
National Family Planning
Board.
6. Vote of Thanks - Teenager

Guest Speaker - Mr. Sam Cheddar

Madam Chairperson

I am indeed grateful to all of you here and to all who have organized this Seminar, particularly at a time when the National Family Planning Board is carrying out an accelerated programme. The Board has been mandated to get the programme going and over recent years it has been moving forward. It realises that by itself alone it cannot meet its objectives and must mobilise and seek the support of all agencies concerned in Family Planning in order to achieve these objectives. My responsibility this morning is to see if there is a case for Family Planning. My talk is going to be short. Mrs. Jones did not specify any time so I will try to show that there is a case for Family Planning.

A country can only survive when that country can maintain its people, and if its population grows faster than its production there will be critical problems. In Jamaica the population has grown outside the reach, or capability of the economy, and therefore we are in serious problems. We cannot buy enough transport, we cannot provide enough school places, we cannot provide enough policemen, soldiers nor enough fuel, food, etc., and are now faced with finding a solution. Now, the solution I see is in Family Planning, because I see Family Planning as the preventive means. Corrective measures are good, but if we were able to keep down the population from growing as fast as it is growing, we would not need so many hospitals, or clinics or doctors, or nurses, hence the problem would not be as large as it is today.

Yesterday I saw in the papers where somebody was clamouring for more teachers saying that a ratio of one to fifty is intolerable. Surely, the ratio is intolerable, but nobody is trying to solve the problem. The fact is that the number of students is growing too fast and has been growing faster than the number of teachers. Can we afford to train this large number of teachers? And even if we train more teachers to have the ratio of say, two to fifty will we be able to maintain or lower that ratio? Can we afford to pay salaries for all those teachers? Can we afford to allow our recurrent budget to increase at current high growth rates? Now it seems to me that we cannot and should try preventive approach i.e. Family Planning.

For too long people have shyed away from tackling the problem. I was really pleasantly surprised this morning when all the earlier speakers referred to family planning and did not try to hide the term under the more recently developed and sophisticated term of family life education.

We are all working toward a better life for people, surely, but when we have facts, we must state the facts for if we run away from telling people the plain truth about family planning, the type of problem which we have today will only increase. Consequently, I am very happy that we have community leaders here because one major concern is that the leaders of this country - Civil servants, the Private Sector managers, etc., treat Family Planning too lightly.

They will ask "Oh, you are the man who is looking after family planning, eh." Family Planning is a very serious matter which needs to be tackled by all people in leadership positions, teachers, dentists, nurses, civil servants, carpenters, farmers, etc. It is not something we should fool around with. It is really very

important. As an administrator, I find it very frustrating to see the number of applications for employment which are coming to me daily. There are young people with 8 or 10 G.C.E. "O" Level subjects, 2 G.C.E. "A" Level subjects who cannot get a job. It is really frustrating.

When people who are educated get into the field of crime, it will be difficult for the police to get even with them. They are smarter, they can think more, they can plan and act more speedily. In fact, they will be miles ahead of the police. Soon we expect the political directorate to come out openly and support the programme. We do not mean one or two ministers, but everyone should come out openly and support Family Planning. I have been fighting, I have been pressing hard over recent months for more action and thank God we have had a fair degree of response but we need more support.

The history of Family Planning in Jamaica is not something that I am ashamed of, in fact we must realise that family planning started with small organizations and individuals in the late 1930's and then fortunately, we had a man like Dr. Lenworth Jacobs, who came on in the fifties. Lenworth and his beautiful and charming wife founded the Beth Jacobs clinic and was the catalyst for a family planning programme. Later on Government realised that Family Planning was a serious matter and so established the Family Planning Board in 1970.

By then the population was growing at the rate of about 34.4 per 1,000 a year. In fact, later on when you look at the 1960 figures you will see a growth rate of 42.4 per 1,000. This was indeed a serious problem for the population would have doubled in 24 years. In fact the population would have been about 5 million before the end of the century. A decision was taken that we would have to work toward reducing this population growth rate, and year after year the battle continued and our latest preliminary figures showed that by 1979 the figure had gone down to 27.1 per 1,000.

