

301.32
A 512e

PN - AAC - 899

AHEA INTERNATIONAL FAMILY PLANNING PROJECT

A N N U A L R E P O R T

"FAMILY PLANNING THROUGH HOME ECONOMICS"

September 30, 1977 - September 29, 1978

Contract No. AID/pha-C-1178

INTERNATIONAL FAMILY PLANNING PROJECT

American Home Economics Association
2010 Massachusetts Ave. NW
Washington, D.C. 20036

AREA INTERNATIONAL FAMILY PLANNING PROJECT

A N N U A L R E P O R T

"FAMILY PLANNING THROUGH HOME ECONOMICS"

September 30, 1977 - September 29, 1978

Contract No. AID/pha-C-1178

The American Home Economics Association

2010 Massachusetts Avenue, N.W.

Washington, D.C. 20036

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
ORGANIZATION OF THE REPORT	2
Part I: PROJECT OUTPUTS	
A. Home Office Management	3
B. Field Management	13
Part II: DATA ON COUNTRY PROGRAMS	
A. Emphasis Countries	16
B. Outreach to Tier II and Tier III Countries	16
C. Summary of Country Program Activities and Reports	17
Part III: PROJECT INPUTS	
A. Financial Statements	19
B. Summary of IFPP Funds Expended in Emphasis and Non-Emphasis Countries	20
Part IV: SUMMARY AND RECOMMENDATIONS	22
APPENDICES	24

American Home Economics Association
INTERNATIONAL FAMILY PLANNING PROJECT

ANNUAL REPORT FOR SEPTEMBER 30, 1977 - SEPTEMBER 29, 1978

AID Contract No. pha-C-1178

INTRODUCTION

Effective September 30, 1977, the American Home Economics Association entered in a renewed agreement with the U.S. Agency for International Development, for a one-year contract (AID/pha-C-1178) to extend the International Family Planning Project, "Family Planning Through Home Economics."

The specific Project objectives to be implemented during the transitional year were:

1. Providing strong and effective home office and field staff through increasing the contractor's professional staff
2. Broadening and strengthening the LDC home economics leadership base and host country support for project objectives
3. Developing specific criteria and guidelines which assert the basis and extent to which project support would be made available to selected LDC's
4. Country-specific adaptation, utilization and follow-up activities related to available curricula, training and audio visual materials, teaching aids and methodologies.

Under the requirements of the Contract, a Program of Work¹ was submitted within thirty days of the effective date and a Report of Project Progress² was submitted to the funding agency covering the first eight-month period from October 1977-May 1978. The Report covered the activities of the Project in relation to the Project's objectives, and included the AID Evaluation Report³ recommendations of Contract No. AID/csd-3623 and will not be reiterated here.

This final report represents the one year implementation of AID/pha-C-1178 covering the period from September 30, 1977-September 29, 1978 and summarizes activities carried out under that contract. Detailed discussion in this report

¹ AHEA International Family Planning Project. Program of Work, Contract No. AID/pha-C-1178, October 31, 1977.

² AHEA International Family Planning Project. Report of Project Progress. October 1977 to May 1978.

³ Evaluation Report on "Family Planning Promotion Through Home Economics". U.S. Agency for International Development: Office of Population, Washington, D.C. January 1977.

will focus on the stated project activities for the final four month period of FY 78, which is based on Part III of the Progress Report¹ and the FY 78 Program of Work².

ORGANIZATION OF THE REPORT

The format for this report coincides with the following outline:

- Part I. Project Outputs
 - A. Home Office Management
 - B. Field Management

- Part II. Data on Country Programs
 - A. Emphasis Countries
 - B. Outreach to Tier II and Tier III Countries
 - C. Summary of Country Program Activities and Reports

- Part III. Project Inputs
 - A. Financial Statements
 - B. Summary of IFPP Funds Expended in Emphasis and Non-Emphasis Countries

- Part IV. Summary and Recommendations

¹ Op. Cit. Report of Project Progress, p. 15

² Op. Cit. Program of Work.

Part I: PROJECT OUTPUTS

A. Home Office Management

1. Personnel

On September 29, 1977 when the AHEA International Family Planning Project was reimplemmented, following a three-month hiatus, the staff consisted of the new Project Director and program assistant. The following is a summary of the status of all Project positions as of September 30, 1978.

a. Home Office Staff

<u>Position</u>	<u>Individual</u>	<u>Date of Employment</u>
Project Director	E.W. Brabble	September 29, 1977
Deputy Director	Bonnie Birker	December 27, 1977
Program Assistant	Patricia Poston	September 29, 1977
Liaison Officer, Paris	unfilled as of August 30, 1978	

b. Field Staff

<u>Position</u>	<u>Individual</u>	<u>Date of Employment</u>
Regional Assistant Director--Africa	Pamela Greene	January 1978
Regional Assistant Director--Asia	Patchanee Natpracha	October 1977
Regional Assistant Director--Latin America/Caribbean	unfilled during FY 78	

c. Country Coordinators

Country Coordinators perform as liaisons with Project headquarters in seven of eight emphasis countries. At the end of FY 78 the following countries had approved coordinators:

Philippines--Aurora Corpuz, October 1977 ¹
Panama--Maria Villarreal, October 1977
Korea--Sumi Mo, October 1977
Thailand--Pintip Boriboonsook, October 1977 ¹
Sierra Leone--Pamela Greene, October 1977 ²
Nepal--Shashi Shrestha, May 1978
Ghana--Florence Sai, June 1978
Jamaica-- unfilled during FY 78

¹ From October 1977 to March 1978, there were two (2) coordinators each for Thailand and the Philippines.

² Served as Regional Coordinator from October 1, 1977 to December 31, 1977 and was confirmed as Regional Assistant Director, January 1, 1978.

- d. Part-time clerical assistance was needed and obtained during the year due to the backlog of material requests which developed during the hiatus between the end of Contract AID/csd-3623, under which the AHEA Project materials had been developed and published, and the signing of the new one year contract. Published materials were unassembled, which necessitated additional part-time assistance for assembling and responding to material requests from the world-wide home economics network, international and national population related organizations and agencies, and requests submitted through the Project publications list¹ developed by the Paris Liaison Officer, who had served as journalist.

Job descriptions and roles/responsibilities of all personnel appear in Appendix A.

One of the conditions established for the FY78 Contract was the establishment of field based regional offices for Asia, Africa and Latin America/Caribbean. Regional Assistant Director positions established responsibilities for field programming, training, administration and follow-up of activities of emphasis and other countries within the assigned regions.

The purpose of establishing the regional positions related to broadening the field leadership base and skill development in project management. The development of field based positions also facilitated travel within the region, reduced international travel by headquarters staff and permitted greater interchange among field staff in assisting country leaders with country plans and programs.

Provisions for support services and space for the regionally-based staff were not included in Contract #1178. This subsequently presented problems during the year and necessitated handling this aspect of the project, i.e., space and equipment for each regional office, on an ad hoc basis.

2. Coordinate and Encourage Host Country Implementation of Project Goals and Objectives
 - a. Emphasis Country Consultations

Ninety days following the effective date of the Contract, the AHEA Project Director made on-site field inspection tours to six of seven emphasis countries and to Liberia and Nigeria² to:

¹ AHEA International Family Planning Project Publication List, March 1978.

² Field visit to (emphasis country) Jamaica was planned, but not executed due to rejection of the visit of the Director by AID/Jamaica Population Officer because of his presence in Washington, D.C. at the time of the scheduled visit.

- discuss new Project directions and meet with key network persons and USAID Mission population personnel
- collect country-specific needs assessment data (using instrument developed to gain specific information on all participating countries)
- make observations about the field environment and discuss problems/successes relevant to specific country situations

Discussions about the AHEA Project were held in each country with Home Economics or Home Science Association leaders and country coordinators, government and non-government agencies and representatives of the local family planning organizations (where these existed). Entrance and exit interviews were carried out at each U.S. AID Mission office.

Each country was encouraged to expand AHEA Project activities by:

- developing an advisory committee to assist in the planning, implementing and monitoring of country project activities
- establishing an organizational meeting of local advisory committee members and home economics association members to explain the goals and directions of the project and the role of the committee and association
- developing country-specific plans for a project-related program to be implemented over a five year period and funded by the AHEA Project
- developing outreach programs to reach in-school and out-of-school youth and the grass roots level of the population
- developing liaison contacts and activities with other local community agencies, government levels, international organizations and U.S. AID health and population personnel for greater integration of home economics program activities

At the end of FY78 country advisory committees were established in each of the eight emphasis countries and five year plans for continued and expanded AHEA Project activities had been received. Details of each country's plans are included in Part II of this report.

b. New Participating Country Consultations ¹

EL SALVADOR: Staff consultation by Project Deputy Director took place from September 14-19, 1978 to meet with Project network contacts to review progress since previous project-supported activities and to stimulate interest in future activities.

GUATEMALA: Staff consultation by Project Deputy Director conducted from September 19-21, 1978 to meet with key home economists in order to stimulate interest in the Project.

MEXICO: Staff consultation by Project Deputy Director from September 22-25, 1978 to contact network persons to attend FONAPAS/Partners Conference in Health/Nutrition/Social Development in order to establish contacts for and stimulate interest in the Project.

VENEZUELA: Staff consultation by Project Deputy Director from September 7-8, 1978 to meet with Project network persons in order to review progress since previous project-supported activities took place and to stimulate interest in future activities with some limited Project input.

c. Expanding the Home Economics Network

The AHEA Project is continuous and integrative with developed components related to country consultations and surveys, educational publications and newsletters, and training programs for various levels of workers such as administrators, supervisors, teachers, fieldworkers and volunteers. The number of concerned and interested network persons continues to increase. Project home office and field staff continuously expand their contacts with home economists and related professionals in developing countries and through related international organizations.

The number of home economics network persons reported in the eight month Report of Project Progress² totaled 98 persons. A revised network list includes 115 home economics network members in 28 countries. The list of current network members appears in Appendix B of this report.

¹ Birker, B. Report of Consultation--Latin America (September 6-25, 1978). AHEA International Family Planning Project.

² Op. Cit. Report of Project Progress. p. 12.

3. Project Development and Planning

a. Staff Planning Meeting

Basic to Project operations, there existed the need and goal during the transitional year to develop the future funding proposal to continue and expand the AHEA International Family Planning Project. Following directions of USAID/Washington staff to develop a five-year proposal for extending the contract, a planning meeting of Project staff was implemented March 5-17, 1978 for field input in Project development. A summary report of the staff planning meeting appears in Appendix C of the Report of Project Progress.¹ As a result of the FY78 staff planning meeting discussions, a Project Handbook² was developed for increased efficiency of AHEA Project operations. The Table of Contents page of the Project Handbook appears in Appendix C of this report. The handbook is a compilation of information on Project organization; staff position descriptions, competencies and responsibilities; aspects of Project functioning and reporting; framework for five-year country work plans; guidelines and criteria for LDC Project support; information on AHEA and AID; and a listing of the international network of home economists in family planning and population education activities.

b. Project and Country Five-Year Proposals

The AHEA Project home office and field staff developed and submitted to USAID a renewed proposal, "Expanding the AHEA International Family Planning Project."³ The proposal contained goals, objectives, activities and strategies to be achieved over a five-year period. Successful negotiations resulted in the continuation of the project under a new Grant for a three-year period.

Prior to the development and submission of the Project proposal, emphasis countries were directed and encouraged to develop advisory committees consisting of representatives of government and non-government sectors, and to organize and develop plans for country project-related program building covering a five-year period. These country plans were intended to serve as the basis for the new proposal.

¹ Op. Cit. Report of Project Progress, page 25.

² AHEA International Family Planning Project. Policies and Procedures Handbook. September 1978.

³ Proposal for Expanding the AHEA International Family Planning Project, "Family Planning Through Home Economics," October 1, 1978-September 30, 1983. (Grant No. AID/DSPE-G-0010). August 15, 1978.

Specific five year project plans for each emphasis country were developed through consultations with AHEA home office staff, country coordinators, country advisory committees and regional assistant directors. In several instances, representatives of USAID country population officers were invited to be members of the country advisory committee. The list of advisory committees for each emphasis country may be found in Appendix B of the Report of Project Progress.¹ Country specific project plans were received from eight emphasis countries. The full text of these plans are reported in Part II of this report. Continuous written and verbal communications with country leaders will produce detailed descriptions of each activity as well as modifications based on budget limitations.

4. Educational Materials/Publications

a. International Family Planning Project Newsletter--LINK

The quarterly newsletter which was designed to strengthen communication and dissemination of home economics/family planning information on teaching methods, training, experience-sharing and encouraging the use of resources and publications by LDC home economists for network contacts was printed and distributed in December, March, June and September of the FY78 contract period.

The number of copies of the LINK published and distributed was as follows:

December, 1977	-- 1,800 copies
March, 1978	-- 1,800 copies
June, 1978	-- 2,400 copies
September, 1978	-- 2,000 copies

Special supplements to the newsletter included: in the March edition -- a Publications List of all Project printed available materials (see Appendix D); in the June edition -- a special feature on Adolescent Fertility (see Appendix E). The June 1978 supplement was subsequently made available for special reprinting and dissemination of 1,000 copies through the International Clearinghouse on Adolescent Fertility.

The various issues of the LINK and the supplements have been disseminated in 40 different countries through: AHEA Regional Assistant Directors; home economics network leaders; AHEA country coordinators in eight LDC's; international agencies and organizations (IPPF, IFHE, FAO, World Education and others); LDC libraries; LDC training institutions and individual requests.

¹ Op. Cit. Report of Project Progress, p. 21.

b. Educational Resources -- Translations

During the life of the International Family Planning Project, a major objective has been the development of teaching and training materials. Although the educational materials developed by foreign nationals are considered prototypes, adaptation to country specific situations and cultures is necessary and where a language difference exists there is the need for translations into the specific language for greater utilization.

In 1978, the kit of prototype educational materials was translated into different languages for specific country use. The kits, which include the Trainers Manual, the Prototype Lessons Manual and the Media Resource Book are translated into Spanish, French, Arabic and English. Some adapted Prototype Lesson units have been translated into Pilipino.

Copies are now available for field testing and training programs in countries where English is not the first language. In the near future, these translated training materials will be in use to expand the family planning education outreach programs of home economists to the rural poor.

Materials translated into Spanish also include the Sourcebook for Teachers, Publications List, Enriching Family Life (public relations bulletin), and the Home Economics/Family Planning packet.

The LINK has been translated into Korean throughout the contract period, and 1,000 copies have been disseminated each quarter. (see Appendix F for an example of the September 1978 issue).

c. Educational Resources -- Dissemination

A very large part of the AHEA Project activity and costs directly relate to the dissemination of Project-developed educational and public relations materials. Several major sets of educational materials were completed and published toward the end of contract AID/csd-3623. Little or no distribution of these materials occurred prior to Contract AID/pha-C-1178.

Prototype materials have been requested from over thirty countries. Promotional copies were sent to approximately 30 population-related organizations. During the FY78 year, an exchange of publications was transacted between the AHEA Project and the International Planned Parenthood Association. Seventy-five copies of Working with Villagers were exchanged with IPPF for an equal number of copies of the multi-media kit, Meeting the People.¹

¹ International Planned Parenthood Federation. Meeting the People. IPPF, London, England. 1976.

Each network home economist received three promotional sets of Working with Villagers, Sourcebook for Teachers, Resource Handbooks I and II, and one copy of "Social Welfare Aspects of Family Planning." Publications of other population-related organizations were also distributed to the Project network. Summary totals of all AHEA International Family Planning Project publications disseminated is shown in Table I on the following pages.

d. Exhibits and Public Promotion of Project

An important aspect of Project implementation has been education, communication and information about the significance of the International Family Planning Project to home economists and related professional workers. There have been numerous opportunities for Project visibility and public awareness in the U.S. and several "emphasis" countries.

The Project's education and public relation materials have been displayed to inform audiences, both U.S. and international, and to promote use of the printed teaching and training materials, posters, cassette tapes and slides. Additional sources of materials from family planning and related organizations have also been included in the displays. AHEA International Family Planning Project materials have been displayed at the following:

- AHEA International Section Workshop, 4-H Center
Washington, D.C., November 8-11, 1977
- AHEA Annual Meeting, New Orleans, Louisiana
June 26-30, 1978
- American Personnel Guidance Association, Shoreham
Hotel, Washington, D.C., March 19, 1978

5. Collaboration with International Agencies

a. Since the early years of the AHEA Project, it was deemed important for outreach visibility and cooperation to interchange programmatic approaches with family planning/population-related organizations and agencies. During 1978, several situations offered opportunities to interact with representatives of international organizations. The report describing a consultation in Paris during January 1978 set up by the Paris Project Liaison Officer during the country inspection tour of the AHEA Project Director is in Appendix G.

b. Sub-Contracts

A proposal by the International Federation for Home Economics was approved and funded in the amount of thirty-five hundred dollars (\$3,500.00) for the purpose of supporting the UNESCO/IFHE Workshop, "Effective Integration of Population and Home Economics Communication", held in Kuala Lumpur, Malaysia, November 2-11, 1977. The March

TABLE 1

SUMMARY TOTALS OF AHEA - INTERNATIONAL FAMILYPLANNING PROJECT PUBLICATIONS DISSEMINATED

Contract No. AID/pha-C-1178

Title of Publication	Indivi- dual Requests	Trng. Insti- tutes	Int'l Organi- zations	Educ. Institu- tions	Libraries	Network Persons	Fam.Pl. Organi- zations	AID	AHEA	Other
Enriching Family Life/Strengthening the Nation	4	361	27	27	4		35	6	303	
Family Planning: Home Economics (I)	3	51	12	10	3		20			1
Family Planning: Home Economics (I) -- Spanish										
Family Planning in Home Economics (II)	1	47	9	6	3		23			1
Handbook of Home Economics Lessons Incorporating Family Planning, Population Education and Quality of Life	3	110	9	9	5		5			
Handbook of Teaching Strategies and Techniques for Use in Implementing Lessons Relating to Family Planning, Population Education, and Quality of Life	5	107	6	11	1		30			
LINK newsletter (each quarter)	12	30	59	58	22	2,025	35	550		
Nutrition and Family Planning	3	212	8	10	1	100	8			
Partners in Change	8	82	6	26			5			2

TABLE I: SUMMARY TOTALS OF AHEA-INTERNATIONAL FAMILY PLANNING PROJECT PUBLICATIONS DISSEMINATED
(cont'd)

Title of Publication	Individual Requests	Trng. Institutes	Int'l Organizations	Educ. Institutions	Libraries	Network Persons	Fam.Pl. Organizations	AID	AHEA	Other
Reaching Rural Families Through Family Life Education	5	203	8	8	4	100	42	18		
Resource Catalog (Family Planning and Population Education in Home Economics)	11	106	21	20	4	378	30	4	8	1
Resource Handbook for Integrating Family Planning and Home Economics -- I	5	100	24	24	2	378	11	10	96	
Resource Handbook for Integrating Family Planning and Home Economics -- II	3	70	19	19	3		9	95	102	
Resource Papers for Curriculum Development	6	20	6	7	3		9	11		
A Sourcebook for Teachers (Family Planning and Population Education in Home Economics)	14	25	134	134	7	378	20	26	100	
Women's Roles and Education: Changing Traditions in Population Planning	14	123	7	12	6		6	10	14	
Working with Villagers -- English	28	243	127	122	8	378	93	204	70	5
Publications List	50	50	58		10		35			

Bulletin of the Federation contained a full report of the workshop and is enclosed in Appendix H.

c. U.S. and International Meetings

Home office and field staff were engaged in numerous U.S. and international meetings during FY78. Meetings attended, since the Report of Progress, include:

- Project Director

AHEA International Section Meeting, 4-H Center
Bethesda, Maryland, November 8-11, 1977

- Project Director and Deputy Director

AHEA Annual Meeting and Exhibit, New Orleans,
Louisiana, June 24-30, 1978.

B. Field Management

1. Staff Consultations and Representations

Regional Assistant Directors, as part of their field staff role, serve as consultants in various situations to organizations, agencies, institutions and training programs. Field offices also contain educational resource centers which contain project publications and resources and collections of resource handouts from many population related organizations. Full reports of consultation activities appear under Part II -- Country Programs.

The Project Liaison Officer has participated in many consultations, representing the Project at the same time. The work of the Liaison Officer has included the following activities: securing UNFPA-financed UNESCO grant to IFHE for the Malaysia and Sierra Leone workshops; performing the majority of the staff work for the IFHE-UNESCO Malaysia workshop including all correspondence and reports; and assisting in securing funding from IPPF, FAO, UNESCO and IFPP for follow-up projects of countries who attended the Malaysia workshop. Her efforts through workshops, correspondence and the IFHE Bulletin, as well as the Project's LINK, have also enhanced the outreach to countries not yet involved in Project activities. These countries include: Indonesia, Sri Lanka, India, Bangladesh, Kenya, Swaziland, Tanzania and Gambia.

2. Data on Time and Activities of Field Staff

An internal reporting system was implemented for the last six months of the year. The following data was collected from the monthly information reports in regards to time, activities and contacts made by field staff in carrying out their responsibilities for the AHEA Project.

Country Coordinators: In four countries an average of two full time-equivalent days per month were spent on Project activities fulfilling routine responsibilities (i.e., does not include special workshops, hosting staff, etc.). A total of 183½ equivalent days were devoted to activities in the country in which the following cumulative contacts were made:

- 58 home economics administrators
- 69 home economics teachers
- 70 home economics students
- 55 community development/extension supervisors
and administrators
- 56 community development/extension field workers
- 141 organization and agency officials
- 58 government officials
- 46 community leaders
- 46 villagers
- 411 youth/teens
- 121 others--including university students, and mass
communications experts.