In 1974, the Government reviewed the programme and set a target of 25 per 1,000 for year 1980. However, it now appears unlikely that we will reach our target for 1980 so what faces us is very serious since during that time we have had serious economic problems. We are still buying every drop of oil which we consume as well as most of the food we eat in spite of the hard work being done in the agricultural sector. At a recent Board Retreat it was decided that the target of 25 per 1,000 was unrealistic in terms of the resources of the country and we should work towards a target of 20 per 1,000 by year 1983. We do not know whether this target is achievable or not but we must set targets and work towards them. However, this may mean a doubling of our efforts. It requires that much because even at the low rate we would still be growing at about 1.3% annually. Probably we should be growing at 0.4% in terms of resources. Most of us, like these older folks have passed through the poverty times and from experience know how difficult it was for our parents to send children to school. In fact, many of us could not go to established secondary schools, and had to do the local examinations and then go to some other institution to acquire higher education. Indeed, we were not as fortunate as you the youths of today so you need to make use of the opportunities which exist. You need to understand that the future of this country is in your hands, and I am going to read some figures, some startling figures as far as teenagers are concerned.

You are in an age group 15 - 29 and what we discovered was that you fall in that age group which represents 50% of those who are producing children on a large scale in this country. Now, when you think about that, it is very serious, that your age group is producing 50% of the children of this country.

In fact, your age group is expanding at such a rate that if it continues by year 1990 you would have doubled your numbers. In other words, somewhere in 1970, you were 398,000 and if it continues to increase at current rates you will be over 891,000 by year 1990. The situation is critical, and I have heard the youths saying they will have to lead this country. Now, you cannot lead that way. If you continue to produce children as rapidly, you cannot lead.

Today the population problem is very grave. Those who have to provide finds the problem even more difficult. The National Family Planning Board has the responsibility to try and regulate the size of the population so we are trying to ensure that the population does not grow too fast. It does not mean that it will always be the policy, there could be a time when it will be necessary to encourage people to have children. However, right now we cannot even provide the amount of drugs and supplies we would like to provide for hospitals and clinics, and so the responsibility over the years ahead looks very demanding and challenging. We want to call on every individual here, every single one of you to really think carefully about the situation that exists in our country today and that will exist if we do not face the situation. No more can you say "if you want to have a child that's your business." Your responsibility from now is to spread the message of family planning. We look on it as a message, something like the gospel, something that is good and you need to spread the message. Why family planning? It is important that you meet your friends and counsel them and let them know how they can be better. This is not a plan to keep down the black race as some people preach around the place. The contrary is true, it is a plan to lift the black race, and I want you to think seriously. Now the National Family Planning Board is ready and willing to help people. If you want to put on seminars like this, the National Family Planning Board is there to help you. Fortunately, at this time we have in our company a US AID Representative who I am sure treats family planning as a priority and will do her best to support any request.

Questions entertained and answered.

The communication link is what is important because as Mr. Pencle said earlier on, the big problem in Jamaica is that all of us parents fail to tell our teenagers or our children about family planning or how a child is born. It is a big problem. Even us the professionals in the field find it difficult and if we can get it over to the youths when they are young, then it becomes easier for those people. But when you are brought up in a certain way in the strictures of the early days, then certain things were forbidden. It is difficult even now to communicate that message.

Dr. Thelma Stewart:

I don't think a child of six is ready for family planning. The child may ask you certain questions about sex - where did I come from - for example, and at this stage whenever a question is asked, the important thing is to supply a suitable answer in the language that the child can understand. The child would not know anything about family planning or what you mean by that, but the child may see somebody kissing or playing with another one, or may be playing with his or her genitals, something about sex or may ask a question, and it is for you to find a suitable answer in the language that the child can understand and satisfy that curiosity at the moment. Later on it may ask you a question that is more involved as it matures, but the important thing is that you answer and be fair in what you say and not tell lies - for example, that the baby came through the house top or an aeroplane brought it.