The types of activities reported by country coordinators included: visiting national/international organizations and agencies and Ministries of Health, Education, Community Development and Agriculture to collect materials; planning meetings and coordinating activities; visiting universities; working with Advisory Committees and country Home Economics Associations; planning and reporting workshops and committee meetings; writing letters and proposals to AHEA and other international organizations; visiting and planning with USAID officials; planning schedules for visiting staff; making presentations for community and youth meetings; selecting and supervising translators for various material translations; assisting in evaluating country activities; initiating and/or attending community meetings to promote the integrated programs; assisting in training and programs, and making contacts with network members to keep them informed.

Regional Assistant Directors and Liaison Officer: Nineteen months of work were reported by the two full-time regional assistant directors and the half-time liaison officer. (Latin America/Caribbean regional assistant director position unfilled). A total of 294 days were reported in which the following cumulative contacts were made:

- 104 home economics administrators
- 91 home economics teachers
- 115 home economics students
- 45 community development/extension supervisors
and administrators
- 141 organization/agency officials
- 146 government officials
- 40 community development/extension field workers
- 50 community leaders
- 120 villagers
- 261 others

The types of activities reported included: consultations and conferences; attending project activities; working with country coordinators; keeping in contact with country home economics associations and Advisory Committees; meeting to plan and coordinate with other related national and international agencies, planning meetings, report writing; contacts with USAID officials; program planning; mailing of publications and references to network members; office work (filing, correspondence, etc.); preparation, invitations, proposal writing and liaison work for the planning of workshops, and background reading.

3. Development of Staff Handbook¹

In order to facilitate the management system, a handbook of policies, procedures and reporting forms was compiled as a reference for all staff in addition to serving as the primary orientation documentation for new staff. Copies of the Handbook are on file at the AHEA headquarters office.

¹ AHEA International Family Planning Project. Policies and Procedures Handbook. September 1978.

Part II: DATA ON COUNTRY PROGRAMS

A. Emphasis Country Programs

The following section reflects the work conducted and reported by the eight emphasis countries and other Tier II and Tier III countries during this reporting period. These represent the outcomes of the Project objectives of Contract No. AID/pha-C-1178 and reflect the recommendations of the AID 1976 Evaluation Report.

Each emphasis country report is presented separately with the following categories of each report:

- Section 1 -- Needs Assessments
- Section 2 -- Five Year Plans, 1978-1983
- Section 3 -- In-country activities reported during the period
(including advisory committee meetings, training workshops, etc.)

The emphasis country reports are attached under separate cover according to the following listing:

- Exhibit #1: Ghana
- Exhibit #2: Jamaica
- Exhibit #3: Korea
- Exhibit #4: Nepal
- Exhibit #5: Panama
- Exhibit #6: Philippines
- Exhibit #7: Sierra Leone
- Exhibit #8: Thailand

B. Outreach to Tier II and Tier III Countries

The ANEA Project liberally disseminates educational resources and publications to Tier II and Tier III countries as a means of motivating interest in the Project and filling the need for home economics/family planning resource materials in as many LDC's as requested. Tier II and Tier III countries that have received Project communication materials, and/or consultation include: Liberia, Nigeria, Syria, India, Bangladesh, Venezuela, El Salvador, Guatemala, Mexico, Costa Rica, Colombia, Mauritius, Kenya, Swaziland and Indonesia.

C. Summary of Country Program Activities and Reports

A summary of country program activities and reports that occurred during this reporting period appears on the following page. For details of activities of emphasis countries, see country reports which are under separate cover.

Chart II

C. SUMMARY OF COUNTRY PROGRAM ACTIVITIES AND REPORTS

Exhibit No.	Emphasis Country	Country Needs Assessments	Five-Year Country Plans	Advisory Committee Reports	Country Meeting Reports	Country Coordinator Reports	Regional Director Reports	Workshop Reports	* Misc. Publications
1	GHANA	X	X	X	X			X	X
2	JAMAICA	X	X			X		X	X
3	KOREA	X	X	X					X
4	NEPAL	X	X						X
5	PANAMA	X	X		X			X	X
6	PHILIPPINES	X	X	X	X				X
7	SIERRA LEONE	X	X	X		X	X	X	X
8	THAILAND	X	X		X		X		X

* On file, Project Headquarters

Part III: PROJECT INPUTS

The AHEA International Family Planning Project FY78 funds were expended in all emphasis countries as well as several Tier II and Tier III countries. The Charts on the following pages summarize:

1. Line item expenditures for FY78 based on the \$348,914.00 budget.
2. Summary of IFPP funds expended directly into emphasis and non-emphasis countries.

During the one year "transition" period, Project momentum was relatively slow in relation to participant training. Although the Working with Villagers training materials had been developed under the previous contract, LDC leaders were unfamiliar with the material and, consequently, hesitated to use them without the prior training. Thailand and Sierra Leone were the two countries that utilized these resources in workshops. Representatives from these countries were involved in the development and the field-testing of the materials during the previous contracts.

A. FINANCIAL STATEMENT

September 30, 1977 - September 29, 1978

CATEGORY	TOTAL BUDGET AMOUNT 1977-1978	EXPENSES FOR TIME PERIOD	BALANCE FOR 1978
	\$	\$	\$
1- Salaries & Wages	104,047.00	94,697.48	9,349.52
2- Fringe Benefits	12,485.00	9,276.10	3,208.90
3- Consultants	16,600.00	10,987.05	5,612.95
4- Travel & Per Diem	32,035.00	28,147.07	3,887.93
5- Materials & Supplies	15,000.00	17,118.52	(2,118.52)
6- Participant Training	46,200.00	22,220.78	23,779.22
7- Sub-Contracts	3,500.00	3,500.00	---
8- Direct Costs	15,000.00	22,596.68	(7,596.68)
9- Overhead	104,047.00	94,697.48	9,349.52
 	<hr/>	<hr/>	<hr/>
GRAND TOTALS	\$ 348,914.00	\$ 303,241.16	\$ 45,472.84
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

B. International Family Planning Project Funds Expended
Directly Into Emphasis and Non-Emphasis Countries

FUNDS TO EMPHASIS COUNTRIES

<u>Emphasis Country</u>	<u>Participant Training</u>	<u>Other</u> *	<u>Total</u>
GHANA	\$	\$ 3,529.26	\$ 3,529.26
JAMAICA	6,000.00	1,951.76	7,951.76
KOREA	109.88	4,332.80	4,442.68
NEPAL	300.00	2,899.76	3,199.76
PANAMA	1,500.00	8,083.21	10,583.21
PHILIPPINES	---	6,165.39	6,165.39
SIERRA LEONE	2,800.00	16,415.77	19,215.77 ** (\$9,375.77)
THAILAND	1,162.00	21,920.08	22,354.08 ** (\$9,467.61)
			\$ 77,441.91

(cont'd on next page)

* Includes Project funds which were used for countries' production, dissemination and use of materials and supplies, travel, consultants, honoraria and operating expenses for country coordinators and other direct costs.

** This figure includes salaries for Regional Assistant Directors.

B. IFPP Funds Expended Directly into Countries (cont'd)

FUNDS TO NON-EMPHASIS COUNTRIES

<u>Non-Emphasis Country Funding</u>	<u>Participant Training</u>	<u>Other</u> *	<u>Total</u>
Translation	\$ 7,500.00	\$	\$ 7,500.00
Subscriptions		900.00	900.00
Malaysia Workshop	4,090.25		4,090.25
LINK		242.00	242.00
Materials (Communica- tions, xerox, postage)		1,726.12	1,726.12
Brabble Consulta- tion--Nigeria and Liberia		656.00	656.00
Birker Consulta- tions-Venezuela, El Salvador, Guatemala, and Mexico		1,200.00	1,200.00
Greene Consulta- tion-Ireland		1,770.68	1,770.68
			<u>\$ 18,085.25</u>

GRAND TOTAL

\$ 95,527.16

* Includes Project funds which were used for countries' production, dissemination and use of materials and supplies, travel, consultants and other direct costs.

Part IV: SUMMARY AND RECOMMENDATIONS

The AHEA International Family Planning Project has made considerable progress since the initiation of the first contract in 1971. Among the contributions, during the first five years of contracts, can be cited the following:

- assisted in improving the status of home economics and home economists in developing countries through family planning activities and training programs
- developed and strengthened the worldwide network of home economists who are making a significant contribution to national development in their specific countries, especially through family planning/population programs
- assisted home economists in many ways to improve the quality of life and living conditions of community and village people who might not have been reached except by the face-to-face contact of a home economist
- expanded the knowledge base of home economics subject matter content to include family planning concepts in family life education, which has always been the concern of the home economics profession
- contributed to the home economics/family planning educational and resource materials base through the production of educational and training materials that expanded knowledge in the field
- expanded the scope of the American Home Economics Association and developed a recognized position among international and national organizations and agencies as a viable, significant and contributing entity to population and family planning fields
- bridged the communications gap in developing countries relating to significant information and education programs and activities that expand awareness of how persons can improve life conditions and adopt philosophical approaches to improved qualities of living.

The AHEA Project was reinstated in September, 1977 and the first six months of the contract year was spent re-establishing and expanding contacts, disseminating the newly developed Project materials to the field, expanding the worldwide network, assisting countries in the development of Project-related goals and objectives, developing advisory committees and country plans and activities that would ultimately lead to sustained institutionalization of integrated family planning/home economics programs.

By the end of FY78 the AHEA Project had achieved the goals and objectives set by Contract No. AID/pha-C-1178, as evidenced by the preceding documentation. The Project can be assessed as possessing a healthy state with renewed vigor on the parts of developing country leaders and workers. A more systematic approach to Project reporting and evaluation is being developed by the Project managers.

The following recommendations are included as projections for future program development, funding and technical assistance by the AHEA Project:

1. Increased assistance should be provided by headquarters and field staff to countries in relation to planning programs to the extent that plans are more applicable to and within the limits of realistic timing and available Project funds.
2. Major efforts in the coming year should be devoted to disseminating the translated prototypes and the initiation of country-specific adaptation and to training programs.
3. The development of new educational materials should include the necessary gap-filling materials that especially focus on the adolescents and on rural development.
4. A stronger research and evaluation component should be built into the five year operations of the Project to include evaluation and research training and assistance, and a comprehensive reporting system for all project in-country activities.
5. To strengthen the functioning of field staff, it is necessary to provide within the budget, support services, facilities and equipment for the Regional Assistant Directors.
6. New countries, especially in Latin America and Africa should receive increased assistance to initiate Project activities.

A P P E N D I X A

Name _____ Date _____

Title Director, International Family Planning Project Job No. _____

Location American Home Economics Association
Washington, D.C. Classification No. _____

DUTIES AND RESPONSIBILITIES

1. Assumes administrative and managerial responsibility and accountability for the International Family Planning Project. Delegates specific responsibilities and coordinates all project activities to assure effective implementation of project objectives and program of work.
2. Provides leadership for future project direction; assists the AHEA Contracts and Grants coordinator in the development of subsequent project proposal to follow the transition year.
3. Responsible for contacts with AID/Washington Project Monitor on matters relating to implementation of the project including program decisions and approvals.
4. Responsible for budgetary expenditures.
5. Develops plan of work in cooperation with Project staff.
6. Develops inter-agency cooperation and coordination by initiating and maintaining contacts with other U.S.-based agencies with international programs.

QUALIFICATIONS

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

POSITION OPENING: DEPUTY DIRECTOR, AHEA/AID INTERNATIONAL FAMILY
PLANNING PROJECT

Articulate, innovative professional with ability in administration, project management and program planning, with in-depth work experience in one or more developing countries. Background in education, curriculum, evaluation and/or extension. Will assist with project coordination, implementation and delegation of activities. Maintenance of review system and follow-up.

QUALIFICATIONS:

Minimum of Master's degree, doctorate preferred. Expertise in home economics, family planning/population education program development. Fluency in French, ability to travel necessary.

Submit resume by November 20, 1977 to:

Dr. Elizabeth W. Brabble
International Family Planning Project
American Home Economics Association
2010 Massachusetts Ave. N.W.
Washington, D.C. 20036

COMPETENCIES OF PROJECT DEPUTY DIRECTOR

The following list has been developed to describe the competencies viewed as necessary to describe the role and responsibilities for home-based Deputy Director in the International Family Planning Project.

- Possesses administrative and managerial skills with capabilities for proportionately increasing knowledge related to specifics of the AID project.
- Possesses background in education, curriculum development and evaluation, research and/or extension.
- Possesses capabilities for carrying out administrative and managerial responsibility for project in absence of project director.
- Assists with basic coordination and implementation of all project activities.
- Develops criteria in consultation with project director for review and assessment of "target" and "future" emphasis countries.
- Assists project director with:
 - a.) coordinating and delegating project components
 - b.) assisting with development of and personally maintaining a review system for completing responsibilities delineated in the plan of work.
- Assists in the development of reporting forms, evaluation instruments and participant follow-up devices.
- Possesses in-depth experience in one or more developing countries.
- Possesses ability to write and disseminate public information articles on project program and activities for other organizational newsletters involved in family planning and population activities.

JOB DESCRIPTION: PROGRAM ASSISTANT
AHEA/AID International Family Planning Project

DUTIES AND RESPONSIBILITIES

Provides general program management in assigned areas to relieve Director and Deputy Director of program management detail that is required. Works within framework of AHEA policy. Specific duties include:

- * Assists in establishing management of all office functions, including an effective filing system, and insuring continuity of day to day operations.
- * Performs standard duties such as maintaining office supplies, handling requests for materials, telephone inquiries, storing and retrieving filed information.
- * Responsible for the system for identification, use and maintenance of resource materials files, permanent project report files, consultants, and materials needed for Project evaluations.
- * Assumes responsibility for all AID matters and correspondence, including typing of technical reports.
- * Coordinates logistics of country staff and programs in relation to AID approvals, fund requests and reimbursements, country reports and activities, etc.
- * Supervises temporary and/or permanent secretary.
- * Coordinates logistics for Project staff travel.
- * Handles correspondence related to requests for Project materials.
- * Handles all requests for Project materials in coordination with AHEA mailroom.
- * Does mock-up and lay-out for Project newsletter, THE LINK.
- * Performs other related duties as required.

QUALIFICATIONS

Initiative in working independently; willingness to perform some specialized tasks as necessary; ability to: (a) work cohesively with other staff members; (b) communicate effectively in verbal and written form; (c) organize ideas and materials; (d) organize work priorities to allow flexibility in meeting external demands; skills in typing (50 wpm) and proofreading. Previous work experience, high school diploma or equivalent. Some dictaphone necessary.

COMPETENCIES OF PROJECT PROGRAM ASSISTANT

The following list has been developed to describe the competencies viewed as necessary to describe the role and responsibilities for Program Assistant in the International Family Planning Project.

- Assists in establishing management of the office functions, including establishing priorities.
- Responsible for standard tasks such as procuring office supplies, xeroxing, filing, handling requests for materials, mail and telephone inquiries.
 - a.) Specific time set aside each week for filing.
 - b.) Gathers requested materials together for mailing.
- Assumes responsibility for typing or referral for typing correspondence, reports, publications.
- Maintains office files and records.
- Is informed of project activities and procedures to the extent is able to handle routine inquiries and assist project personnel with related office procedures.

QUALIFICATIONS

Initiative in working independently; ability to work cohesively with other staff members; willingness to perform some specialized tasks as necessary; ability to communicate effectively in verbal and written form; ability to organize ideas and materials; ability to follow through on details for travel arrangements and country activities; ability to organize work priorities to allow flexibility in meeting external demands; skills in typing (50wpm) and proofreading. Previous work experience, high school diploma or equivalent.

AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036
202/862-8300

POSITION OPENING: PROJECT LIAISON OFFICER -- (Half-time, Paris, France)
AHEA/AID International Family Planning Project

Articulate, innovative professional needed to provide program direction and liaison efforts with international agencies in collaboration with programs in home economics/family planning/population education in consultation with AHEA Project staff, country coordinators and home economics associations.

The duties of the position include coordinating, assisting with planning, training, implementation of project and research activities. Development of new country participation when high priority exists.

QUALIFICATIONS

Masters' degree, minimum. Background in Home Economics or Home Science or Extension.

Experience in program development. Past exposure to AHEA Family Planning Project

Language competency in English, French and Arabic.

Established contacts with other professions and organizations at international level.

Administrative and research experience.

Ability to travel.

Ability to self-directed, maintain own working schedule.

COMPETENCIES FOR PROJECT LIAISON OFFICER

The following list has been developed to describe the competencies viewed as necessary to describe the role and responsibilities for the Paris-based Liaison Officer in the International Family Planning Project.

- Serves in the role of field representative and liaison with international agencies. Reports to the project director, coordinates and advises project staff in areas related to publications and liaison activities.
- Strengthen coordination of AHEA International Family Planning Project activities with those of other related population education and family planning activities in IFHE, UNESCO, FAO, and other organizations.
- Develop and strengthen international home economics leadership for family planning and population education through working closely with the International Federation for Home Economics (IFHE) in Paris.
- Write, edit, compile publications needed for the on-going and next phases of the AHEA International Family Planning Project. Edit THE LINK, quarterly newsletter of Project.
- Develop a "clearinghouse" for teaching materials and reference resources for home economists to use in their efforts to integrate family planning and population education in their regular work. Disseminate information as needed.
- Assist in identifying additional sources of funding for in-country home economics/family planning projects.
- Write and place public information articles on the Project.

October 14, 1977

POSITION DESCRIPTION

INTERNATIONAL FAMILY PLANNING PROJECT (AHEA/AID)

Regional Assistant Director. Full time

AFRICAN REGION

Articulate, innovative professional needed to provide Regional program direction for home economics/family planning/population education in host countries in consultation with country coordinators, home economics associations and advisory committees. Must reside within region.

The duties of the position include coordinating, assisting with planning, training, implementing and evaluating. Development of new country participation when high priority exists.

QUALIFICATIONS:

Masters degree. Background in Home Economics, Home Science or Extension.

Experience in program development. Past exposure to AHEA Family Planning Project. Member of country home economics association.

Language competency in English and French.

Established contacts with other professions and organizations at National level.

Administrative experience.

POSITION DESCRIPTION

INTERNATIONAL FAMILY PLANNING PROJECT (AHEA/AID)

Regional Assistant Director. Full Time

ASIA REGION

Articulate, innovative professional needed to provide regional program direction for home economics/family planning/population education in host countries in consultation with country coordinators, home economics associations and advisory committees. Must reside within region.

The duties of the position include coordinating, assisting with planning, training, implementing and evaluating. Development of new country participation when high priority exists.

QUALIFICATIONS

Masters degree. Background in Home Economics, Home Science or Extension.

Experience in program development. Past exposure to AHEA Family Planning Project. Member of country home economics association.

Language competency in English and one other Asian language.

Established contacts with other professions and organizations at National level.

Administrative experience.

October 14, 1977

POSITION DESCRIPTION

INTERNATIONAL FAMILY PLANNING PROJECT (AHEA/AID)

Regional Assistant Director. Full time

CENTRAL/LATIN AMERICAN
REGION

Articulate, innovative professional needed to provide Regional program direction for home economics/family planning/population education in host countries in consultation with country coordinators, home economics associations and advisory committees. Must reside within region.

The duties of the position include coordinating, assisting with planning, training, implementing and evaluating. Development of new country participation when high priority exists.

QUALIFICATIONS:

Masters degree. Background in Home Economics, Home Science or Extension.

Experience in program development. Past exposure to AHEA Family Planning Project. Member of country home economics association.

Language competency in English and Spanish.

Established contacts with other professions and organizations at National level.

Administrative experience.

INTERNATIONAL FAMILY PLANNING PROJECT

The following list has been developed to describe the competencies viewed as necessary to describe the role and responsibilities for field-based Assistant Directors in the International Family Planning Project.

COMPETENCIES OF REGIONAL ASSISTANT DIRECTORS (3) Asia, Africa, Caribbean/Latin America

- Provides leadership in strengthening country home economics associations and in broadening the home economics leadership base in consultation with the country advisory committee/country coordinators.
- Develops, with the assistance of key personnel, country advisory committee to strengthen the work and objectives of the International Family Planning Project.
- Coordinates the development of country specific plans in consultation with:
 - a. country coordinators
 - b. country advisory committees
 - c. AHEA and AID staff.
- Develops strategies for assisting LDC home economists in identifying sources of in-country/international funds for project activities.
- Consults with advisory committee and other home economics groups in planning and implementing in-country projects and other home economics activities.
- Provides assistance to, advisory committee and network in developing and maintaining an inventory of specific instructional resources useful in the conduct of country home economics/family planning programs.
- Provides assistance to country coordinators and the country advisory committee in identifying new and/or innovative program thrusts which may serve as models for other countries, e.g., radio, mothers' clubs, community clubs, primary school programs, teen groups, etc.
- Works cooperatively with community programs (groups) in health, nutrition and rural development directed toward village/rural areas, to coordinate country specific integrated home economics/family planning/population programs.
- Assists in maintaining and expanding the communications network of key home economists to strengthen and provide continuity to the program efforts.

- Conducts in-country "awareness" workshops, seminars and conferences, as appropriate and on approval, for representatives of governmental and non-governmental agencies.
- Develops and carries out a reporting system in conjunction with core staff for continuous assessment of progress in project
 - a. periodic follow-up of workshop participants
 - b. periodic reports of coordinator contacts and activities.

PROJECT DIRECTOR _ 1977

GUIDELINES FOR ASSISTANT PROJECT DIRECTORS in REGIONS of Africa, Asia and Caribbean/Central America

These guidelines are developed with the view toward the development of program direction and implementation for the new field-based positions of Assistant Directors within the regions covered by the contract.

Assistant Directors are expected to follow these guidelines for optimum development and expansion of the AID project and the broad objective of the institutionalization of country specific systems for the delivery of integrated family planning and population information and services through home economics and related programs in selected LDCs.

In compliance with this objective the Regional Assistant Directors shall focus on the following:

- Primary focus will be the programming, training, administration and follow-up responsibilities for the particular region to which assigned.
- Increased emphasis on in-school and out-of-school family planning and population awareness, training and education activities with priority attention being given to adolescent fertility issues and problems.
- Broaden and strengthen LDC government and non-government leadership support and involvement in family planning and population activities through the participation of agriculture extension agents, rural and community development workers, and other agencies and personnel who have access to LDC families and students, especially in rural areas.
- Extensive use of non-government channels such as Mothers' Clubs, YWCA/YMCA's, 4-H Clubs, Youth Organizations and others concerned with the improvement of family life and community welfare.
- Impartial treatment to all countries in region.
- Liaison with AID population officer, international agencies and local family planning agencies.
- The work-week shall not be less than 35 hours and shall be scheduled to coincide with the work-week for those employees of the AID Mission and the cooperating country associated with this contract.
- Submit to project headquarters three copies of Work Plan within thirty (30) days of appointment approval and notification.
- Report at the end of each month on
 - a.) time schedule/own and country coordinators within region
 - b.) work accomplished/own and in relation to country coordinators
 - c.) projected work for the next month
 - d.) carbons of significant letters written
 - e.) written report on expenses
- Project activity reports with complete expense records are due in the headquarters office within sixty (60) days of the particular activity. (workshop, seminar, conference, publication, etc.)

AMERICAN HOME ECONOMICS ASSOCIATION



2010 Massachusetts Avenue, N.W.
Washington, D.C. 20006
202 833-3100

October 6, 1977

POSITION DESCRIPTION

INTERNATIONAL FAMILY PLANNING PROJECT (AHEA/AID)

In-Country Coordinators (Part Time)

Need home economists with previous experience in the AHEA International Family Planning Project (workshops, conferences, educational materials development). Ability to plan, direct, implement and follow-up activities and train participants within home country. Able to understand, communicate and disseminate culturally adaptive instructional/informational home economics/family planning materials for community/village use. Can keep records and make reports to AHEA office, Washington, D.C., U.S.A.

QUALIFICATIONS

Degree in Home Science, Home Economics or Extension. Active member/leader in country home economics association. Able to devote one-fourth work week to project activities. Ability to organize and implement plan of work.

Submit resume by: November 20, 1977

COMPETENCIES FOR COUNTRY COORDINATORS

The following list has been developed to describe the competencies viewed as necessary to describe the role and responsibilities for Country Coordinators in the International Family Planning Project.

- Possesses degree in Home Economics, Home Science teaching or extension.
- Is an active member and/or leader in country home economics association.
- Ability to provide leadership and motivation and work well with individuals and groups.
- Previous exposure to project via training sessions, workshops, seminars, conferences, etc., and accepts the concepts of family planning/home economics/population education.
- Ability to plan, direct, implement and follow-up project activities within home country.
- Ability to produce teaching materials to meet specific needs in home country school and extension outreach programs.
- Ability to understand, communicate and disseminate culturally adaptive instructional/informational family planning-home economics materials for community/village use
- Ability to keep records for intermittent reporting to Regional Assistant Project Director for transmission to core staff office for the purpose of continuous assessment of progress of work.

This position is considered as one-fourth time. Candidate must be able and willing to work ten hours per week on the Project, time and activities to be documented.

10/77

A P P E N D I X B

INTERNATIONAL NETWORK OF HOME ECONOMISTS FOR FAMILY PLANNING
AND POPULATION EDUCATION ACTIVITIES

ASIA

Miss Patchanee Natpracha
Regional Assistant Director for Asia
132 Mompaw Lane
Pradipat Road, Samsen Nai
Bangkok 4, THAILAND

KOREA

*Dr. Sumi Mo, Korea Coordinator
Professor, Foods & Nutrition
College of Home Economics
Seoul National University
Seoul 151, KOREA

Dr. Seo Seock Yoon
Chung Ang University
College of Education
221, Heukseok-dong, Kwanak-ku
Seoul, KOREA

Dr. Ki Yul Lee, President KHEA
Yunsai University
Seoul, KOREA

MALAYSIA

*Mrs. Nafsiah Omar, Head
Department of Home & Food Technology
Universiti Pertanian Malaysia
Peti Surat 203, Sungei Besi
Selangor, MALAYSIA

Miss Napiah binti Hassim
Department of Agriculture Headquarters
Kuching Sarawak, EAST MALAYSIA

Puan Azami Omar
Farm Family Development Section
Extension Branch
Department of Agriculture
Bahagian Pertanian, Jalan Swettenham Road
Kuala Lumpur, MALAYSIA

Airmy Johari, Communication Officer
Extension Liaison Unit
Department of Agriculture
Jalan Swettenham Road
Kuala Lumpur, MALAYSIA

NEPAL

Mrs. Tula Rana
Nepal Women's Organization
Central Office, Ram Shah Path
Kathmandu, NEPAL

*Miss Shashi Maya Shrestha
Assistant Director
Regional Education Directorate
Bagbazar
Kathmandu, NEPAL

Mrs. Chandra Gurung
Maharaj Guag
Kathmandu, NEPAL

Vijaya Shrestha
P.O. Box 3604
Mississippi State University
Mississippi State, MS 39762

BANGLADESH

*Mrs. Hamida Khanom, Principal
College of Home Economics
Dacca, BANGLADESH

Mrs. Halima Rahman
Assistant Professor of Nutrition
College of Home Economics
Dacca, BANGLADESH

AFGHANISTAN

Mrs. Kobira Noorzai, President
Afghan Women's Institute
Kabul, AFGHANISTAN

Mrs. Najiba Zaka
English Department
Higher Teachers Training College
Shah-du-Shamshira
Kabul, AFGHANISTAN

*Mrs. Habiba Dalil, Chairman
Home Economics Department
Academy for Teacher Educators
Kabul, AFGHANISTAN

PAKISTAN

*Dr. Zahida Amjad Ali, Principal
College of Home Economics
Stadium Road
Karachi-12, PAKISTAN

Mrs. Shaukut Niazi
24th Street, 7th Avenue
Shalimar 6 (F 6/2)
Islamabad, PAKISTAN

PHILIPPINES

Dr. Maria te Atienza, Dean
College of Home Economics
Philippines Women's University
Taft Avenue
Manila, PHILIPPINES

Miss Amadea Medina
1188 Manila Basilio Sampanloc
Manila, PHILIPPINES

*Dr. Aurora G. Corpuz, Project
Co-coordinator

Dean, College of Home Economics
University of the Philippines
Diliman, Quezon City, PHILIPPINES

*Dr. Amparo Rigor

Associate Professor
Institute of Human Ecology
University of the Philippines-Los
Banos College
Laguna, PHILIPPINES

Mrs. Flora Berino, Chief
Home Economics
Bureau of Agricultural Extension
D.A.N.R.
Diliman, Quezon City, PHILIPPINES

Ms. Lilia C. Panganiban, Chief
Agrarian Reform Program Officer
Department of Agrarian Reform
Diliman, Quezon City, PHILIPPINES

Ms. Naomi N. Capinpin
Senior Agrarian Reform Program Officer
Department of Agrarian Reform
Diliman, Quezon City, PHILIPPINES

Dr. Josefa A. Dikitanan
College of Home Economics
University of the Philippines
Diliman, Quezon City, PHILIPPINES

Dr. Florangel T. Campos, Associate
Professor
College of Home Economics, University
of the Philippines
Diliman Campus
Quezon City, PHILIPPINES

INDONESIA

*Miss Irtja Tangahu Hadju
*Mrs. Augustinah Soewito
Directorate of Agriculture Extension
Ministry of Agriculture
Jalan Raguan, Pasarminggu
Jakarta, INDONESIA

Miss Fitri Aini
Head of Home Economics Department
Dinas Pertanian
Propinsi Sumatra
Selatan, Palembang, INDONESIA

INDIA

*Dr. Amita Verma, Head
Department of Child Development and
Family Relations
Faculty of Home Science
The Maharaja Sayajirao
University of Baroda
Baroda-2, Gujarat, INDIA

THAILAND

Dr. Amornrat Chareonchai
Pranakorn Tai Vocational College
Institute of Technology & Vocational
Education
Chareonkrung Road
Bangkok-12, THAILAND

Mrs. Rachani Lacharoj
Department of Home Economics
Srinakarinviroj University
Bangkok, THAILAND

Dr. Daviras Dhanagom
Home Economics Association of Thailand
Prakarunanivas
Pinchai Road
Bangkok, THAILAND

Mrs. Bupha Pini
Home Economics Section
Community Development Department
Ministry of Interior
Bangkok, THAILAND

Mrs. Wattana Pratoomsindh
Prince of Songkla University
Pattani, THAILAND

Mrs. Chusri Nakajud, Chief
Home Economics Supervisory Unit
Secondary Education Department
Ministry of Education
Bangkok, THAILAND

Mrs. Pintip Boriboonsook
Faculty of Home Economics
Institute of Technology & Vocational
Education, Pranakorn Tai Campus
1635 Chareon Krung Road
Bangkok 12, Thailand

Prof. Khun Chuanchom Chandarapaoraya
Head, Home Economics Department
Kasetsart University
Bangkhen
Bangkok, THAILAND

Euwadee Kanjanasthiti
Home Economics Section
Pranakorn College of Education
Bangkhen, Bangkok, THAILAND

SRI LANKA

*Miss Faith Abeyawardene
Extension Division
Farm Women's Agricultural Extension
Department of Agriculture
Peradeniya, SRI LANKA

TURKEY

*Miss Sevim Ozak
Home Economics Division
General Directorate of Agriculture
Ministry of Agriculture
Ankara, TURKEY

Dr. Suat Kundak
Buklum Sok 111/14
Kavaklidere
Ankara, TURKEY

Dr. Handar Sacir
Taran Bankanligr
Ev Economisi Okulu
Yenimahalle
Ankara, TURKEY

Mrs. Srinuan Komolavani
Supervisor & Head
Innovation & Education Technique
Department of Vocational Education
Ministry of Education
Bangkok, Thailand

AFRICA

Mrs. Pamela Greene
Regional Assistant Director for Africa
P.O. Box 414
Freetown, SIERRA LEONE

SIERRA LEONE

Mrs. Enid O'Reilly-Wright
Y.W.C.A. Vocational Institute
P.O. Box 511, Brookfields
Freetown, SIERRA LEONE

Mrs. Agnes Labor, Head
Home Economics Department
Milton Margai Teachers College
Goderich, Freetown, SIERRA LEONE

Mrs. Josephine Aaron-Cole
Senior Organizer for Home Economics
Ministry of Education
New England
Freetown, SIERRA LEONE

Miss Ellaline Roy-Macaulcy
Acting Head, Home Economics
Department
Njala University College
P.M.B.
Freetown, SIERRA LEONE

Miss Queenie Jarrett
Senior Education Officer
(Home Economics)
Ministry of Education
New England
Freetown, SIERRA LEONE

Mrs. Alberta Wright, President
SLHEA
P.O. Box 1189
Freetown, SIERRA LEONE

Mrs. Admira Davies
Social Development Officer
Ministry of Social Welfare
Fort Street
Freetown, SIERRA LEONE

Mrs. Patience Hasting-Spaine
Home Economics Teacher
12 Murray Town Road
Freetown, SIERRA LEONE

Mrs. Elizabeth Randall
Y.W.C.A.
P.O. Box 511, Brookfields
Freetown, SIERRA LEONE

GHANA

Mrs. Alberta Ollennu
P.O. Box 4240
Accra, GHANA

Mrs. Selina Taylor
UNICEF Office
P.O. Box 1423
Accra, GHANA

Mrs. Jane Kwawu
Curriculum Research Unit
P.O. Box 2739
Accra, GHANA

Mrs. Florence Sai
Box M-197
Accra, GHANA

NIGERIA

Mrs. Cornelia Ogunbiyi
SW 8/1104 Sanda Street
Molete, Ibadan
Oyo State, NIGERIA

Mrs. Maria Ogumka
Department of Home Economics
Alvan Ikoku College of Education
Owerri, Imo State, NIGERIA

Mrs. Olabisi Olunsaya
Food Science & Applied Nutrition Unit
University of Ibadan
Ibadan, Oyo State, NIGERIA

*Mrs. Adebisi Akingbehin, Principal
Inspector of Education
Social Welfare and Home Economics
Ministry of Education
216 Broad Street, Lagos, NIGERIA

Mrs. C.B. Olayiwole, Head
Home Economics Section
School of Agriculture
Ahmadu Bellow University
Zaria, Kaduna State, NIGERIA

Mrs. A.O. Iwajomo, Senior Inspector
of Home Economics
Ministry of Education
Akure, Ondo State
Federal Republic of NIGERIA

Mrs. Abigail Olatunde
Home Economics Section
School of Agriculture
Ahmadu Bello University
Samaru, NIGERIA

Mrs. P.O. Fayemi, President
HETAN
Adeyemi College of Education
Ondo, Ondo State
NIGERIA

LIBERIA

Mrs. Princess Barlay
W.R. Tolbert Junior College of
Agriculture and Forestry
University of Liberia
Monrovia, LIBERIA

Mrs. Evelyn Dinkins
Home Economics
W.R. Tolbert Junior College of
Agriculture and Forestry
University of Liberia
Monrovia, LIBERIA

*Mrs. Cecilia Perkins-Cooper
President, HEAL
Box 1010
College of West Africa
Monrovia, LIBERIA

KENYA

*Mrs. Stella Ombwara
Home Economics
Egerton College
P.O. Njoro, KENYA

Dr. Julia Ramtu, Head
Home Economics Department
University of Nairobi
Nairobi, KENYA

SUDAN

*Mrs. Mariam Mohamed Elhidai
Ministry of Agriculture
Shambat Institute
Khartoum North
Khartoum, SUDAN

Miss Sua'd A. Badri
c/o Child Care Center
Markaz Sihatal Atfal
Ondyraman, SUDAN

THE GAMBIA

*Mrs. Diana Christensen
P.O. Box 227
Banjul, THE GAMBIA

Mrs. Susan A. Adoba
Ministry of Education
Makurdi
Benue State, Nigeria

Miss Zoe Scott
W. R. Tolbert Junior College of
Agriculture and Forestry
University of Liberia
Monrovia, Liberia

CENTRAL AMERICA/SOUTH AMERICA/CARIBBEAN

PANAMA

*Miss Maria de los S. Villarreal
Project Coordinator
 Department of Home Economics
 Universidad de Panama
 Facultad de Agronomia
 Panama City, REPUBLIC OF PANAMA

Miss Delia Moreno
 Depto. de Educacion para el Hogar
 Facultad de Agronomia
 Universidad de Panama
 Panama City, REPUBLIC DE PANAMA

Mrs. Clelia Gilbert
 Escuela de Educacion para el Hogar
 Universidad de Panama
 Panama City, REPUBLIC OF PANAMA

Mrs. Zulema Jimenez
 Supervisora de Educacion Vocacional
 Ministerio de Educacion
 Panama City, REPUBLIC OF PANAMA

Mrs. Isolda C. Jaen
 Departamento de Capacitacion
 Direccion Nacional Desarrollo Social
 M.I.D.A.
 Santiago, Provincia de Veraguas
 Republica de Panama
COLOMBIA

*Maria Teresa Agurre Garcia
 Directoral Nacional Program de
 Mejoramiento Familiar
 Apartado Aereo 151123 ICA
 El Dorado, Bogota, COLOMBIA

Mrs.
 Miss Olga Echeverri Bernal
 Calle 142, # 22-66, Int. 16
 Bogota, COLOMBIA

Mrs. Nydia Londono Rios
 Home Economist
 Miniagricultura
 Instituto Colombiano Agropecuario
 Santandor, Norte de Santandor
 Arauca y sur del Cesar
 COLOMBIA

VENEZUELA

Lilia Garcia Flame
 Instituto de Mejoramiento Profesional del
 Magisterio, Avda, Romula Gallegos
 Cruce con Las Ruices
 Los Ruices, Edo. Miranda
 Venezuela

~~Caracas, VENEZUELA~~

*Ciria Diaz de Martin, Chief
 Calle Los Mangos, Residencia 27B
 Apartado No. 4
 Los Dos Caminos
 Caracas, VENEZUELA

BARBADOS

*Mrs. Joan Husbands
 Principal, Housecraft Centre
 Bay Street
 St. Michael, BARBADOS

JAMAICA

*Miss Thelma Stewart, Senior Education
 Officer
 Ministry of Education
 2 National Heroes Circle
 P.O. Box 498
 Kingston 5, JAMAICA

Miss E. Ivy White, Vice Principal
 Shortwood Teachers College
 Shortwood Road
 Kingston 8, JAMAICA

Miss Aileen Fraser
 Community & Family Life Education
 Office
 Ministry of Youth & Community Development
 RDU, Social Development Commission
 3-3A Richmond Avenue
 Kingston, JAMAICA

Mrs. Alma L. Smith
 Mico Teachers' College
 Marescaux Road
 Kingston 5, JAMAICA

Mrs. Enid E. Smith
Jamaica Festival Commission
1 Waterloo Road
Kingston 10, JAMAICA

Mrs. No^Vplet Jones
Extension Service
Ministry of Agriculture
Hope Gardens
Kingston 6, JAMAICA

Ms. Sylvia Leslie
Chief Home Economics Officer
Social Development Commission
74½ Hanover Street
Kingston, JAMAICA

TRINIDAD

*Mrs. Catherine A. Cumberbatch
President T & T REA
Bishop Austey High School
145 Abereromby Street
Port-of-Spain, TRINIDAD

Miss Stella Moses
Senior Secondary School
Cor. Warren & Gordon Streets
St. Augustine, TRINIDAD

Mrs. Carmen Joseph
Diego Martin Government Secondary
School
Diamond Boulevard
Diego Martin, TRINIDAD

EL SALVADOR

Lic Delmy Burgos
Institute Salradoreno de Transformacion
Agraria (ISTA)
Promocion y Organizacion Campesina
San Salvador, EL SALVADOR, C.A.

*Maria Teresa de Lara
Jefe, Programa Education para el
Hogar
Ministerio de Agricultura y Ganaderia
Santa Techa
EL SALVADOR, C.A.

MEXICO

*Mrs. Thelma E. de Santamaria
Loma de Vista Hermosa 150
Mexico 10, D.F. Mexico

COSTA RICA

*Prof. Alicia Aguilar Vargas
Profesora de Educacion para el
Hogar
Luieo del Sur
San Jose, COSTA RICA

Merta Artecona Galis-Mendez
President, Home Economics Association
Apdo 100
Escazu, COSTA RICA

GUATEMALA

Angelica G. de Villagran
5º Calle 6 - 12, Zona 15
Guatemala C.A.

Licda. Irma Luz Toledo de Ibarra
Presidente de la Asociacion de
Profesionales en Educacion para el
Hogar
5º Calle 6-12, Zona 13
Guatemala, C.A.

A P P E N D I X C

TABLE OF CONTENTS

	<u>Page No.</u>
I. PURPOSE OF HANDBOOK	1
II. BACKGROUND INFORMATION ...	
A. International Family Planning Project.....	2
a. Overview of the International Family Planning Project	
b. Description of staff/consultant positions	
c. Countries involved in the AHEA Project	
d. Criteria and Guidelines--new countries, graduate countries, advisory committees	
B. American Home Economics Association.....	33
a. Philosophy and Mission	
b. International Fellowships	
C. Agency for International Development.....	42
a. Overview	
b. Population Programs	
c. Addresses of Mission Offices in emphasis countries	
D. International Federation for Home Economics..	46
III. Working with AHEA International Family Planning Project.....	48
A. Employment Practices	
B. Policies and Procedures	
C. Project Forms --	
a. Country Project forms	
b. Project forms used by full-time staff	
c. Project forms used by Headquarters Office	
IV. Appendix	
A. Documents for Project Files in the Country	
B. Inventory of Publications exchanged with International Family Planning Project	
C. Inventory of Country-Projected publications (*to be included later)	
D. Network List of key contacts for Project	

A P P E N D I X D

PUBLICATIONS

American Home Economics Association



WORKING WITH VILLAGERS

Complete kit of materials for training village workers in new, effective ways of working with rural people. This training will help extension personnel learn how to involve adult audiences in discussion, problem-solving, and making their own decisions related to improved family welfare. Prototype lessons, simply written and attractively illustrated, demonstrate participatory learning through the use of visuals, games, and discussion. Also included are complete instructions for training session which will give field workers competence in making their own teaching visuals—including skill exercises, line drawings, and recipes for making art supplies from low-cost, locally available materials.

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

The complete kit is a resource only for supervisors and trainers. For English-speaking field-workers, extra copies of the prototype lessons, line drawings, and recipes are available for distribution to trainees. Translations into other languages and adaptations to country-specific situations will be encouraged. Jointly developed by AHEA and the East-West Communication Institute. 1977.

RESOURCE PAPERS FOR CURRICULUM DEVELOPMENT

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

Send publications to:

Name _____

Address _____

Title _____

Distribution policy: One copy of any publication listed in this brochure will be sent without charge, while supplies last, to home economists, extension/community workers, and other persons or agencies engaged in population work in developing countries. After reviewing the materials, if you desire multiple copies for training or curriculum development, please write a separate request to Dr. Brabble giving full details, including sponsoring agency and number of persons involved.

PARTNERS IN CHANGE

Slide tape presentation portraying the vital contribution toward improved family living of home economists in developing countries. Jointly produced with IPPF. 40 action scenes from 11 countries. Tapes in English, French or Spanish. Specify language when ordering and describe how this AV will be used.