Questions and Answers

Miss Thelma Thomas: When we use the word family planning we are thinking of the

whole family. We are thinking of our concern for the welfare of the family - the good of the individual, the good of the family, and then the good of the community and if all those good work together then we talk about a national goal. One of the major tools that we use is that of education, an opportunity in which there is a change of opinion and sharing of knowledge and making sure that it is understood. The use of contraceptive is another tool.

Workshop - Twickenham Park

Ministry of Agriculture - AHEA-IFPP

All of us who are here this morning are present because we have similar interests. The different Ministries involved are interested in producing an informed citizenry and the particular information in this case is family planning/population education. When families are well informed about family planning individual family members will know how to manage their fertility and other problems.

At present the problem of teenage pregnancy is a vexed one in the Jamaican situation. The reasons are manifold but economics at times seems to be at the root of what I would like to call a "social evil". Your deliberations will no doubt deal with these problems. In particular case I have no doubt that you will seek to point out the effect of the home on nurturing and succouring and how absence of these functions can lead the teenager to be confused, unsure of himself/herself and consequently in the effort to find an answer to his/her problems becomes involved and frustrated.

We as Jamaicans are aware of the many problems facing the young people. We know of their inability to manage their fertility problems. On a wider scale there are nations/countries that are concerned with world population growth which have sought to help developing countries with their population growth problems. This help has come in various ways - The one I shall mention is comparable small but significant. This is the American Home Economics Association-International Family Planning Project. This is a project which seeks to impart family planning information through Home Economics. This began at:

1. Chapel Hill Conference N.C. U.S.A. in 1971, here plans were formulated for integrating Family Planning and Home Economics.
2. In 1973: Taiwan Workshop

Five teachers from Teachers' Colleges attended. The ripple effect was expected from the choice - as instructors would teach students who would in turn teach thousands of students in secondary institutions in particular.
3. In 1973:

Survey team came to Jamaica assisted by our Planning Committee. The team met with educators, administrators, parents to determine the need for family planning.
4. In 1974:
 - i. Jamaican Home Economics Association sponsored a one day seminar at Naco for principals and other members of teaching fraternity to discuss family planning and its incorporation in Home Economics.

5 Workshop - Family Planning at C.A.S.T. Then was sponsored by the Ministry of Education, Youth and Sports in collaboration with Jamaican Home Economics Association and American Home Economics Association-International Family Planning Project. There was a consultant from Washington and observers from Barbados and Trinidad.

5. In 1974:

Workshop - Penn State University. In 1974 Miss Cynthia Evans attended a workshop at Penn State University. Purpose of the workshop was to prepare a curriculum in which Family Planning was integrated with Home Economics. This exercise was continued in 1975 but this time Miss Evans and Mrs. Alma Smith attended. At both the 1974 and 1974 workshops they formed part of a team for the particular exercise. When you use the source book for teachers you will know that Jamaica has made a contribution in producing this work.

Mrs. McNeish and Mrs. Viola Gray, then in Ministry of Development, also went and helped prepare some of the books you now use in your courses/workshops.

6. In 1976 a team of three from US AID visited Jamaica to evaluate the work. Their report received later indicated that they were pleased with the activities in Jamaica. As a result, Jamaica was elevated to the rank where she could join those countries for receiving significant aid financially for the project.

7. In 1978:

Representative (Miss White) went to Washington to a planning conference. Since that time as the result of a five-year plan (1978-1983) we have had a number of seminars and workshops for the following participants

8. In July 1978 : Interns

In September 1978: Experienced Home Economists from different Ministries

In September 1978: Extension Officers from Agriculture

In December 1978 : Practising Teachers

In January 1979 : Teachers' College Instructors

In March 1979 : Extension Officers from Agriculture

In July 1979 : Interns

In March 1980 : Lecturers in Teachers' Colleges and High Schools

In all of these activities we have been able to convey family planning information to teachers who will in turn convey family planning message to their students. This hopefully will help these students to plan their lives and to be more explicit and decisive as teenagers about careers. In fact, lowering in population growth is evidence. Five years ago we were talking about population rise of 34-35/1000. Today it is between 27 and 28/1000. However, this is no time for complacency. We must plan now as if we fail to plan we plan to fail. (not original).