RESOURCE CATALOG

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

LINK

Quarterly newsletter of AHEA International Family Planning Project. Serves as an information exchange for home economists of 30 developing countries; includes news on resources, research, upcoming events. 8 to 12 pages.

FAMILY PLANNING: HOME ECONOMICS (I)

Kit of eight assorted leaflets carrying different population messages. Spanish only.

FAMILY PLANNING IN HOME ECONOMICS (II)

Popular kit of 13 assorted pieces—posters, film/film-strip plans, radio script, games—to suggest innovative ways of communicating population concepts. English only.

ENRICHING FAMILY LIFE

Well illustrated, two color brochure featuring details on AHEA's International Family Planning Project—background, project objectives and activities, participating countries. 16 pp.

RESOURCE HANDBOOKS FOR INTEGRATING FAMILY PLANNING AND HOME ECONOMICS

Two handbooks for enriching the training of field-workers and incorporating family planning concepts into traditional home economics extension work. Content, suggested teaching methods, and resource ideas in three areas: The Child, The Family, and Nutrition.

Part I for trainers to be used in training of field-workers. Part II for village-level workers teaching rural audiences. These handbooks are valuable materials for use with AHEA's WORKING WITH VILLAGERS kit. Part I—84 pp. Part II—80 pp. 1977.

HANDBOOK OF HOME ECONOMICS LESSONS

A complete teaching package for incorporating family planning, population education, and quality of life concepts into home economics. Contains 54 lessons of 40-50 minutes each. Each lesson provides background information for the teacher, suggested class activities, pre- or post-test questions. Intended for teaching teenagers and adults, subject matter includes values and costs of children, effects of overpopulation on individuals, women in the labor force, health and development of children, nutrition. 198 pp. 1974.

HANDBOOK OF TEACHING STRATEGIES

Suggests a wealth of teaching techniques to increase student involvement in the learning process. Developed as a companion resource to the HANDBOOK OF HOME ECONOMICS LESSONS for teachers seeking to vitalize home economics/population education. Strategies include class organizers and activities such as brainstorming, fishbowl, panel, games, pantomime. Also describes teaching materials such as flash cards, flannel board, homemade movies. 50 pp. 1974.



A SOURCEBOOK FOR TEACHERS

Important new offering to assist the average teacher of home economics who wishes to incorporate population education/family planning concepts into her regular curriculum. Designed for ease in use and adaptation, this packet of five pieces contains lesson content and learning activities in four subject-matter areas of home economics: The Family, Food and Nutrition, Resource Management, and Human Development.

Special features of this sourcebook:

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

Packet attractively packaged and includes AHEA Resource Catalog. 108 pp. 1977.

WOMEN'S ROLES AND EDUCATION

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

Order Form

Mail to:
Dr. Elizabeth Brabble
AHEA International Family Planning Project
2010 Massachusetts Avenue, NW
Washington, D.C. 20036 U.S.A.

TITLE OF PUBLICATION

(Complete opposite side)

A P P E N D I X E

December 1977

Volume III, Issue 2



Pamela Greene (standing) guiding group activity

AFRICAN HOME ECONOMISTS/FAMILY PLANNERS ADAPT WORKING WITH VILLAGERS MATERIALS

The first regional workshop to introduce AHEA's new kit of fieldworker training materials, Working With Villagers (WWV), was held in Freetown, Sierra Leone, June 27-July 8. For this trial of how well the kit materials could be adapted to the African setting, there were 27 participants and observers from eight countries of both East and West Africa: Ethiopia, Kenya, Sudan, Nigeria, Ghana, Liberia, Gambia, and Sierra Leone. The workshop was jointly sponsored by AHEA and the International Planned Parenthood Federation (IPPF).

Although the great majority of participants were home economics supervisors from agriculture and community development, IPPF sent four trainers of family planning workers and its Assistant Regional Director Tom Kumeakor to also take part in the conference and evaluate the materials from their own perspective.

Workshop coordinator was Pamela Greene, the Project's regional coordinator for Africa. She was assisted by a planning committee of Sierra Leone home economists and by Ken Bale,

(continued on page 2)

AHEA PROJECT FUNDING EXTENDED ONE YEAR; ELIZABETH BRABBLE NAMED NEW DIRECTOR

After a hiatus of three months, AHEA's International Family Planning Project was reactivated on August 31 by a one-year funding extension granted by the Agency for International Development (AID). During this year, Project staff will concentrate on developing country-specific plans and a program of work as the basis for a request to AID for five additional years of funding. Last January an AID external evaluation team reviewed the project and recommended it be continued for five years.

Directing this effort will be Elizabeth (Betty) Brabble, former assistant dean of the College of Human Ecology, University of Maryland. She replaces Marjory Wybourn who resigned in May. Dr. Brabble was visiting senior lecturer, Ahmadu Bello University, Nigeria, in 1975-76.



Dr. Brabble

Under a new staffing arrangement, the Project will have three field-based regional assistant directors--in Asia, Africa, and Latin America/Caribbean. Two experienced Project staffers have been nominated to these full-time positions: Patchanee Natpracha for the Asian Region and Pamela (Thompson-Clewy) Greene for Africa. Recruitment is underway for the Latin American position. Betty Williams will continue as Paris-based liaison officer, working in collaboration with the International Federation for Home Economics, Unesco, FAO, and IPPF.

Further strengthening the staffing, certain countries which it is judged show potential for rapid institutionalization of family planning/population education integration into home economics will have part-time country coordinators. These countries are South Korea, Nepal, Thailand, Philippines, Ghana, Jamaica and Panama. Mrs. Greene will serve as country coordinator for Sierra Leone in addition to her regional responsibilities.

(continued on page 2)

AFRICAN WORKSHOP (from page 1)
IPPF audio-visual consultant, who directed the low-cost media sessions.

The Honorable Abdul K. Koroma, Minister of Education, set the tone for the workshop in his opening address: "I am particularly happy that the objectives of these (WWV) materials are not only to build fieldworker's competence in adult education teaching technique and in using inexpensive, locally available resources, but also that they can be adapted to suit local conditions in the community in which they are to be used. This aspect of the workshop activity is very essential."

(As regular readers of LINK will know, the Working with Villagers materials were developed by an international team at the East-West Communication Institute in the summer of 1976. They were then extensively tested in Thailand, revised, and came off the press in time for the Sierra Leone workshop. There are three elements to the WWV kit: a trainers manual for helping fieldworkers to incorporate family planning in their work in participatory, problem-solving ways; media exercises and resources to teach fieldworkers how to produce and use their own low-cost visual teaching materials; and prototype lessons which can be adapted for use with village audiences. All of the materials were designed for ease of translation and reproduction.)

Taking its key from the materials themselves, the African regional workshop was conducted in a very participatory way. Participants were divided into small groups. Each group studied assigned training units and prototype lessons, made its own adaptations and introduced new ideas, names, problem areas, and appropriate content for the African region. Then presentations were made to the total group who reacted and made suggestions for further improvements. In the Media Labs, visuals were prepared for use in the presentations. Thus, all elements of the kit were experienced. Proceedings were reported to have been very lively.

In making their follow-up plans for implementing training with the WWV kit, most participants stressed the importance of adapting the materials to conditions in their own countries --reflecting perhaps the innovative, participatory experience at the workshop and also the apparent ease with which they felt the kit could be adapted. (Developers of the kit would consider this a great success for the prototype materials!)

A dividend of the workshop was its extensive radio-TV coverage. The Hon. Minister of Social Welfare and Rural Development, Alhaji S.H.O. Gborie gave the closing address, and both the opening and closing ceremonies received coverage on national radio and TV news, and the workshop coordinator was interviewed on a radio program called "Women's Half Hour." Also, a panel of six participants appeared on a TV show, "Women's World," explaining the purposes of the workshop.

PROJECT EXTENDED (from page 1)

The Project's overall goal remains that of helping home economics educational systems integrate family planning and population information into their regular work. Priority attention will be given to reaching people at the village level and in concentrated urban settlements, as well as to projects focussing on adolescent fertility, a growing problem in many areas of the world.

Wide dissemination of the Project's new resource materials, which were developed by international teams of home economists, will be emphasized in the coming year. At a 1978 Caribbean region workshop, the Sourcebook for Teachers will be introduced, and there will be also an Asian regional workshop devoted to Working With Villagers, the training kit for fieldworkers. It is hoped that in many Project countries, home economics leaders will find these materials so pertinent to their work that they will initiate adaptation, translation, and training based on the two kits.



Participants from East and West Africa at Africa Regional Workshop, Sierra Leone.

The home economics teacher may be the most influential teacher in a child's schooling--if she is prepared to do her job properly. For it is the home economics teacher who helps students think about and plan for the most important part of their future--family life.

The International Family Planning Project has just published a new resource for teaching family life education. It is titled: Family Planning and Population Education in Home Economics: A Sourcebook for Teachers. Home economists from many countries participated

Traditional Reasons for the Large Family



high infant mortality
desired sex ratio (male)
family labor needs
social security in old age
status from large family

Emerging Reasons for the Small Family

improved health
improved education (cost)
role of women
urbanization
natural resources available
family resources available



in the drafting of this sourcebook--at a 1975 workshop at the Pennsylvania State University and in pilot work in Jamaica, Sierra Leone, and Thailand. It has been edited to be a simple, practical teaching tool for the average teacher of home economics.

Here are some special features of this new kit:

- Subject-matter will greatly interest students because it is pertinent to their daily lives and to their futures. There will be no sleepy-heads in classes built around these materials because they cover learning needs children know are important: preparing for marriage, planning children, the responsible father, adolescent pregnancy, family budgeting, etc.

- Activities are suggested which will encourage students to think for themselves. There is no rote learning; rather students will be challenged to analyze situations in family life, face up to realities of raising a family in today's world, and to begin some decision-making and planning for their future --as husbands, wives, and parents. Activities include games, interviews, debates, illustrating posters, discussion, and role-playing.

- Home economics teachers can easily adapt ideas into their regular teaching. This resource is not a full curriculum in family life education; most teachers already work within an established curriculum. Rather it is intended to be a sourcebook of ideas for enriching curriculum in areas of helping students prepare for family life and family responsibility. The various ideas and learning activities can be adapted to local conditions and included in daily lesson plans as they are pertinent to the subject being covered. Since most teachers are constantly seeking ways of enlivening their prescribed curriculum and of making it even more meaningful to students, they will appreciate the ease-of-adaptation of this sourcebook.

- Materials can be adapted for any age level. Many home economists teach children who will leave school after four or six years of education. Because these are the very children who might traditionally be destined for early marriage and childbearing, it is essential to help them think about and plan for responsible parenthood. Ideas in the Sourcebook for Teachers can be simplified for young children; it is appropriate as well for upper educational levels.

- Family life education and family planning information is included. With the worrying increase in teen-age pregnancies, many countries now sanction the introduction of family planning information into school curriculum, believing that informed young people will be more responsible in their emotional life. For teachers who counsel and privately advise students, there is an introduction to the male and female reproductive systems as well as simple explanations, with some drawings, of how various modern contraceptives work to prevent pregnancy.

The Sourcebook is attractively packaged as a kit with six separate booklets: a teacher's section which explains how to use the materials; a separate section each for home economics teaching areas of The Family, Food and Nutrition, Resource Management, and Human Development; and a Resource Catalog containing an annotated bibliography of recent audio-visuals and other teaching resources.

Home economics teachers of developing countries can obtain a copy of the Sourcebook, without charge, by writing to the International Family Planning Project, 2010 Mass. Ave. NW, Washington, D.C. 20036. Please include information about where you teach, number of students, and their ages.

new resources

MEETING THE PEOPLE. A handsome, multi-media kit, these materials comprise a useful resource for home economics supervisors in conducting workshops for fieldworkers, especially when training for family planning work and home visits are to be emphasized. Components of the kit are: A Guide to Trainers; a black and white, 23-frame film-strip made in Indonesia which portrays the tasks involved in three key areas of a fieldworker's job; slide mounts for converting the filmstrip to slides; a cassette tape on which African family planning workers describe how they handle various problems they encounter in their work; a monograph for trainers by G.R. Amritmahal; a resource bibliography; and sample publications for trainees. Produced by the International Planned Parenthood Federation in 1976. \$25.

To order: AHEA has a limited supply of complimentary kits, supplied by IPPF, for use of home economics trainers of fieldworkers. Order direct from AHEA, describing your position.

THE FAMILY IN INTEGRATED RURAL DEVELOPMENT. This FAO publication, produced by the Home Economics and Social Programmes Service, has two main purposes: (1) to highlight the important role of the family in the integrated approach to rural development, and (2) to explain how a modern home economics profession helps families meet their needs in the context of human and rural development. A well-illustrated booklet, it will demonstrate to government planners and the public alike that the well-being of the rural family is best assured when family members are assisted in acquiring information and skills for producing and utilizing food, managing resources, improving their environment, and for participating in community life. As a human services profession, home economics works to bring rural families into the development process. This publication can be a useful one for home economists seeking support for enlarged training and outreach programs. 51 pp.

To order: Home Economics and Social Programmes Service, FAO, Via delle Terme di Caracalla, 00100 Rome, Italy. No charge.

SEX EDUCATION IN SCHOOLS. "In the traditional upbringing of children and young people in the Middle East and North Africa, it has been a rule not to mention the sexual relations between man and woman. Today children are surrounded by a stream of information on sexual life; they also are influenced by different attitudes in this field. . . In this situation we feel that it would be irresponsible not to give children and young people both correct factual

knowledge and ethical guidance in the field of relations between man and woman. . ."

This was the statement released by a group of educators from nine countries who met in Beirut in 1974 to consider sex education in schools. The proceedings of this meeting have now been published and will provide valuable insights to all teachers of home economics who accept some responsibility for giving their students sex education within the context of preparation for family living and personal relationships.

The hard issues of religion, parental opposition to sex education, the teacher's fear of venturing into the language of feelings--were all faced and discussed at this seminar. Would sex education encourage students to experiment with sex, leading to permissiveness and an increase in incidence of venereal diseases and abortion? At what age should sex education be introduced and what should be its content?

As a basis for discussion, the history and modern application of sex education in both Sweden and England were presented. Also, experiments in disseminating sex education through broadcast in Britain and Lebanon were described.

Each country gave a country report, and a number illustrated the clash between the values of a rapidly modernizing society and of deeply rooted traditional values. It was interesting to note that Iraq had just authorized a home economics book for secondary school girls which dealt with the development of the child from birth to puberty and sexual maturity, pregnancy, and the physical and psychological aspects of menopause and old age. 137 pp. 1976. \$5.

To order: IPPF, 18-20 Lower Regent Street, London SW1Y 4PW, England. A ten percent discount is available on orders over ten copies.

THE LINK is a quarterly newsletter published for home economists of countries participating in the International Family Planning Project of the American Home Economics Association, 2010 Massachusetts Ave. NW, Washington, D.C. 20036. If you wish to be placed on the mailing list to receive THE LINK, write to the above address.

The purpose of this newsletter is to share news, experiences, and opinion among home economists engaged in population education/family planning work. Written contributions are welcomed. To better serve as a global information exchange, names and addresses of contact persons for reported activities are included.
Editor: Betty Williams

COMMUNICATORS AND HOME ECONOMISTS OF ASIA HOLD JOINT POPULATION SEMINAR

A unique event in population education took place in Malaysia, October 31-November 10, 1977, when leading population communicators and home economists of nine countries of Asia met for a workshop on "Effective Integration of Population and Home Economics Communication."

The workshop drew participants from Bangladesh, India, Indonesia, Korea, Malaysia, Nepal, Philippines, Sri Lanka, and Thailand as well as observers from international agencies and organizations--UNDP, UNFPA, WHO, FAO, IPPF, and AHEA. It was jointly sponsored by Unesco and the International Federation for Home Economics (IFHE).

The idea was a compelling one. Home economists have an integrated, effective approach to population/family planning education that links family size with family welfare. Communicators have the communications know-how and media connections. By combining the strengths of both professions, new strategies and projects could be devised for better communicating population messages in each of the countries concerned.

And this is exactly what happened at the workshop which was held at Fraser's Hill, a hill station in the Malaysian jungle. Far from other distractions, home economists and communicators had 11 days for a frank exchange of experiences and a cross-fertilization of ideas.

Background papers were presented by the workshop coordinators, Aurora Corpuz, dean of the College of Home Economics, and Gloria Feliciano, dean of the Institute of Mass Communication, both of the University of the Philippines. Each country team discussed its home economics and communication programs, their successes and failures, and showed films and other resources produced.

Observers also made important contributions. R. Balakrishnan, director of the Asian Institute of Broadcast Development, lead a discussion on the use of radio in development. Lynn Zelmer was a consultant on low-cost media. Patchanee Natpracha and Pamela Greene involved participants in exercises and lessons from AHEA's Working with Villagers kit. Jean Fewster showed resource material produced by FAO.

There was a field trip to visit a land resettlement scheme and training center of the Mal-

aysian Federal Land Development Agency (FELDA) where home economists are part of a team effort in modernizing the rural scene and where population education is integrated in their program.

Then, each country team of one home economist and one communicator drafted a program for follow-up action in its own country, carefully tailored to its needs, its possibilities. Nepal,



(L. to R.) Odette Goncet, secretary-general of IFHE, and workshop coordinators Aurora Corpuz and Gloria Feliciano.

for instance, where most people live in remote villages and where radio is the most promising medium of communication, developed a proposal for producing radio spots on food and nutrition, family planning, child care, etc. India, on the other hand, where home economics strength lies in its over 100 institutions at the post-secondary level, offered a proposal for integrating population education into its home economics curriculum, something not yet attempted on any scale in India.

A full report on this important seminar will be published in English, French and Spanish in the March 1978 issue of the IFHE Bulletin, a copy of which can be obtained by writing AHEA.

The Malaysian workshop was funded by a grant from the United Nations Fund for Population Activities with supporting assistance from AHEA and IPPF. A consortium of funding agencies is contemplated to provide seed money for the country projects.

BIRKER NAMED DEPUTY; BRABBLE VISITS TEN COUNTRIES ON CONSULTATION MISSION

Bonnie Birker, former extension home economist for Iowa State University Extension Service, has joined the AHEA International Family Planning Project as deputy director. She brings extensive experience in family planning activities, having served as supervisor of an extension pilot project in family planning education for low income families in two rural and urban Iowa communities. Also, she participated in the Iowa State workshops of 1975 and 1976 which drafted "Resource Handbooks for Integrating Family Planning and Home Economics," and in the testing of these materials in Venezuela and El Salvador. Ms. Birker is bi-lingual with Spanish as her second language.



In January/February AHEA Project Director Elizabeth Brabble went on a round-the-world mission which took her to ten countries participating in the Project: Jamaica, Panama, Sierra Leone, Liberia, Ghana, Nigeria, Nepal, Thailand, Philippines, and Korea. In each country she met with home economics leaders and government and private agency officials working in population, and she visited projects in both formal and non-formal education that linked population education/family planning with home economics. In part, Dr. Brabble's mission was devoted to a needs-assessment in preparation for the drafting of a five-year program and funding request to AID. During a stop-over in Paris, Dr. Brabble conferred on possibilities of further collaboration with IFHE, Unesco, FAO, and IPPF.

THE LINK is a quarterly newsletter published for home economists of countries participating in the International Family Planning Project (IFPP) of the American Home Economics Association, 2010 Massachusetts Avenue NW, Washington, D.C. 20036. If you wish to be placed on the mailing list to receive THE LINK, write to the above address.

The purpose of this newsletter is to share news, experiences, and opinion among home economists engaged in population education/family planning work. Written contributions are welcomed. To better serve as a global information exchange, names and addresses of contact persons for reported activities are included.

Editor: Betty Williams

focus on....

THAILAND

"The home economics people should be able to lead our agriculture friends into a wonderful contribution in the workshop," wrote Amornrat Charoenchai, describing planning for a workshop that was held in Wang Takrai, Nakorn Nayok, May 2-6, 1977.

Home economists did, indeed, make a valuable contribution to the workshop sponsored by the Institute of Technology and Vocational Education, with funding assistance from FAO and IPPF. (We counted at least five panelists on the program who are also active Project leaders in Thailand.) The purpose of the seminar was to discuss methods of introducing population concepts into curricula of agricultural and home economics colleges of Thailand.

Fifty participants, including 18 home economics teachers attended, and the group studied the population problems and policies of Thailand, and then did very practical group work on strategies and planning. Since most Thai people are rural, and agricultural and home economics workers are in close contact with them and bring important information affecting their daily life, the responsibility of these two professions to include population concepts in their work was stressed.

* * *

The Thais also shared their population involvement experiences recently with two Malaysian home economists, Hapsah Nawawi and Rokiah Hassan, who were sponsored by FAO for a study tour to observe population in Thailand.

* * *

Since the Home Economics Section of the Community Development Department of Thailand's Ministry of Interior was involved in the field testing of the Project new kit of fieldworker training materials, Working with Villagers, that draft has moved rapidly into wide use of the materials in training. Under the direction of Noha Pinij, four workshops were held last summer--at Nakornpathom, Rajbura, Karnjanakuri, and Pechbara--for a total of 59 community development workers.

Government funds only permitted in-service training workshops of one week, but it was intensive with the training scheduled from 8 a.m. to 9 p.m. each day. Because of time limitations, only selected units of the WWV kit could be used, and the trainers chose to emphasize teaching techniques, writing new lessons, and preparing audio-visuals. Several fieldworkers who had participated in the original testing of the materials were included in each of these workshops and they served as trainers' aids.

The same workshop format was used to give training to fifty home economics supervisors from all

regions of Thailand in a workshop held September 12-17, 1977. Contact: Pintip Boriboonsook or Srinuan Komolavanij, Dept. of Vocational Education, Bangkok.

GHANA

The Ghana Home Science Association (GHSa) embarked on a noteworthy effort--the adoption of two villages. As a pilot for a nationwide program, GHSa members are helping people in the "adopted" villages to organize themselves for development of the community and providing linkages with authorities that might provide services. Objectives of the village adoption program are:

- increase productivity and income of individual members
- more involvement of women in community development programs
- helping villagers to understand family planning issues through free discussions and lectures and thus reach beneficial family planning decisions
- exploring possibilities for community-based distribution of contraceptives
- improvement of family life through better use of additional income.

Fortnightly meetings are held with the villagers who have been divided into work groups by their occupations: farmers, poultry breeders, gari makers, and traders. Interestingly, the women decided they needed their men to participate side by side with them for the project to succeed, a proposal the GHSa welcomed.

The first action target decided upon is the improvement of the village water supply and the provision of pipe-bourne water.

The "Adopt-a-Village" idea was first proposed at a Project Advisory Committee meeting held in Washington in July 1976. The GHSa received funding assistance of \$10,000 for this project from IPPF's Women's Development Programme. (This resource for funding is reported on in the December 1976 issue of LINK).

The GHSa, pioneering this idea among home economics associations, realizes the hurdles it must face, including sustaining interest during the harvest period. But GHSa members have high expectations for the kind of cooperation that can develop among essential government and non-governmental agencies through this project. And they are motivated by the conviction that such integrated action is essential for rural development. (LINK will continue to update its readers on this significant GHSa project.) Contact: Florence Sai, Box M-197, Accra, Ghana.

TRINIDAD AND TOBAGO

Members of the Trinidad and Tobago Home Economics

Association plan courses and projects in population education and family planning, integrating family life education into existing programs at the primary and secondary levels of the school system. For this activity, they receive assistance from resource persons who lecture and present films.

Project network member Stella Moses was co-coordinator of a one-day seminar held last March on "Visual Aids in Family Life Education." The objectives of this workshop were to study the selective use of visual aids and prepare A-Vs in the areas of goals and values, moral development, and consumer education.

Resource persons were Whilma Donald, assistant director of the Health Education Division, and Victor Lookhob, visual aids director, School of Education, University of the West Indies. The 46 participants--home economists, primary school teachers and lecturers at teachers colleges--divided into groups to devise visual aids that would enliven their teaching of family life education. In assessing the seminar, they agreed it was stimulating but would have preferred one of longer duration. Contact: Stella Moses, Senior Secondary School, St. Augustine, Trinidad.

SIERRA LEONE

Family Planning International Assistance offers audio-visual equipment and resources without charge and free of import duties to home economics leaders participating in our AHEA Project. Under this arrangement, the Project's African regional coordinator, Pamela Greene, received two films which are proving successful for viewing by 12th grade girls:

• "Population Ecology" is a 19-minute color film which portrays the natural laws which govern population growth of all living things, including man.

• "Conception and Contraception" is a visual only, with accompanying notes on which a teacher can develop her own comments. Little commentary is needed, however, because the figures--shown in shadow and non-racial in features--vividly illustrate ovulation, fertilization, growth of the foetus. The film also makes clear how various contraceptives and surgical intervention work to prevent conception. Mrs. Greene reports this film would prove successful with any audience, including village mothers and those attending maternal and child care clinics, because it is impersonal and very easy to understand.

These two films were shown with the approval of the high school principal, and they provoked good follow-up discussion among the students. Contact: Pamela Greene, P.O. Box 414, Freetown, Sierra Leone.

letters

(The Project's new resource kit, WORKING WITH VILLAGERS, has brought in many mail reactions. Here is a sampling.)

... We have just seen a set of the "Working with Villagers" materials and offer you our congratulations. They are excellent in every way. . .
Susan Perl
International Planned Parenthood Federation

I am visiting the US and have just seen your "Working with Villagers" materials. I am most impressed and would be grateful if I can receive a set at my address in Fiji.
Ruth E. Lechte
World YWCA/Fiji

While we would like to see some things done differently, the Trainers Manual is one of the best of its kind we have seen, mainly because it really tries to train people to involve villagers in the learning process. Its main weakness is in teaching evaluation, which stresses knowledge and almost stops entirely short of an application of knowledge to practice.

The Prototype Lessons assume what seems to us to be fairly highly educated home economics workers . . . otherwise they are good.

We like the Media Resource Book's treatment of visual media based on the usual paper, pencil, cardboard, glue, etc. materials. But why does it not deal with the "nothing" situation that exists in the poorer countries? For example, a UNDO/DSCS project in Peru is using leaves, bark, sand, fruit pips and so on, for preparation of visual materials. . . the book should include teaching of villager participation in the preparation of media which in some experimental projects has been shown to be an effective teaching technique with adults.

Clifford Gilpin
Education Department
The World Bank

The (WWV) manual could be an excellent resource for Peace Corps Volunteers working in Health and Nutrition Education in the field, even though the training units are directed toward family planning which in Latin American society is a delicate topic. . .

Jeffrey Herzog
Peace Corps/Honduras

Congratulations for the great package of materials you've produced under the title "Working with Villagers." We've now had an opportunity to circulate your materials to colleagues

in home economics and in population and they are all keen to have a set of their own. . .

Jean Fewster
Home Economics and Social Program
FAO/Rome

... It's very well done and particularly relevant to our work here in Thailand; I'm working with the adult education division in various areas of village-level non-formal education.

Suzanne Kindervatter
Dept. of General Education
Bangkok

... We held a morning workshop with a group of women from French and Portuguese-speaking Africa, using the media component of the WWV materials. We have just been informed that these women rated the morning with us as their "number one" experience during their seven weeks in the U.S. . . You would have appreciated their enthusiasm and constant remarks such as "This is just what we've been looking for" or "At last, materials developed with us in mind."

Vicki Semler
IWY Tribune 1975/New York

We were very grateful to have received your kit in time for our conference in Nairobi, and many of the delegates were able to take a look at them. You should be receiving enquiries from some of member societies soon. Our representative in Paris has now taken the copies to the 16th NGO/UNESCO Conference to publicize them amongst other NGOs. The books are really excellent.

Rosemarie Bock
The Assoc. Country Women of the World

Under separate cover we are forwarding you a copy of PARA LA EDUCADORA DEL HOGAR. This new and revised edition contains 36 pages on information about family planning, as well as guidelines for motivating couple decisions regarding this aspect of family welfare. Also it now contains time and labor-saving small technology for rural women. You may find the book useful for your projects in Spanish-speaking countries, such as Panama.

Esther T. de Gally
Editorial Pax-Mexico
APDO Postal 45-009
Mexico 1, D.F.

I'm always involved in many activities, besides my main job which is rural broadcasting. When I have a chance to teach fieldworkers--all young men--I use my flipchart and flannelboard to teach family planning and nutrition which are important in our agriculture program. It is always interesting; the men have many questions, either for themselves or for their job to motivate farmers. I have up-to-date material from the Population Council and from People magazine.

Miss Fitri Aini
Head of Home Economics Department
Dinas Pertanian, Indonesia

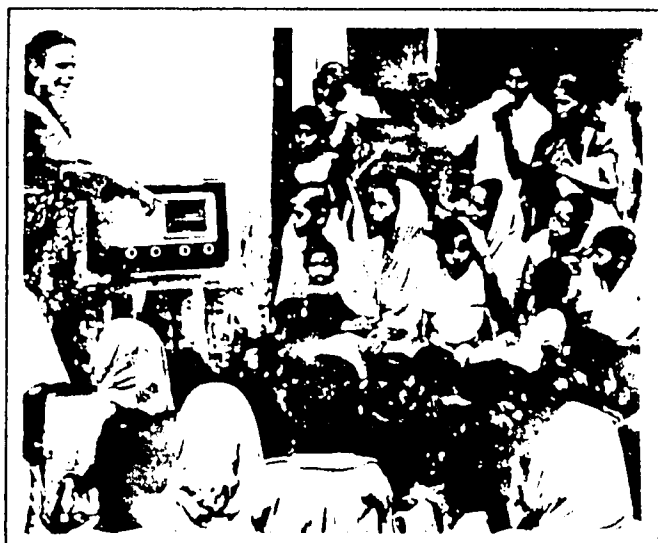
new resources

GRASS ROOTS RADIO. By Rex Keating. One of the ideas favored by communicators at the Malaysian workshop (see page 1) is that home economists should be trained in the basic skills of collecting material in the field on tape which can be used on radio to reinforce the home economics information presented directly to villagers. Also, radio programs dealing with development must contain grassroots material, informal interviews with villagers, "listener group" discussions, even background local noises such as music or singing with which rural people will identify--and fieldworkers can help collect such material. Here, then, is a valuable new manual for fieldworkers in family planning and other areas of social and economic development. It is designed for the non-professional and presents instruction on the basic elements of radio production and writing. It concentrates on field interviewing.

When doing field interviews, which can be edited into radio programs by professionals, the manual advises on use of equipment and how to establish an informal atmosphere, add local color, and get interesting responses.

There is an excellent section on radio script writing with tips on how to avoid jargon, complicated sentences, long words, and how to handle statistics. It suggests the use of "onomatopoeic" words--words which resemble the sounds they represent such as "snake, slither, soft, snap, bang, and crack."

Various program formats are described: discussion programs, news, request programs, soap



operas, panel games, quizzes, and spot announcements. Recommended is the farm forum which affords two-way communication built on listener groups.

In discussing programming, the author notes that "family planning must be seen not as an end in itself but as one thread in the overall development pattern." 1977. 66 pp. \$5.00.

To order: IPPF, 18-20 Lower Regent Street, London SW1Y 4PW, England.

THE PHOTONOVEL: A TOOL FOR DEVELOPMENT. By Daniel Weaks. In Ecuador a program of educational communication was undertaken to reach isolated people through basic methods. Filmstrips, posters, and flipcharts were abandoned after trials in favor of the photonovel. What is it? Anyone who reads comic strips or comic books can understand the concept of the photonovel which differs from the comic book by the substitution of photographs for the stylized drawings, but retains the "balloons" for expressing words and thoughts of the characters.

The photonovel is used in Ecuador to fill a need of those who lack reading material written at a level they understand. While entertaining with an interesting story, photonovels also carry a development message in such diverse areas as sanitation, infant nutrition, malaria control, and family planning.

This handbook gives full details on the advantages and disadvantages (i.e. must be printed in large quantities) of the photonovel as well as full information on how it is produced, from writing the plot and dialogue through preparation of the mechanical and printing. It is suggested that villagers be asked to be the actors for the photographs to give authenticity, and that pre-testing be conducted before going to press.

A sample photonovel, "Love and the Latrine," is included in the handbook. 1976. 105 pp. Free.

To order: Peace Corps Information Collection and Exchange, 806 Connecticut Ave. NW, Washington, D.C. 20525. USA.

PROJECT PUBLICATIONS LIST. Just off the press, this brochure describes publications produced by the AHEA International Family Planning Project, all of which are offered without charge while supplies last to home economists of developing countries and international agencies working in the population field. Includes convenient order form. Available in quantity for distribution to teachers and field personnel seeking resource materials. 1978. (Specify quantity when ordering.)

To order: AHEA International Family Planning Project, 2010 Massachusetts Ave. NW, Washington, D.C. 20036. USA.

Evaluation will be a process frequently referred to in the months ahead for participants in AHEA's International Family Planning Project. We will be continuing to evaluate how successful project activities are in reaching target audiences. Also, a number of countries will be testing, evaluating, and revising the Project's new prototype materials: Working with Villagers and Sourcebook for Teachers. The process of adapting these materials to a specific cultural setting lends itself to perfecting evaluation techniques.

Professionally, we understand the importance of evaluation. Before launching a full scale program with new materials a program expensive in producing and manpower costs, it makes sense to have proven by testing that the program works--that students or rural audiences are better informed or more competent in problem solving as a result of participating in the program. Resources are too limited to base a new program on subjective feelings about its probable success or on inaccurate, hasty assessments of its worth.

If there is agreement on the part of program implementers and funding agencies on the necessity for sound evaluation, why is it often difficult to achieve?

The first problem is a very human one. After what may be an enormous investment in talent and hard work in drafting the original materials, it requires fortitude and professional objectivity for the creators to test their product, discover the inevitable weaknesses, and to revise. Thus, evaluation is not only sometimes ego-bruising (as we discover villagers react coldly to our favorite discussion-starter) but also the revision to make things right requires that extra effort of the dedicated educator.

Secondly, if the purpose of evaluation is not clearly understood by everyone concerned, we can have very faulty results. Ill-informed staff conducting baseline or post-test interviews may fabricate answers. Or, more commonly, those evaluating materials or being interviewed may give answers more designed to please than to be accurate.

Finally, evaluation costs time and money. A judicious balance must be struck on how much resources to devote to evaluation, and the testing device must be efficient.

Approaches to Effective Evaluation

Here are several suggested approaches, offered by experts⁽¹⁾, for overcoming evaluation problems.

1. Include an evaluation component in staff training so staff understands its value and use. A separate evaluation workshop that explores the whole issue might be examined and local cultural and professional biases are discussed. Reach an agreement on criteria for success and what kind of information is needed to evaluate whether or not criteria have been met.
2. Design ways of gathering information on a regular basis from the beginning of the project. This assures having baseline data on which to judge final success. And, just as important, you will have feedback for interim evaluations and revisions.
3. After several months, interim evaluations should be made and changes implemented to rectify identified weaknesses. Thus, staff can see the evaluation-revision process in action and appreciate that it does, in fact, improve the materials and program.
4. Keep the evaluation procedure manageable and acceptable as useful by those involved. Avoid complicated data-collection devices. In evaluating the sample lessons in Working with Villagers in the Thailand testing, the evaluation was based on observation and notes made by the supervisor and by the fieldworker giving the lesson as well as on a simple pre- and post-test administered verbally to villagers.
5. In gathering data from villagers, there should be a careful pretesting of the vocabulary and the form of the question so as to be certain it means the same thing to the interviewer and the interviewee. For instance, many languages do not have a word for "planning" that can be applied appropriately to the family, and some equivalent of "wise parenthood" must be used.
6. In developing material that will be eventually reproduced and printed, keep the materials in rough, inexpensive draft form during the testing and evaluation. Psychologically, it is much easier to redo and improve from rough draft than from expensively reproduced materials.
7. Create an inquiring, open atmosphere for all those involved in the testing and evaluation--one that encourages sensitivity and honesty. Assume that first efforts will not be perfect. Treat testing and evaluation as an exciting opportunity to refine, improve, discarding the unworkable and creating anew.

(1) For a number of ideas in this piece we are indebted to articles by Catherine D. Crone and James McCaffery which appeared in the October 1977 issue of World Education Reports.

FIVE-YEAR FUNDING PROPOSAL STRATEGIES PLANNED AT WASHINGTON MEETING

With positive indications from the Agency for International Development (AID) about continued funding for the AHEA International Family Planning Project, the field and U.S.-based staff of the Project met in Washington with four country coordinators for a planning session. Focus of the meeting, held March 6-17, was the development of objectives and implementation strategies for a continued 5 years of funding.

The group was unanimous in agreeing that the overall Project goal remains basically unchanged: "To institutionalize the integration of population/family planning knowledge and practice into formal and non-formal home economics educational and service systems for the enhancement of family well-being in selected developing countries."

While many of the methods for achieving the goal have proven effective in the past 5½ years of the Project's history were endorsed, some new directions were proposed. A major innovation agreed upon will be the establishment of advisory committees in countries receiving major Project assistance. The advisory group will be composed of policy-level persons from governmental and non-governmental agencies as well as women's and youth groups. Together with key home economists, the committee will propose a 5-year plan of work for project-funded activities in the country. While implementation of the plan will rest principally with the Project coordinator in the country and network home economists, it was felt that such wider involvement of policy-makers would ensure cooperative planning among agencies, assistance with carrying out activities, as well as with the institutionalization of activities into regular government programs.

For countries with considerable experience in Project work, it was suggested the time ripe for new and innovative approaches to problem areas within the scope of home economics expertise: adolescent fertility, nutrition education, family dynamics, sex education, and increased involvement of women in the development process. The group recom-

mended new prototype materials focusing on these issues, including games, broadcast scripts, articles for newspapers which might be adapted to different cultures.

Both AID and the planning group favored a strong research component being built into the new five-year funding proposal. Regional workshops to assist in the formulation of research topics, research partnerships among various home economics programs and/or U.S. research home economists, and a mechanism for obtaining research information from retrieval systems to use in planning activities were among the proposals put forth.

Reflecting AID's interest in the Project, seven key staff persons with responsibility for the Agency's population programs met with the AHEA planning group one morning. Explaining AID's New Directions Policy which focuses on projects that directly improve the daily life of average persons, Sander Levin, assistant administrator, AID Development Service Bureau, told the group, "The more your project can reach out and affect attitudes toward family planning as part of general development, the more you will have encouragement and support of AID."



PARTICIPANTS AT RECENT PROJECT PLANNING MEETING WERE: (l. to r.) Florence Sai, Ghana; Pamela Greene, Sierra Leone; Bonnie Birker; Elizabeth Brabble; Betty Williams; Ivy White, Jamaica; Patchanee Natpracha, Thailand; and Maria de los S. Villarreal, Panama.

focus on....

PANAMA

Recently the Government of Panama launched an Emergency Program for Unemployed Persons. Along with offering \$100 a month in unemployment compensation, a need was felt for giving recipients, many of whom are illiterate, skills training and consumer education so that they might spend their limited income wisely.

To set up and implement this training, the government called upon Maria de los S. Villarreal, head of the Dept. of Home Economics, University of Panama who with her characteristic enthusiasm, Miss Villarreal designed activities in the areas of sewing, food and nutrition, consumer education, family relations, and home improvement. There are many opportunities to discuss the impact of family size on limited income with the unemployed women, some of whom are heads of household. Each is a two-week session taught by a trained teacher and two student volunteers.

There are several significant by-products of the new venture. The University is exceedingly pleased with the contribution home economics is making to the emergency program. And the home economics faculty is learning that some of its students have a natural skill for working with adults.

Buoyed by this positive experience with its students, the home economics department plans to involve them with future farmer groups--clubs of young people aged 14-18. Although initially the youth groups want to be taught first aid, it is planned to enlarge the program to include nutrition education/population concepts. "You must make your opportunities and

THE LINK is a quarterly newsletter published for home economists of countries participating in the International Family Planning Project (IFPP) of the American Home Economics Association, 2010 Massachusetts Avenue, NW, Washington, D.C. 20036. If you wish to be placed on the mailing list to receive THE LINK, write to the above address.

The purpose of this newsletter is to share news, experiences, and opinion among home economists engaged in population education/family planning work. Written contributions are welcomed. To better serve as a global information exchange, names and addresses of contact persons for reported activities are included.

Editor: Betty Williams



HOME ECONOMICS LEADERS OF NEPAL shown as they met recently to discuss organization of a Nepal Home Science Association which they hope will attract up to 90 charter members. Shashi Shrestha, named ANEA Project coordinator for Nepal, is pictured first on the left.

work as possible," notes Miss Villarreal. Contact: Maria de los S. Villarreal, University of Panama, Panama City.

SIERRA LEONE

When colleges, schools and other organizations of Sierra Leone wish to borrow equipment and audiovisuals for promoting population education and family planning, chances are they turn to the Sierra Leone Home Economics Association. The Association manages for loan four film projectors, two portable movie screens, five slide/filmstrip projectors, and ten cassette recorders--plus an assortment of films, slides, records, filmstrips, and kits dealing with population education and family planning.

Responding to an offer from Family Planning International Assistance made to ANEA Project countries, the SLHEA received all this equipment and audio visual supplies without charge and duty-free. Now they are making certain the gift is as widely used as possible by advertising its availability to all appropriate institutions. Contact: Pamela Greene, P.O. Box 414, Freetown, Sierra Leone.

NEWS BRIEFS

Patchanee Natpracha, Project assistant director for Asia, served as a consultant on development of training materials for the U.N. Asia and Pacific Centre for Women and Development, May 14-27, Teheran. . . Dinah Barr, home economics director, Ministry of Agriculture, Liberia, was one of 47 participants who attended a 9-week Unesco/UNICEF/IPPF Training Programme in Communications for Social Development, held in Nairobi, Feb. 7 - April 5. Participants were from 20 countries of English-speaking Africa.

RESOURCES FOR HOME ECONOMISTS ON ADOLESCENT FERTILITY

Home economics program planners, curriculum specialists, and administrators seeking to focus on the growing problem of adolescent fertility will welcome the availability of the following resource offerings.

GENERAL

International Clearinghouse on Adolescent Fertility. The services of this newly established clearinghouse are available, without charge, to individuals and agencies of developing countries involved with the urgent problem of teenage pregnancy. The Clearinghouse will compile and continuously update a comprehensive inventory of books, audio-visuals, guides, and demonstration projects. Mailings to members will also include summaries of research findings, results of conferences, policy developments, and information on sources of funding.

To join: International Clearinghouse on Adolescent Fertility, c/o The Population Institute, 110 Maryland Ave., NE, Washington, D.C. 20002.

Adolescent Fertility: Proceedings of an International Conference. Edited by Donald Bogue. One of the most recent publications on the subject, this book contains papers and policy recommendations of the First Inter-Hemispheric Conference on Adolescent Fertility held in Airlie, Va. in 1976.

To order: Community and Family Study Center, University of Chicago, 141 E. 60th St., Chicago, Ill. 60637, USA. \$3.00.

Adolescent Fertility: Risks and Consequences. A Population Reports paper, Series J, No. 10, July 1976. Excellent exposition on the health, demographic and social consequences of early childbearing. Also discusses availability of family planning services to teenagers and viability of contraceptive methods for adolescents.