Continuing our activities of the project, a number of workshops have been planned to take place in the ensuing year. We have been able to incorporate Family Planning into Home Economics programme of the teachers' colleges and in the Home Economics Syllabus management component of the Caribbean Examinations Council.

We have had one visit (in February 1979) from Dr. Elizabeth Brabble, Director of the project and a number of visits from the Deputy Director, Miss Bonnie Birker and two visits from the regional assistant Director, Mrs. C. Gilbert. Our activities are under the auspices of the Jamaican Home Economics Association. We operate through a standing committee which reports to the Association.

Two participants represented Jamaica at the workshop in the Phillippines (July 13-19). Three Jamaicans attended the congress of the International Federation of Home Economics in Manila, Phillippines, July 21-26, and participated actively, one presenting a lead paper and another reporting on a research project.

I trust that you will from the activities outlined think of ways and means by which you too can convey the message of family planning to our rural men and women. Too often they are not remembered in our planning. Let us as from now remember them and work with them in all aspects that will help them rise/think above their present horizons. This workshop should assist in so doing.

Thelma M. Stewart
8th September, 1980.

AMERICAN HOME ECONOMICS ASSOCIATION

INTERNATIONAL FAMILY PLANNING PROJECT

Statement on the Project

It is with much pleasure that I now give background and other information on the project, with the hope that these will elucidate our role in the discipline of family planning. As you will observe on your programme, this series of seminars is sponsored by the International Family Planning Project of the American Home Economics Association.

This project had its inception at an AHEA/AID supported conference which was held in 1971 at Chapel Hill, North Carolina to determine the feasibility of integrating family planning and population into home economics programmes. Jamaica's representative to this conference was Dr. Thelma Stewart who is here with us today. Through her instrumentality and the co-operation and collaboration of other Home Economists in Jamaica, this project became operative here. The present AHEA IFPP was begun in 1972 and had continued through a series of continuing contracts and grants supported by the U.S. Agency for International Development. Currently, there are programme activities in 28 countries around the world. To sum it all up in the language of the project, it was conceived in 1971, born in 1972, has undergone a process of development, and it is now at maturity. Jamaica greatly appreciates the sponsorship she has enjoyed through the Ministries involved.

Although Jamaica has been involved in the project from an early stage, submissions from the Ministry of Agriculture began in 1977 when proposals for a 5-year period was submitted. This seminar has been made possible through one such proposal.

One such fundamental question that needs to be answered is one that is constantly being asked by many persons: why are home economists involved in family planning? Population and Family life education need a multi-agency and multi-disciplinary approach. Family planning is an issue directly related to the family and its welfare, similarly home economics is related to family and home life, and this gives the home economist a unique role in family planning education. Home economists do not replace the technically trained Family Planning Officer; instead, we complement and supplement their work on the field with a view to helping rural families in particular achieve a well rounded system of family planning education and service. Hence the concern and involvement of the Jamaican Home Economics Association in this project.

The AHEA project is primarily concerned with information, education and communication; consequently, the integrated approach is particularly appropriate for home economists. "The goal of the AHEA IFPP is to institutionalize the integration of population/family planning knowledge and practice into formal and non-formal home economics education and service systems in selected developing countries for the enhancement of family well-being".

According to the Source Book for Teachers "No child should be born by chance, unplanned. Every child should be born by choice, planned by both parents together. Both the father and the mother must be willing and able to provide the love and care that every child needs. No pregnancy should occur to parents who are unable or unwilling to feed, or educate, or raise a child".

This level of decision making among parents can only be achieved through education, not only in the gaining of information, but in behavioural pattern -- development of the right attitudes. With the desire to achieve this end this series of seminars has been planned to work primarily with young people--- the parents of today as well as of tomorrow. We believe in beginning with people where they are, and that to go a mile, you must begin by taking the first step. We believe that by reposing confidence in young people, sharing their views and aspirations we can create the type of starting point from which to proceed on our journey. Fellow home economists, the challenge is ours to accept.