To order: Dr. Gerald Winfield, Office of Population, AID, Dept. of State, Washington, DC, 20523.

Mothers Too Soon. Draper World Population Fund Report, Autumn 1975. Although only three years in print, this booklet is one of the early classics which helped raise awareness on the adolescent fertility issue. (Orders will be delayed due to reprinting.)

To order: Draper World Population Fund, Suite 922, 30 W. 54th St., New York, N.Y. 10019.

SEX EDUCATION

About Conception and Contraception. In a strongly visual manner, this film illustrates

ovulation, fertilization, growth of the foetus. It also makes clear how various methods of contraception and surgical intervention work to prevent conception. Figures are in shadow and non-racial. Has been used successfully with high school students in Sierra Leone. 11 min., color, no sound, 16 mm and 8mm.

To order: AHEA International Family Planning Project, 2010 Massachusetts Ave. NW, Washington, D.C. 20036, who will arrange for it to be sent at no charge and duty-free by Family Planning International Assistance.

Family Life and Sex Education: Selected Audio-Visual Aids. Catalog of multimedia resources that can be purchased or rented and which focus on helping young people understand sexuality, interpersonal relationships, and human reproductive systems. English, French, and Spanish.

To order: IPPF, 18-20 Lower Regent St., London SW1Y 4PW, England.

HOME ECONOMICS/ADOLESCENT FERTILITY

The following resources are available without charge to developing country home economists. Write AHEA International Family Planning Project, 2010 Massachusetts Ave., NW, Washington, D.C. 20036.

Becoming Parents Before They Are Adults. Copies of the special 4-page supplement on adolescent fertility included in this issue of LINK are available in quantity for distribution to teachers and extension personnel. When ordering, state quantity desired and usage.

Family Planning and Population Education in Home Economics: A Sourcebook for Teachers. Among the prototype teaching units in this packet are lessons on adolescent pregnancy, conception, and family planning methods which will suggest innovative ways of including these subjects in regular home economics classes. See Booklet IV: Human Development.

Integrating Family Planning and Home Economics: Resource Handbook Part I. Intended for use in the training of fieldworkers, there is a lesson on "Pregnant Adolescent" (p. 55) which suggests teaching methods for involving extension personnel in teenage pregnancy issues.

Working with Villagers. How fieldworkers might conduct a meeting of young people and lead them into a discussion of problems related to early pregnancy is illustrated in Prototype Lesson 12, "Preparing for Adulthood." This lesson can be adapted for either classroom or non-formal settings.

new resources

To order, Home Economics Division, Bureau of Agricultural Extension, DA, Diliman, Quezon, Philippines. \$5.00 which includes postage.

INTEGRATED PLANNING FOR IMPROVED LIVING (IPIIL): A TEACHING MANUAL FOR HOME MANAGEMENT TECHNICIANS. Published by the Bureau of Agricultural Extension, Department of Agriculture, Philippines. This is the most comprehensive set of teaching materials for extension workers we have seen, representing several years of work in development, testing, and revision.

As follow-up of a Project-sponsored workshop in 1974, "Increasing Family Planning Support Through Extension Home Economists," ten home economists from the national and field offices of the Bureau of Agricultural Extension were selected to develop the materials for "an educational approach to assist rural families to attain a better quality of life by relating family size to the management of human and material resources." The resulting lessons were tested extensively in rural settings and revised for greater depth in subject matter and more realism.

The materials are not classified into traditional extension subjects such as food and nutrition, home management, and clothing. Rather, lessons are grouped according to daily living problems fieldworkers may encounter in villages, and a problem-solving approach is used. There are 121 lessons divided into 11 units which cover family situations such as managing family resources, growing towards responsible marriage, establishing satisfactory husband-wife relationship, etc.

The lessons are rich in background material and ideas for adaptation by sensitive, competent fieldworkers. (All home management technicians in the Philippines have college degrees.)

There is excellent work included which demonstrates how many years of parents of different size families must spend on the various stages of family life. The economics of raising children is carefully costed out. Included is a study on the value of wedding gifts received at a typical wedding compared to the cost of the marriage celebrations. We particularly like the sections on the responsibilities of marriage which, since audiences are chiefly mothers, are intended to help participants prepare their own children for responsible parenthood.

This teaching manual is highly recommended as supplementary material for workshops devoted to adapting AHEA's "Working with Villagers" kit. 412 pp. 1977.

MANUAL ON CHILD DEVELOPMENT, FAMILY LIFE, NUTRITION. By Jean A.S. Ritchie. This manual results from experiences of 15 workshops in English-speaking African countries and eight in French-speaking countries, conducted for intermediate level fieldworkers by FAO and the Economic Commission for Africa (ECA) Training and Research Centre for Women.

Workshop participants stressed their need for materials which (1) deal with African family problems; (2) have a practical rather than a theoretical approach; and (3) help fieldworkers bridge the gap between what they learn during training and what they pass on to families, in knowledge and skills which villagers recognize as relevant to their own patterns of living and needs.

Directed at changing extension program emphases which only teach women embroidery and the



cooking of Western foods, this manual stresses helping parents learn how to solve critical problems they face in their daily lives, especially those related to raising healthy children. Information focuses on breastfeeding, weaning practices, family nutrition needs, child spacing, sanitation, and the emotional needs of young children. Information presented is realistic

to the rural African setting. It assumes that most families cannot afford eggs, meat and fish and presents nutritious recipes built on available foods. It acknowledges that the most dangerous time for the young child is the weaning period and gives essential information for nurturing the young one's physical and emotional wellbeing during weaning.

After each background information section are listed practical, simply stated ideas which can be discussed with families. In addition, the manual fills a need in home economics training courses by suggesting practical learning experiences which can be used in training of fieldworkers. All of the exercises have been used in training by FAO and ECA staff. This manual is a valuable resource for all those charged with directing fieldworker training in African countries. 209 pp. 1978.

To order: UN Sales Section, N.Y. 10017, USA.

BECOMING PARENTS BEFORE THEY ARE ADULTS



UNICEF photo

Fatimah was betrothed before she was 12 years of age, and she went to live with her husband and mother-in-law when she was 14. Today she is 18, anemic and unwell. She has borne three babies, only one of whom survives.

On the other side of the world in the Caribbean area, Maria who is 17 has had two pregnancies out of wedlock and by different fathers. The babies are being raised by Maria's mother while Maria, herself, works as a housemaid.

To the north in Washington, D.C., Ginny, aged 16, and her boyfriend conceived a child. Resisting pressure from her parents to have an abortion, Ginny dropped out of school and married. Now she is 18 and she and her husband have separated. The baby is shuttled between grandparents who feel overburdened while Ginny works days as a waitress and attempts to complete her high school education at night.

Although the culture and traditions in which these three girls were raised vary widely, the situations in which the girls find themselves are manifestations of a problem that seriously concerns home economists in many countries--adolescent fertility. Almost 13 million of the 60 million women who became mothers in 1975 were parents before they were adults.

Only recently has it been recognized that individuals between 10 and 20 years of age differ from children and from adults. Adolescents have special physiological and psychological needs which leave them ill-prepared for early childbearing. There are physical risks to the health of mother and child, especially with the births of second and third children during the teen years. And, young parents who are themselves immature will probably cope poorly with the demands--both economic and emotional--of responsible parenthood.

Also, early childbearing leads to large completed families and shortens time periods between generations, causing dramatic increases in population growth rates.

These issues will be discussed further in this special supplement of LINK which is published to help focus attention on the problems related to adolescent fertility and to suggest interventions on the subject that home economists uniquely can make with all age groups.

Among LINK readers, there will be great variations in causes of adolescent fertility. Early marriage is a common practice in some countries of Asia and Africa. In parts of Latin America and the Caribbean, adolescent sex and premarital parenthood are culturally accepted. In most countries urbanization, weakening of the extended family ties, and changing attitudes about sexual behavior have multiplied the risk to young people of out-of-wedlock births. Readers will understand the importance of adapting the information presented here to conditions within their own countries.

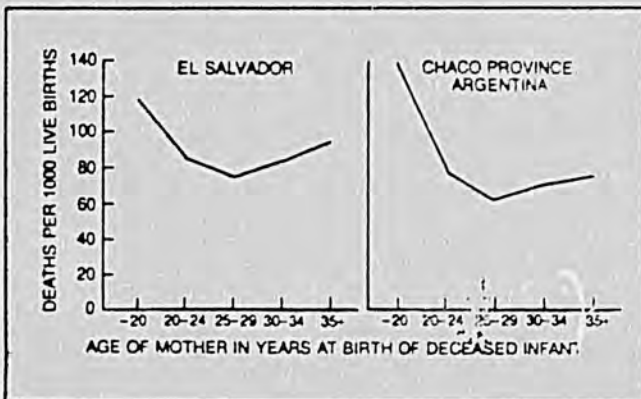
is very compelling. This is true even if the birth is within marriage.

For the Mother: The ideal age for child-bearing is between ages 20 and 30. Pregnancy at either extreme of the reproductive years increases the risk of maternal mortality. For those under 20, mortality seems to be inversely related to age. The causes of this can be readily understood by home economists. Early pregnancy and the nutritional needs of the growing foetus draws from the strength and nutritional balance of the young mother who herself is still growing. Also, the adolescent's pelvic structure may not yet be fully developed.

Among the medical complications of adolescent pregnancy are first and/or third trimester bleeding, severe anemia, complication of labor including prolonged and difficult labor, and toxemia of pregnancy.

It is extremely important that pregnant adolescents have a well-balanced diet and prenatal care, as well as delivery in a facility capable of handling obstetrical complications.

For the Infant: The babies of adolescents have higher mortality rates than children of older mothers. (See chart below. Source: Pan American Health Organization.)



Illustrating the increased risk to babies of multiple teen-age pregnancies, a study in El Salvador revealed that for women under 20, infant mortality for the first birth was 89.6 per thousand, for the second 161.5, and for the third it was over 300. This study also showed that children born to teen-age mothers are more likely to be of low birthweight and nutritionally deficient. Low birthweight in children of very young mothers has been associated with congenital defects and mental and physical handicaps, including epilepsy, cerebral palsy, retardation, blindness and deafness.

Considering both the health of the mother and her ability to produce normal babies who survive, the importance of postponing first pregnancy beyond adolescence and of spacing births

There is a time for growing up, for education, for finding one's way in the world. And there is a time for establishing a family. Adolescent parenthood--for both boys and girls--fore-shortens the first period and diminishes prospects for an economically-secure, stable family life.

Teen-age motherhood--within or out of marriage, wanted or unwanted--usually cuts short education and career opportunities for the girl before she is mature enough to appreciate her options. And, if she is married to a teen-age boy, the responsibilities of early fatherhood may restrict his chances for education and advancement. Furthermore, in many cultures, marriage resulting from premarital pregnancy is less stable than planned marriage and often ends in divorce.

Out-of-wedlock pregnancy in some countries is regarded as a disgrace to the young girl and her family, and the consequences may be grave--illegal abortion, infanticide or suicide. More than one-third of single patients treated for abortion at a Bangkok hospital from 1968 to 1974 were under 20 years of age, while a five-year review of women treated for abortion in a Nigerian hospital found that over 90 percent were single, mainly adolescent girls.

The illegitimate child may face social and legal discrimination, and suffer consequences that are more likely to happen to unwanted children--neglect, abuse, or abandonment.

Clearly, home economists who are professionally concerned with family well-being have a special interest in these social effects of adolescent fertility. The stability of marriage and of the family, the welfare of children, and the advancement of women are, in large part, compromised by early childbearing.

DEMOGRAPHIC CONSEQUENCES

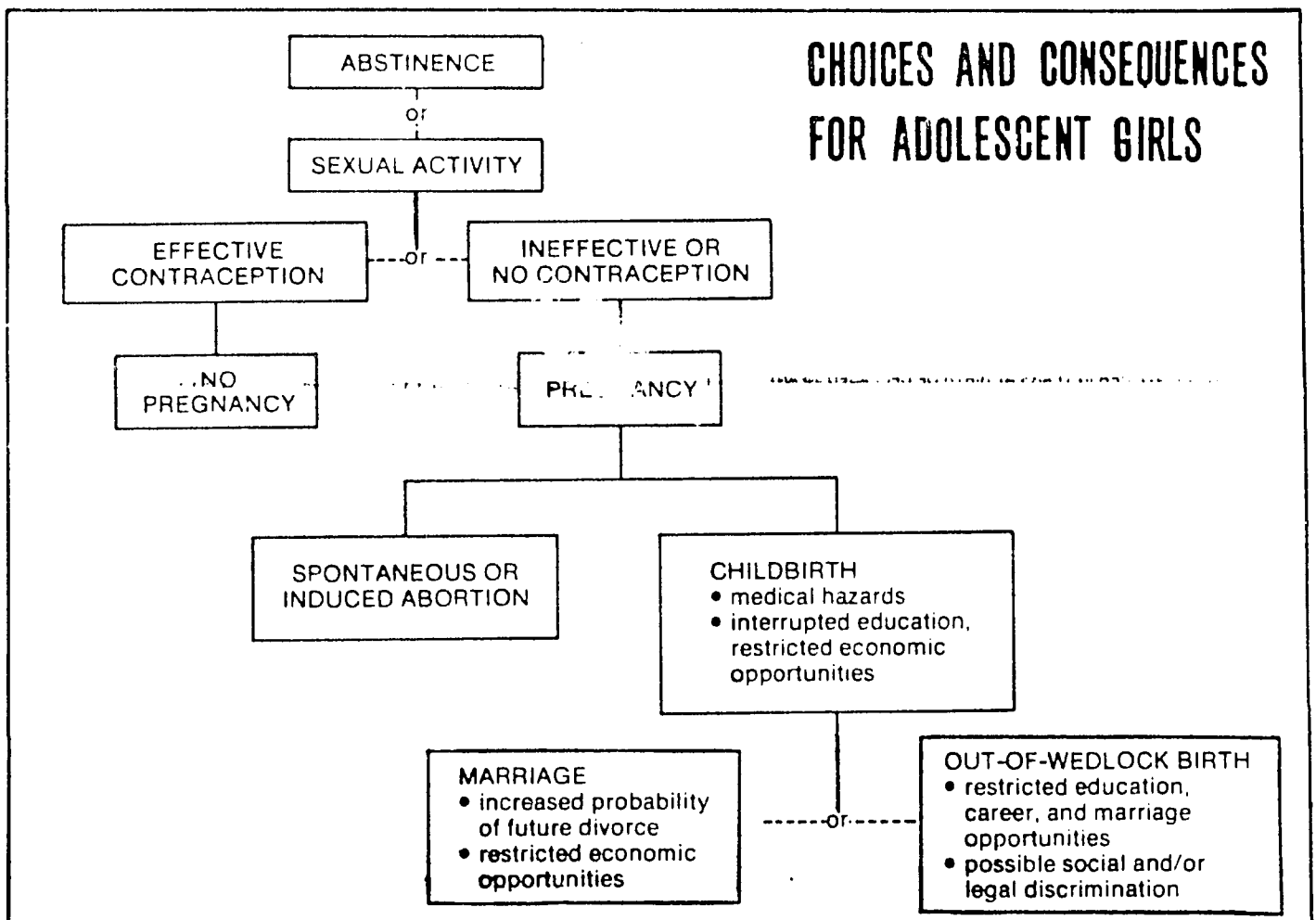
Among AHEA Project countries, there is great variation in fertility of those aged 15-19 years as a percent of the total fertility of women. At the low end is Korea (1.5) and the Philippines (4.8). In the high percentages are Jamaica (14.3), Gambia (15.6), Bangladesh (15.4), United States (16), Liberia (16.7), Nigeria (17.8), and Sierra Leone (18.6). Worldwide, most adolescent fertility occurs within marriage, but the decreasing age at which menarch occurs and, in many cultures, the growing trend toward later marriage, has increased the risk of out-of-wedlock births.

In order to understand the demographic consequences of early childbearing, consider how it usually shortens the time span between generations. A mother at the age of 15 could be a grandmother when she is 30. Postponement of early childbearing lengthens the time span between generations and slows population growth. If later age at first birth is accompanied by a reduction in completed family size, the potential for slowing population growth is very significant. A good example of this effect is South Korea where fertility has decreased 40 percent in the past 10 years, with a particularly sharp decline in the 15-19 age group, reflecting a trend toward later marriage.

Many family planning programs tend to focus their efforts on encouraging older couples to limit family size. However, considerable reduction in population growth could be achieved by measures which change traditions of marrying young girls in their early teens--through legislation raising the minimum age of marriage and enforcing it, as well as through public information campaigns explaining the health consequences of early pregnancy to girls. In societies where early marriage or premarital sexual experiences among teenagers is sanctioned, it is also essential not to discriminate against young people in the provision of fertility control services coupled with sex education.

Within the context of their differing cultures, home economists will be sensitive to the particular causes of early childbearing and be capable of implementing practical ways of attacking the problem. In fact, probably no professional group is better placed for dealing with the issue, because home economists work with young people in both in-school and out-of-school settings, teaching concepts essential for responsible family life. Also, home economists supervise and administer programs which bring family living information to parents in rural and poor urban areas that are served by extension services.

Family Life Education: By its very nature, home economics education enables youth to learn skills essential for personal development and responsible family living. Its dimensions include better organization of family life, better utilization of resources and exercise of choices through decision-making. It is also where exercises in value clarification help young people face all the implications of responsible parenthood and to understand why it is important to postpone parenthood until they are physically, emotionally, and economically prepared to be good parents.



Sex Education: Teaching concepts of responsible parenthood without also including sex education is to do the job only half-way, and it is an injustice to young people who have the right to know how to avoid unplanned pregnancy.

Because of cultural taboos, religious resistance, fears of promoting promiscuity, and difficulties in recruiting and training teachers, sex education is often omitted from school curricula. These considerations take into account everything but the needs of young people. Consequently, most youngsters learn sex information from their peers or from what they can glean from books and movies, and they are very poorly informed.

With the backing of school administrators, home economists can organize the support of parents for the introduction of sex education into classrooms. Programs can be designed for different age levels, including primary school, which are sensitive to the culture and values of the society. At the secondary school level, the students themselves should be involved in the design and evaluation of sex education to ensure it answers their questions and concerns--unfortunately, a step often overlooked.

Among the subjects which might be included in sex education courses, depending on age level, are:

- development of human sexuality
- menstruation and its hygiene, pregnancy, and childbirth
- anatomy and physiology of reproduction
- relations with opposite sex within the cultural context; dealing with feelings
- examination of gender role conditioning
- knowledge of contraceptive methods
- dangers of non-medical abortion and venereal disease
- concepts of individual and social responsibility in matters of sex and reproduction; consequences of early childbearing and reasons for delaying it.

Out-of-School Youth: Because great numbers of young people leave school at early ages, innovative ways of reaching them with family life/sex education must be instituted, and home economists can be among the initiators of these programs.

Among the ideas for non-formal education offered at the 1976 First Interhemispheric Conference on Adolescent Fertility, Airlie, Va., were: informal "rap" groups; telephone "hotlines" where young people can call for information; peer counseling programs; disseminating family planning information and services where young

people congregate such as movie theatres and snack bars.

The Population Institute is experimenting with "Rock Project" in which rock music stars communicate with their fans through radio spots about responsibilities of parenthood and the penalties of unprotected sex.

Home economists of Indonesia have helped to establish a popular radio request show. Post-cards are left in places where young people congregate which they can use to request their favorite music as well as to post questions about personal problems which are answered on the radio show. This program reaches a wide audience with information on responsible sexual behaviour, among other issues concerning youngsters.

Including Parents: Because in traditional societies parents still exercise considerable control over options affecting adolescents, especially those concerning schooling and age of marriage, it is important for home economists fieldworkers to be trained to involve parents in discussions and decision-making regarding these events.

Especially regarding their daughters, parents can be helped to understand the importance of education so that girls can find employment and alternatives to early marriage and child-bearing. Certainly mothers should be told the health risks to their daughters of teen-age pregnancy and the compelling reasons for introducing adolescents to contraceptive practices if young people are sexually active.

The story is told of a young man in Kerala, India, with a 15-year old wife who wanted to postpone having children for a few years. Family planning officials told him that he should return after he had two children! Informed and concerned parents could have intervened with authorities in support of this young couple's enlightened decision.

PRIORITY FOR AHEA PROJECT

Educating young people--and their parents--on issues related to human sexuality and the consequences of adolescent fertility may be a new area for many home economists. And it may not be an easy one to deal with. However, considering the adverse consequences to youth, to family life, and to society of early child-bearing, many home economists are taking on this educational challenge. And to assist them, the AHEA International Family Planning Project will focus on providing support for training, publications, and innovative projects aimed at the problem of adolescent fertility.

September 1978

Volume IV Issue 1



In Thailand Patchanee Natpracha (center) discusses five-year plan with Advisory Committee.



Pamela Greene (head of table) works with Advisory Committee in Sierra Leone.

ADVISORY COMMITTEES ASSIST PROJECT COUNTRIES IN DRAFTING FIVE-YEAR PLANS

The AHEA International Family Planning Project has entered a new phase. Coordinators and network leaders of the Project are being asked to do an overall assessment of country needs and problems related to integrating family planning and population education into home economics, and to develop a five-year plan of work with a timetable for its implementation and a detailed budget.

To assist in this long-range planning, key countries have organized an Advisory Committee composed of representatives of governmental and private agencies working in the population area. It is hoped that this wide involvement in the planning of home economics/family welfare projects will lead to cooperative programming among agencies and to assistance with the execution of the five-year country plan.

Nepal, Thailand, and Sierra Leone have already submitted five-year plans to AHEA, the latter two countries having developed their plans with the assistance of Advisory Committees. In Thailand, for example, the 18-member committee was drawn from representatives of four ministries, four universities with population institutes or home economics departments, a hospital, the National Women's Council, the Planned Parenthood Association, and other groups.

Reflecting the range of interests represented on its Advisory Committee, the Thai five-year plan is comprehensive and focuses on an incremental spread of training to all levels of home economics--primary and secondary teachers and

their students, university faculty and student teachers, fieldworkers--and the development of teaching/training resources. One interesting feature of the Thai proposal is the use of student teachers to work with local leaders and rural youth on income-generating skills while creating awareness of family life improvement through family planning.

The Sierra Leone country plan is characterized by innovative approaches to meet specific problems. To give very practical experience in adult education, student teachers at Milton Margai Teachers College will be given a course in family life education with required fieldwork in six fishing villages in the vicinity of the college. To help deal with worrisome social problems of teenagers including unwanted pregnancy and high incidence of abortion, the Sierra Leone Home Economics Association proposes to send a resource team to a series of schools to conduct "Responsible Living for Youths" programs which will include discussion and role-playing, exhibitions, and films. The SLHEA also proposes to launch a Better Family Living communication campaign utilizing radio, television, and the press with bi-monthly programs and articles. Forty-four percent of the costs of the Sierra Leone plan will be supplied by local sources.

Nepal's proposed plan features materials development and training at all levels--including 2100 volunteer village workers. Nepal would also like to start a quarterly newsletter and establish a resource library.

focus on....

NEPAL

Nepal's home scientists are taking to the air and printed page these days in an innovative effort to reach and educate larger numbers of people. Because transportation is so difficult in the mountainous kingdom, radio offers a way of communicating even with the most remote villages. There is a Radio Nepal program beamed especially to village women, and the proposal is to engage a script-writing team of one home economist and one population communication specialist to prepare four-minute spot announcements for this program. The spots will feature useful information on food, nutrition, family planning, child care, and kitchen gardening which will be presented in a style with which rural people are familiar.

Another type of audience will be reached--the literate, elite and decision-makers--with newspaper features that will run twice a month in the Saturday edition of Gorkhapatra, a popular and widely circulated newspaper of Nepal. The purpose of the features, which will be written by home scientists, is to inform the general public about home science/family planning activities in the country.

Both of these communications ideas were incorporated in the Nepal country project developed by Home Scientist Tula Rana and Communicator Hem Hemal at the UNESCO/IFHE workshop, "Effective Integration of Population and Home Economics Communication," held last November in Malaysia. Contact: Chandra Gurung, Maharaj Gung, Kathmandu, Nepal.

THAILAND

In another follow-up activity springing from the above mentioned Malaysian workshop, UNESCO

THE LINK is a quarterly newsletter published for home economists of countries participating in the International Family Planning Project (IFPP) of the American Home Economics Association, 2010 Massachusetts Ave. NW, Washington, DC 20036. If you wish to be placed on the mailing list to receive LINK, write to the above address.

The purpose of this newsletter is to share news, experiences, and opinion among home economists engaged in population education/family planning work. Written contributions are welcomed. To better serve as a global information exchange, names and addresses of contact persons for reported activities are included.

Editor: Betty Williams

has recently awarded a grant to the Community Development Division of the Ministry of Interior, Thailand. The grant will cover a workshop of Home Economics Section supervisors for the adaptation of AHEA's Working with Villagers and training in its use. A follow-up session with the supervisors two months later is built into the proposal in order to assess how the materials worked in use. Cooperating in this effort, the AHEA Project will fund the translation of the Thai version of Working with Villagers as well as field-worker training with the materials.

Dr. Daviras Dhanagom is project director of a "Better Family Living Through Community Food and Nutrition Development Program" which is funded under a three-year USAID/Thailand grant to the Home Economics Association of Thailand. The project operates in eight selected villages in the four regions of Thailand which will serve as demonstration villages for home economics extension workers. Through child care centers established in the villages by this project, improved nutritional status of pre-schoolers enrolled will be promoted and mothers will be educated on the importance of good nutrition, immunization, parasite control, clean water supply, and family planning. Contact: Pintip Boriboonsook, Dept. of Vocational Education, Bangkok, Thailand.

KOREA

In 1976 the first country workshop, "Broadening Participation of Family Planning and Population Education in Home Economics," was held in Seoul, with plans for holding echo or transmittal workshops in other provinces. The fourth such workshop is now being organized--this one for Kangwon Province which is near the 38th parallel and the DMZ. It will be under the leadership of Dr. Ok Soo Han, chairman of the Department of Home Economics, Kangwon National University--a dynamic leader who has organized income-producing activities for the women of the region. The major objective of these Korean workshops is to involve women leaders of various sectors--including the new village movement clubs, family planning organizations, schools, and government--in the integrated approach of home economics to family planning. Contact: Dr. Sumi Mo, College of Home Economics, Seoul National University, Seoul 151.

THE PHILIPPINES

A survey of the Bureau of Agricultural Extension (BAEX) home management technicians revealed that the majority felt a strong need for training and materials that would help them be better communicators with rural folk and cultural minorities. Responding to this need, the BAEX is proposing a major activity for the development, testing, and production of coun-

try-specific teaching materials such as flip-charts and low-cost audio-visual aids that effectively integrate population and home economics. These materials would be used in conjunction with BAEX's "Integrated Planning for Improved Living" teaching guide for extension personnel and some would be designed to be left in the villages as lesson reinforcements.

Dr. Aurora Corpuz, dean of the College of Home Economics, University of the Philippines, was a guest speaker at a workshop on Integration of Population Education into the Small Farmers Development Program which was sponsored by FAO and the Ministry of Agrarian Reform. One of the workshop's objectives was the selection of population education materials available in the Philippines. Along with other materials, Dr. Corpuz exhibited AHEA's Working with Villagers and the slide-set, Partners in Change. She urged participants to field-test them.

Contact: Dr. Aurora Corpuz, College of Home Economics, Univ. of the Philippines, Quezon City.

JAMAICA

The work of involving all levels of home economics in family planning/population integration will be bolstered in Jamaica at three seminars scheduled for this year. Because of the high rate of turnover of home economics staff and to meet the training needs of young staff entering the profession, these seminars are viewed as essential.

On July 7 and 8, a workshop was held for the in-service refresher training of 30 home economics tutors in order to give them greater confidence and competence in integrating family planning into curriculum. In a second workshop, 70 young teaching interns will consider together the population-related problems of Jamaica as well as the serious impact of teenage pregnancies on the lives of people. And they will learn new approaches for teaching family life education in home economics classes of junior secondary schools. The Jamaica Home Economics Association will have principal responsibility for these two seminars.

Extension home economics officers daily view the problems associated with teenage pregnancy which result in young girls dropping out of school and facing probable dead-end existence of poverty. To encourage these officers to design programs for reaching young people and their parents in parish communities with

CORRECTION

In the photo on page 2 of the June 1978 issue of LINK, Shashi Shrestha, who is the AHEA Project country coordinator of Nepal, was incorrectly identified. She is, in fact, the fourth person from the left. Our apologies!

POSITION OPENING

Caribbean/Latin America Regional Assistant Director for the AHEA International Family Planning Project. Full time. Must reside in region. Articulate, innovative professional sought to provide direction for home economics/family planning/population education programs, working in consultation with country coordinators, home economics associations and advisory committees. Duties include coordination, assistance with planning, training, implementation and evaluation.

Qualifications: Bachelors degree. Background in home economics, home science or extension. Experience in program development and administration. Contacts with other professions and organizations at national level. Language competency in Spanish and English. Ability to travel. Past exposure to AHEA Project helpful.

To apply: Write Dr. Elizabeth Brabble, Director, AHEA International Family Planning Project, 2010 Massachusetts Ave. NW. Washington, D.C. 20036

vital family planning information, a seminar is also planned by the Ministry of Agriculture. Strategies for follow-up of the participants and their parish families are built into the workshop. Contact: Dr. Thelma Stewart, P.O. Box 498, Kingston 5, Jamaica.

SIERRA LEONE

Funds for a research study conducted by the Ministry of Health on "Problems Related to Sexually Transmitted Diseases and Teenage Pregnancy in Sierra Leone" have been approved by the AHEA Project. Approximately 7,000 boys and girls aged 13-17 years will be surveyed to determine knowledge, attitude and practices of school children and their parents in relation to sex, pregnancy, and sexually transmitted disease. The resulting data will be used as a basis for developing improved programs and curriculum for teaching sex education in the schools. The information will also help determine the content of "Responsible Living for Youth" programs to be conducted in various schools by the Sierra Leone Home Economics Association and of two seminars on adolescent fertility the SLHEA plans for parents and guardians.

In another activity related to preparations for the International Year of the Child, the SLHEA is sponsoring this fall a three-day seminar on child development entitled "Focus on the Sierra Leone Child." Resource persons have been invi-

ted to present papers on various subjects, including parental care, education and behavior, health, nutrition, child rearing practices, etc. Understanding the importance of involving children themselves in the seminar, the SLNEA is sponsoring an essay competition among school children on the subject, "Bringing Up Children." Prizes will be awarded to the best articles.

NEWS IN BRIEF

Dr. Elizabeth Brabble, AHEA Project Director, addressed a meeting of the Directors of International Agricultural Programs at the University of Utah on June 21. She spoke on "The Role of The Family in Development" . . . Patchanee Natpracha, Project assistant director for Asia, was an invited participant at the Third Consultative Meeting on Transnational Collaboration in Education Innovations held June 5-17 in Bali, Indonesia. This meeting was jointly sponsored by the Indonesian Ministry of Agriculture and the East-West Communication Institute and it dealt with evaluation and evaluation research. . . .An attractive booth displaying all the AHEA's Project's materials was mounted at the AHEA Annual Meeting, June 25-30 in New Orleans and it attracted many visitors. . . .Florence Sai has been appointed Ghana country coordinator for the AHEA Project. . . .September 5-22. Consultation and survey tour of Latin America: Panama, Venezuela, El Salvador, and Guatemala. By Bonnie Birker, deputy director, AHEA Project. . . .Congratulations to Project staff elected at the recent IFHE Council meeting in Ireland in July; Pamela Greene, elected vice-president of International Federation for Home Economics, and Aurora Corpuz, elected Council member.

idea exchange

Home economics teachers who wish to gain support from parents and supervisors for introducing sex education into curriculum might try the following idea:

Ask a class of children, aged 11 to 13, to write down their questions about reproduction, sex, and other problems bothering them in this area. They should not sign their names. Then mount the questions on a display board to show to a meeting of parents, teachers, and school administrators. It would provide a dramatic display on the needs of young people for accurate sex education.

This idea was suggested by the poster shown here in part which was produced by Proyecto de Comunicaciones para el Proyecto de Educacion Sexual, Consejo Nacional de Poblacion, Mexico, and produced in the book, Social Welfare Content in Family Planning Materials, reviewed in this issue of LINK.

Some of the questions asked by children on this poster are: If a boy and girl have sex, what happens? How is a child born? What attracts women to men? How many sex acts are needed to create a human being? Why don't parents understand their daughters when they talk of boys they like?

coming events

October 2-13. Interregional Technical Meeting on Social Welfare Aspects of Family Planning. SWDCAP, Manila, Philippines. Sponsored by United Nations, Social Development Branch.

October 24-28. "Community Action: Expanding Village and Urban Community Participation in Development and Population/Family Planning Programs." Fourth World Population Society International Population Conference, Manila, Philippines.

November 13-22. "Effective Communication of Integrated Family Welfare/Population Education Messages Through Home Economics." UNESCO/IFHE jointly sponsored African regional workshop. Freetown, Sierra Leone.

**Educación Sexual...
UNA RESPUESTA NECESARIA**

new resources

SOCIAL WELFARE CONTENT IN FAMILY PLANNING MATERIALS. By Barry Rigby. For those seeking new ideas on which to base teaching communication materials in the family planning area, here is an important new publication. It is a review of materials that incorporate social welfare content and an analysis of their effectiveness.

About 1200 different items--ranging from posters to radio scripts--from 50 countries were reviewed, and representative samples are reproduced. Three examples from AHEA Project materials are discussed, including Lesson 4 from AHEA's Working with Villagers kit.

On the basis of this analysis, the author presents guideline suggestions that might be taken into account in preparing materials with a social welfare content. These are so pertinent to home economics materials that we are summarizing here some of the ideas:

1. Family planning materials that only explain anatomical and clinical aspects fail to take into account the emotional and spiritual side of people's feelings and interactions. The sexual relationship is especially neglected.

2. Materials can reflect what should be as opposed to what is. For example, materials can promote the status of women by not perpetuating stereotypes in the roles women perform in the community.

3. The message and tone should be consistent with the idea of self-determination; however suggestions that only one course of action--such as limiting the number of children to two--can prevent catastrophic consequences to the family, are neither honest nor believable.

4. Materials might promote a spirit of mutual help as well as self-help.

5. Whenever possible, materials should be developed at the operational level and made specific to the target area and audience. For greatest accuracy and pertinence, members of the target group should participate in their development or in their pre-testing.

6. Avoid unintended messages by pre-testing. An overuse of images of children, for example, can yield a subliminal message favoring procreation.

7. Remember that materials are only an aid to communication and rarely have a lasting effect on beliefs or behavior; therefore the expense of producing materials should be carefully weighed and perhaps less expensive re-

sources such as self-made posters or folk dramas preferred over glossy posters and films.

8. For rural people especially, who are very practical, subject matter should deal only with information they feel is really needed.

This publication was produced by the United Nations Project on "Social Welfare Aspects of Family Planning," Centre for Social Development and Humanitarian Affairs. 1978. 91 pp.

To order: Centre for Social Development and Humanitarian Affairs, United Nations, New York, New York 10017.

TRAINING MANUAL IN POPULATION EDUCATION. The title of this publication is misleading, but its content is highly pertinent for home economics educators charged with organizing different types of pre-service and in-service training courses which prepare home economics teachers for integrating population education into their classroom work.

There is an excellent discussion of the issues involved in population education. Should it be "plug-pointed" into an existing subject such as home economics or be taught as a separate multi-disciplinary unit? (The former is favored in most countries.) Should the content use a directive or non-directive approach to attitudinal change? If the objective is to introduce population education at the elementary school level in order to reach more students, how can the multitude of village school teachers be trained?

SU HIJO MERECE TODO SU CARIÑO



"Your child deserves all your love," is the deceptively simple message on this Western Hemisphere IPPF poster. It also suggests that father shares with mother the responsibility of nurturing children and that this special relationship might be diminished if too many children must share it. Example from Social Welfare in Family Planning Materials.

On this last issue, the authors suggest several models that have been tried. Iran has instituted a correspondence by mail training, reinforced with residential training during weekends and vacation. Malaysia has a mobile in-service training team which offers weekend courses for agricultural science teachers.

In implementing population education into the schools, it is noted that administrators in Asia generally prefer to utilize the more flexible and quicker mode of short-term in-service teacher training than to rely on traditional pre-service teacher education which suffers from "a rigidity of structure which has isolated pre-service educational institutions from the mainstream of educational reforms."

The most useful section of this new publication is Chapter 5 which presents an organizational pattern and models for various types of training in population education, including a phased in-service training scheme. It is interesting to note that the design calls for training from the top levels downwards which ensures administrative support, intensive training for the curriculum developers and supervisors, and 5-10 day training for the class teachers. Follow-up activities emphasize that the supervision of the trainees on the job is actually a part of the training evaluation. In other words, when incorporating new subject matter into traditional curriculum it is essential that the supervisory level be firmly committed and knowledgeable about the curriculum innovation and that it constantly reinforce the training of those supervised. 1978. 73 pp.

To order: UNESCO Regional Office for Education in Asia and Oceania, C.P.O. Box 1425, Bangkok, Thailand. No charge.

WORKING WITH YOUTH: SOME OUT-OF-SCHOOL APPROACHES TO POPULATION, FAMILY LIFE AND SEX EDUCATION. "If all the money spent on population/family planning programmes in the last decade had been concentrated on information and education for young people--those not yet parents--the population problem would be solved," suggested a woman development expert recently.

It might not be that simple, but this idea highlights the fact that relatively low priority has been given to programs for young people--those not yet sexually active--and yet it is the future parenting behavior of today's youngsters that will determine how quickly population growth rates level off.

To help focus attention on this issue, IPPF has recently published this book of case studies of programs directed towards young people in the areas of population, family life, and sex education. The activities described have been initiated by family planning associations in

11 different countries, some in coordination with youth organizations or youth-service agencies. The projects vary in focus; some are directed toward training young people for outreach to other youth or as family planning educators in the community at large; others integrate population education into self-employment skills training. Almost all seek to mobilize the enthusiasm of young people for serving the community. 73 pp. 1977. English/Spanish.

To order: International Planned Parenthood Federation, 18/20 Lower Regent St., London SW1Y 4PW, England. \$6.00 plus postage

SPANISH LANGUAGE RESOURCES

COMMUNICAMERICA. A new bi-monthly bulletin published by the Centro Interamericano de Adiestramiento en Comunicaciones para Poblacion (CIACOP). This four-page bulletin is of interest to those seeking information about population activities in Latin America.

To order: Comunicamerica, CIACOP, Apdo Postal 10333, San Jose, Costa Rica, Central America.

LA TIERRA/LA MUJER, a poster. "There is a lack of Spanish family planning materials," wrote Carmela Ferguson, material resources supervisor of Family Planning International Assistance. "When I came across the poster LAND & WOMEN, which was produced by the AHEA International Family Planning Project, I liked it very much and decided that a Spanish version would be worthwhile for Latin America countries. The analogy of land and woman is very good and is applicable to most of the grassroots groups that are continually asking us for materials of this nature. The poster was field tested, . . . in Guatemala and the reaction was favorable; it was also field tested by some personnel in Mexico and they also liked it very much."

To order: AHEA International Family Planning Project, 2010 Massachusetts Ave., NW, Washington, D.C. 20036. No charge.

FAMILY PLANNING LEAFLETS. Produced by El Instituto Salvadoreño del Seguro Social, La Asociación Demográfica Salvadoreña, and the Directorate of Family Planning of the Ministry of Health--three institutions responsible for El Salvador's highly successful family planning program. They state, in simple language, the information that potential adopters of family planning should know. Printed in color, with highly attractive illustrations, they are said to be examples of the growing sophistication of social development communication. Spanish.

To order: The PSD Newsletter, Community and Family Study Center, 1126 E. 59th St., Chicago, Illinois 60637, USA. No charge.

A P P E N D I X F

Home Economics JOURNAL Family Planning / Population Education

가정학
1978년 9월호

링크

가족계획 시론 5
Vol. 4



미국에서 파차나 나트프라차 (Patchanee Natpracha) (중앙)는 자원위원들과 더불어 5개년 계획을 논의한다.



파멜라 그린 (Pamela Greene) (오른쪽)은 시에라 레온에서 자원위원들과 함께 일한다.

< 5개년 계획위원회는 사업의 자원자들이 5개년 계획을 실행하는데 도움을 준다 >

美國政府는 國際經濟合作사업은 새로운 局面에 도달했다. 이 사업의 창조자들과 및 國際 지도자들은, 가족계획과 人口教育을 가정학에 통합하는데 관련된 問題에 국가가 필요로 하는 것에 대해 전반적인 평가를 하도록 요청되어지고 있다. 또한 계획표를 갖추고 5개년 계획 사업과 그 이행 및 상세한 예산을 전체에 나가도록 요청되고 있다.

이러한 5개년 계획의 成功을 하기위해서 몇몇 국가들은 인구증가 지역에서 일하고 있는 정부 및 개인 대리기반 代表者들로 구성된 5개년 委員會를 조직했다. 이같은 가정학 계획에 매우적으로 포함되는 것과 가정복지사업에 관련된 基盤들간의 계획표 작성에 상호 협조하고, 5개년 국가 계획을 수행하는데 도움을 주도록 이끌어 나간일이 거대하고 있다.

예를, 미국, 시에라 레온은 이미 5개년 계획을 몇 가정학회의 제출했다. 5개년 계획의 두 나라는 자원위원회의 도움으로 그들의 계획을 추진하고 있다. 예를 들어 미국에서는 4개의 4개 대학에서 대표자들로 부터 10명으로된 위원회가, 인구문제 연구소, 가정학 부문, 병원, <국인여성會團>, <가족委員會> 및 기타 단체 등과 더불어 생겨났다.

이 자원회의 나간 全일부분을 반영해 보면, 미국의 5개년 계획은 實際的이다. 그리고 국민학교, 중등학교 敎育과 학생들, 대학교수단, 학생교사들, 野外

일꾼들 가정학 부문과, 교수단전과 및 國際 會議을 시키는 力을 쓴다. 미국의 國際에서 가장 重要인 立場은 학생 교사들을 이용해서 지방지도자들과 지방 청년들과 함께 가족계획을 통해서 가정생활 개선에 關心하는 한편, 소독수대 기술의 方面 함께 일하도록 권장하는 것이다.

시에라 레온 (Sierra Leone) 국은 특정한 문제를 충족시키기 위한 혁신적인 접근을 하는 것에 그 목적을 두고있다. 成人교육에 매우 신중적인 尊重을 부여하기 위해서 일본 民族 사범대학 학생교사들은 그 대학 附近에 있는 여섯 學校에서 3주간의 작업과 더불어 가정생활 교육의 한 方面을 實施하게 될것이다. 4가지 젊은 임신이나 임신중절의 높은 危險의 防止를 포함하는 10대 少年 소녀에 대한 政府의 사회적인 教育 問題를 다루는 것을 돕기 위해, 시에라 레온 가정학회는 10명, 일부수명, 전시기, 5명 少年들을 포함하는 '성인들에게 대한 책임있는 삶'에 대한 계획안을 實施하도록, 연전연 및 학교에 關係 政府 委員會를 보내려는 計劃을 한다. 이 委員會는 또한 2개월간 1회의 會議, 10명의 代表가 會議, 10명의 代表, 출판사 등을 이용하는 <보라 나는 가정생활> 全일부분을 發行하는 計劃도 한다. 시에라 레온 계획의 10명 4명은 政府 委員會에 의해 管理 되어진 것이다.

국에 있는 몇 개작의 8개의 선진된 마을에서 이 계획이 작용한다. 이것에 의해 몇 마을의 설립된 아동보육소를 통해 등록된 취학전 아동들의 개선된 영양상태는 증진될 것이고, 어머니들은 좋은 영양, 면역, 기생충방역, 위생학 공급, 그리고 가족계획 등에 관해, 교육을 받을 것이다.

연락처 - 미국, 방콕에 있는 피엠티프 부부
Pintip Horiboonsook

한국

1976년에 있었던 한국 워크숍에서는 '가족계획의 행동모식'이라 하여 가족계획 및 인구교육을 통합한 가정학 영역의 워크숍으로서 더 링크(THE LINK)는 2010, Massachusetts Ave. NW, Washington, DC 20036)의 국제가족계획사업(IEFP)에 참여하는 여러나라의 가정학을 위해 출간되는 정기적 회람신문이다. 링크를 받기 위해 우송편을 수령할 경우 정부에 등록지기를 원한다면 위의 주소로 복여내어라.

이 회람신문의 목적은 인구교육과 가족계획사업의 유사한 학자들간의 서신, 경험, 의견 등을 나누기 위한 것이다. 서신 제공은 환영한다. 전 세계의 보도교찬을 보다 낫게 봉사하기 위해서, 보도활동에 관한 연대인들의 이름과 주소가 명기되었다.

편집자, 베티 윌리엄스(Betty Williams)

서울에서 열렸다. 이 워크숍은 도단위의 워크숍으로 전개된다. 이번의 4년째의 워크숍이 지금 조직중에 있는데, 이것은 30도선 비무장지대 부근에 있는 강원도에 대한 것이다. 이것은 江原大學 가정학과 부장인 한옥수 교수의 지도하에 열리게 된다. 그분은 그 지역 여성에 의해 所得生協활동을 조직한 활동적인 지도자이다. 이같은 한국연구작업의 조직원은 새마을운동단체, 가족계획 조직부, 학교 및 정부등을 포함해서 다양한 부문의 여성지도자들을, 가족계획에 가정학을 통합적으로 접근시키는데에 관련시키는 것이다.

연락처 - 서울 151, 서울대 가정대학 모수미 교수

필리핀

농업학부 가정경제기술부(BAEX)의 조사는 大多數人이 시골사람들과 소수의 文化人들과 더불어 보아 더 소용되도록 돕기위한 문헌과 자료의 내적 강력한 필요성을 느꼈다. 이같은 필요에 응해서 BAEX는 인구학과 가정학을 교육적으로 통합한 제도·모토, 저명한 經驗者들과 같은 국가 세부적인 교수법 자료의 개발, 시험, 평가에 관한 주요활동들을 제안하고 있다. 이들 자료는 BAEX의 인력증대에 대한 '개선된 학습위한 통합적인 계획' 교수법안과 관련되어 사용되어질 것이다. 또한 어떤 자료는 마을에서 복록을 제 강조하는 것으로서 남제되도록 고안될 것이다.

네팔(Nepal)이 제안한 계획은 독자 개발과 2100명의 지원자료를 포함해서, 모든 수준에서 추진하는 것들을 내치운다. 네팔은 또한 '국민의날'신문을 시작하고 자료 도서관을 설립하려고 한다. 네팔의 가정과학자들은 이 지음 보다 많은 수요의 사람들과 접하여 교육을 시키려는 혁신적인 노력으로 방콕과 탁자를 통해 착수하고 있다. 이미 많은 이 프로그램에서는 雜誌이 매우 인본미, 보내오는 이수 면 마을과도 연락할 수 있는 길을 제공해 준다. 특히 마을인들에게 발송되는 네팔 비디오 방송종목이 있고, 이 순서 중독에 대한 4분간의 삽입 광고방송을 마련하기 위해, 한 사람의 가정 경제학자가 추천하는 (방송)각본을 쓰는 리딩과 또 하나의 인구문제 통신신문가를 중사시킨다는 것들을 뜻으로 삼는다. 이 같은 방송은 시골사람들에게 신속한 형태로 나타나는 음식 영양, 가족계획, 아동보육, 부업활동에 관한 유용한 정보를 목적으로 삼고있다.

철수의 또 다른 열대, 수 교양을 갖춘, 지식있는, 그리고 결정된 있는 사람들은, 평민적이고 크지 보급되는 지방 신문, 골카파트라(Corakaputra)소로에 한달에 2번 나오는 신문 특별판의 제작을 할 것이다. 이러한 특별기사는 가정 과학자들의 의해 쓰여지는며, 그 목적은 가정과학에 관한 것과 이나라의 가족계획 활동에 관해서 사회일반에게 보도하는 것이다.

네팔에 관한 이 두가지 생각은 작년 11월 말에 치아에서 열린 유네스코 및 국제가정학의 연구회의 가정과학자, 툴라나(Tula Rana)와 통신소장, 헨 헤갈(Hen Hezal)에 의해 전개되어, '인구문제와 가정학 통신의 교육적인 통합'이라는 네팔국 계획사업의 반영되었다.

연락처 - 네팔국 카트만두(Kathmandu)에 있는
Chandra Gurung, Maharaj Gung.

태국

최근 언급한 말레이시아 연구회에서 생겨난 또 다른 雜誌發行 활동에서 유네스코는 최근 태국 內務省의 通過後에 승인을 내었다. 이것은 몇가정학회의 <마을사람들과 함께 일하며> 그 정도의 문헌이라는 제목을 한때대한 가정학 부문 관리자준의 연구회를 중담할것이다. 부달루 이를 관리자와의 사무점도회의는 여러 자료가 어떻게 사용되었는지를 평가하기 위한 제안이 이루어진다. 이러한 노력은 영조하여, 이 가정학의 사업은 자료들을 가지고 아외각업 단원은 물론 <마을인들과 함께 일하며>라는 태국판 면역을 첫번째 열것이다.

다비라스 다니움(Daviras Dhanagum)박사는 '집단식량과 영양개발 계획'을 통한 보다 나은 가정생활'의 기획지침 연대, 이 지침은 3년간의 이해 회원과 거주와 태국의 승인 아래 적립되었다. 가정학에 관한 연장직업인을 위해 雜誌의 역할을 할 때

[출처: 공개]

AHEA 국가계획학 제1차사업 카리빈(Caribbean), 라틴아메리카 지역으로서, 그 동안 전무 이 지역 에 거주해오던 국가 협조기, 가정학협회, 자문위원 이다. 임의하는 가정학, 가족계획, 인구교육, 여성보 등에 관한 지식을 마련하도록, 명료하고 확실적인 전문가를 포함, 해야 할 임무는 협조, 계획하는 데 바치, 훈련, 施行, 평가등,

자각-두뇌, 가정학, 가정계획 혹은 그 연장의 학식, 계획관계와 경영에 관한 경험, 100수준의 다른 직업이나 코치로서의 접촉, 스펙인텔과 영어 의 능력 여행할수있는 역량, 미가정학회 사업에 과거에 가담했으면 이로운

근거하려면 다음 주소로 써보내시오

Dr. Elizabeth Brabble, Director, AHEA International Family Planning Project, 2010 Massachusetts Ave. NW, Washington, D.C. 20036

비에라 세온 (Sierra Leone)

보건성이 추천하는 12명이 올기는 병에 관련된 100 문제와 피에라 세온에서의 10대 소녀에 관한 실시되는 조사연구를 위한 獎金은 AHEA사업에 의해 승인되었다. 성, 임신, 성병등과 관련된 학교아동과 그 부모들의 지식, 태도, 실행등을 규정짓도록 13장에서 17장에 이르는 約 7천명의 소년소녀들에게 조사가 이루어질 것이다. 피에라 가정학회에 의해 여러 학교에서 실시되는 "젊은이를 위한 책임있는 삶"이라는 내용과 SLHBA가 부모 보호자들을 위해 成人多座에 관한 두 세미나 내용을 결정짓는때에 이 소식은 또한 도움이 될것이다.

국제적인 어린이 배(年)를 준비하는때 관련된 또 다른 사건에서, S.L. 가정학회는 이번 가을에 "피에라 어린이" 상점을 온다"라고 표제한 어린이 발전에 관한 10인간의 세미나를 후원하고 있다. 實力있는 10인간의 부모 보호, 교육, 행동, 보건, 영양, 어린이 거르는일 등등을 포함해서 다양한 주제에 관한 논문을 제출하도록 초청을 받고있다. 어린이 자신들을 이 세미나에 가담시키는 중요성을 이해하고 S.L. 가정학회는 "아이들 키우기"라는 주제에 관해 학교 아동들간의 團體정연대회를 후원하고 있다. 가장 좋은 글은 상금을 부여받을 것이다.

[도락뉴스]

美 가정학회 국제가족계획사업회장인 엘리자베 브러블(Dr. Elizabeth Brabble)은 6월21日 유다대학 국제농업계획지도자를 모임에서 연설을 했다. 그녀는 "발전상에 있는 가정계획"에 관해서 말한다.....아시아 기획포럼지도자 패사니 남프라차(Patchanee Natpracha)는 인도네시아 발리(Bali)에서 6월 5-17日에 열렸는 <교육혁신>회의 <행동에 관한

문제의 대한 가정학회 교수인 도로라 코르포(Dorota Corpe) 박사는 F.A.와 아그라리안(Agriculture) 박사는 F.S.와 아그라리안(Agriculture)가 정답에 지원을 받은 <인구교육의 소-농촌개발>회의 의 통합>에 관한 연구집회에 초대 면서였다. 이 연구의 목적과 하나는 필리핀에서 유용한 연구자료의 선택이었다. 다른 자료들과 더불어 코르포 박사는 미 가정학회의 마술인종과의 작업과 그 슬라이드 한방, 상대적의 교역 등을 전시한다. 그녀는 참여자들도 하여금 그것들을 야외시습하도록 권장한다.

연락처 - Quenson 市에 있는 국립민대학, 가정학회 Dr. Aurora Corpuz

자마이카

가족계획과 인구통합에서의 가정학의 모든 수단에 관련된 작업은 이번 해에 예정된 3회의 세미나 때에 자마이카에서 후원될것이다. 가정학회원의 재크 지 비율이 높고, 이 직업에 임의하는 젊은층의 훈련 필요에 대처하기 위해서 이 집회는 필수적인 것으로 간주된다.

7월7일과 8일에 가족계획을 교과과정의 통합하는 데 있어, 30명의 가정학 계획지도 교사들이 보다 큰 자신감과 정정심을 부여하기 위해서, 그들의 보다 신중한 현직훈련을 위해 연구회가 거행되었다. 두번째 회의에서 70명의 젊은교사 실습생들은 일반인의 생활에 미치는 10대임신의 심각한 증거는 물론, 자마이카의 인구 관련문제들을 함께 숙고할것이다. 그리고 그들은 중등학교의 가정학 교실에서 가정성교육을 가르치는 새로운 접근을 배우게될 것이다. 자마이카 가정학회는 이두 세미나에 대한 후원 책임을 진다.

가정학 공개직원들은 나이던 소녀들이 학교에서 빠져나와 공인받지 못한 숙송지경의 공정한 손속지 마수이 논에서 결과되는 10대임신과 연관된 여러문제들을 해결 살린다. 教區단위에서 젊은이들과 그들 부모들이 강력한 가족계획 홍보에 다르는데 대한 여정표들을 교환하도록 이 직원들을 고무하기 위하여 농업국에 의해 또한 세미나가 계획되어있다. 참여자와 교수가 속의 重要 정도 방편이 이 연구회에 마련되어진다.

연락처 - 자마이카 Kingston 5.

Dr. Thelma Stewart, P.O. Box 498

[訂正] 1978년 Link 판 2페이지 사진에서, 비결 AHEA 국가계획회조사인 Shashi Shrestha는 위치가 잘못 설명되었다. 그녀는 왼쪽으로 부터 세번째이다. 용서를 비는 바이다.

수문처 아시아와 오세아니아에 있는 교육용 회의
유네스코 지역사무소 (UNESCO Regional Office
for Education in Asia and Oceania, C.P.O.
Box 1425, Bangkok, Thailand.

[보은이들과 작업의 의미] <인구문제, 가정생활,
성교육에 관한 학교의 접근>, "만일 지난 20년간
인구문제와 가족계획정책의 소비본 모든 것이 없었
이들 아직 부모들이 되지 않은 을 위한 결혼과
교육에 집중되었다면 인구문제는 해결되었으리라"라고
하는 여성 개발전 가 최근 시사했다. 그와같이
단순화하는 입장들이 모으나, 이 생각은 비교적 우선
권이 낮은 많은이들 아직 현으로 출발치 못한 이
들에게 수의과 있다는 사실이 현재의 나라이다.
그렇지만 아직도 인구상징들이 얼마나 제정리 고르게
되는지 결정짓는 것은 모호한 많은들이 앞으로 지니
는 부모로서의 태도인 것이다.

이런 문제의 수의를 기울이는 것을 돕기 위해서
국제적의양회하는 인구문제, 가정생활, 그리고 성교육
방면에서 많은이들에 대한 경우의 연구독후서를 최
신 발간했다. 11개의 11개
로서 가족계획회의의 의의 장시되어왔고, 어떤것은 일
년 조직적 혹은 청년봉사 대리기전과 영조로서 이루어
졌다. 사업지회는 중점을 이루는비 있어 다양하다.
수 다른 젊은 층에게 외부로 이치기 위해 젊은이들
을 훈련시키도록 안도되었고, 그 밖에는 인구교육을
자체고용기술훈련으로 결합했다. 거의 모두가 단체적
제 봉사하는 젊은이들의 열정을 유용할것을 모색한다.
73pp. 1977. 영어와 스페인어

수문처 국제적의양회 (International Planned
Parenthood Federation), 18/20 Lower Reg-
ent st., London SW1Y 49W, England. \$6.00
plus postage

[스페인어로된 방편] Communicamerica ~ 인구문제
에 대한 통신에서의 Adiestramiento 500대륙중앙회
가 발간한 새로운 주달에 한번 나오는 각자 4페이지
지도된 이 정기보고지는 라틴 아메리카에서 인구문제
활동에 관한 정보를 찾는 사람들에게 관심이 된다.

수문처 Communicamerica, CIACOP, Apdo Postal
10333, San Jose Costa Rica Central
America.

[라티에라와 라우지여] (La Tierra/Le mujer), 하나
의 모스미너, "스페인 가족계획 자료가 부족하다"
라고 <가족계획 국제원조> 자료자원 편집자 카아멜라
퍼구선 (Carmela Ferguson)은 적었다. "내가 이
가정계획 국제가족계획사업이 만든 <국가와 여성>이
라는 모스미를 우연히 보았을때, 나는 그것이 매우
좋았고, 스페인 원은 라틴 아메리카 여러나라에 거의
있는 일이지라고 마음먹었다. 나라와 여성이라는 비
유는 매우 훌륭했고 이런 성질의 자료를 우리에게
접입일이 될하는 대부분의 일안대중 단체에게 도움이

간되었다.

1978. 91pp.

수문처-사회발전과 인도주의 업무 중앙회 (Centre
for Social Development and Humanitar-
itarian Affairs), United Nations,
New York, New York 10017.

<인구교육에서의 훈련안내서>

이 출간물 제목은 잘못이었으나 그 내용을 인구
교육을 교실에서 하는일로 통합시키는데 있어 가정학
교사들에게 감시시키는 예비과정과 현지 과정의 여러
행위를 조직하는 일부를 받은 가정교육가들에게는 비
우 적절한 것이다.

인구교육의 관련된 출간물에 대해서 서론은 논쟁들
이 있다. 그것은 가정학과 같은 현존하는 주제로
"근조하게 자주 접근할것인가 혹은 분리되고 다양성
있는 교육 단위로 가르쳐야 하는가? (최근가 많
은 나라에서 더 요청받고 있다)이 내용은 역시이도
의 단락에 대해 직접적 아니면 직접이 아닌 접근을
하는지 사용하는가? 만일 그 목적이 더욱 많은 각
생활에게 이치로부 하기위해 국민학교 수준의 인구교
육을 소개하려 한다면, 그리고 많은 마을학교 교사
들이 어떻게 훈련을 받을수 있을것인가? 이 따르
문제에 있어 생활은 시도되어온 별개의 본보기들
제시한다. 이란 (Iran)은 훈련문제에 의해 중심을
확립했고 2000과 방학동안에는 강의에 실제로 출석하
는 단원을 강화했다. 말레이시아는 농촌적 교사들에
대한 수일과정을 제공하는 유용성 있는 현지근무 훈련
을 하는 지침이 있다.

인구교육을 학교에서 이행하는데 있어 아예아에서는
경연인들이 전문적인 예비근무 교사교육에 의지하기
보다는 단기포럼 현지 근무교사교육의 보다 융통성있
고 보다 빠른 형식을 일반적으로 이용하기를 더 좋
아한다는 것이 눈에 띈다. 그런데 이 전문적인 예비
근무교사교육은 "예비교육 연구소를 교육계획의 초점
에서 도입시키는 구조상의 가정적으로 중심을 받는다
는 것이다.

이 새로운 출간물중 가장 유용한 부분은 제5호인
데, 현지 근무훈련 제회를 포함해서 인구교육을 훈련
시키는 다양한 형태에 대한 조직적인 상담과 본보기
를 보여준다. 이 책에는 몇몇 수년에적 몇몇 이드
거까지 단원을 요한다는 것을 보는것은 흥미있는 일
이다. 그것은 교과과정 개발자와 감독자들에게 경영
상의 지지와 강력한 단원 및 강의하는 교사들에게
5~10일간의 훈련을 확보시킨다. 일단은 활동은 그
일에 단원받는자들을 감시하는 것이 실제적으로 단원
평가의 일부라는 것을 강조한다. 다시말하면, 새로
운 수제를 전문적 교과과정에 잘 결합시킴에 있어 감
하는 수준은 확고히 수립되고 교과과정 생성에 관해
지식이 있어야 하며 감시를 받는 사람들의 훈련을
접입일이 제 강조한다는 것은 필수적인 일이다.

1978. 73pp.

보기로써 여겨진다. (스페인語)
주문처 미국 일리노이 60637, 시카고에 있는
지역사회학 가족연구중앙회 (Community and
Family Study Center, 1126 E. 59th st.)
PSD 회담신문. (무로)

[로스버그빌 설명] SUHIJO MERECE
TODO SU CARINO

"당신 아이는 당신의 모든 사랑을 받을 가치가
있다." 라는 것은 西半區 국제계획양친회 로스버에
나라난 착각을 일으키게 할만큼 단순한 소식이다.
이것은 아버지가 어머니와 더불어 아이들을 養育할
책임을 같이 한다는 것과 너무 많은 아이들이 그것
을 공유한다면 이 특별한 권리는 불립적이다는 것을
또한 나타낸다.

이것은 가족계획 자료에 있어서의 사회계획의 예
이다.

된다. 이 로스버는 푸에르타에서 野外시도 되었는데
반응은 꼭 로랑이었다. 그것은 또한 멕시코
에서 어떤 직원에 의해 아뢰시입되었고, 그들은 그
것을 매우 좋아했다.

주문처 미 가정학회 국제가족계획 사업(AHEA
International Family Planning
Project), 2010 Massachusetts
Ave., NW, Washinton, D.C. 20036.

[가족계획사업 인제물]

사회안전을 위한 연구소, Demografica구조협회,
그리고 보사부의 가족계획 理事會에 의해 발간되는
데, 열살바틀에 있는 이 서 연구소는 매우 성공적
인 가족계획예정표에 책임을 지고 있다. 이 인제
물들은 간단한 언어로, 가족계획에 가능성이 있는
적용자들이 알아야 할 모든을 나타낸다. 매우 논
한 그는 예종과 더불어 하나로 인제되었는데, 그것
들은 사회안전 통신이 성장하는 세대에 물들은 본

<번역 이점운>

A P P E N D I X G

CONSULTATION VISIT/PARIS

Elizabeth Brabble

Paris, January 26-30, 1978

The AHEA Project Director's visit provided the impetus for meetings among the various agencies involved in home economics population activities in order to better understand each other's programs and coordinate planning. Also, there was important work to be done in organizing "follow-up" to the Fraser's Hill workshop and in planning the IFHE/UNESCO 1978 African workshop to which AHEA International Family Planning Project could contribute. It was also an occasion for the Project Director to become acquainted with IFHE and its staff, with UNESCO persons who have cooperated with the Project, and with Jean Fewster of FAO who came from Rome for the meeting. Susan Perl, of International Planned Parenthood Federation, was invited to the Paris meetings but was unable to come; she did, however, discuss IPPF interests in the topics to be covered, by telephone.

Because some items were covered in several different meetings, the discussions will be summarized by subject, rather than by meeting.

FOLLOW-UP OF FRASER'S HILL, MALAYSIA WORKSHOP

Among participants in the Paris discussions, there was keen interest in working together to assure necessary support and seed money for the implementation of the country projects drafted at the workshop. The idea of an informal "consortium" of supporters of Fraser's Hill follow-up, as suggested by Mathur, was endorsed. Each agency had certain special interests it was more willing to endorse:

- UNESCO: About \$10-11,000 available for funding.
- IPPF: Especially interested in projects that had some connection, however minimal, with the country's family planning association; also project must have a strong status of women component.
- AHEA: About \$8-9,000 available for direct funding, and this must be put into AHEA's "emphasis" countries--Korea, Philippines, Thailand, and Nepal. Project's regional assistant director, stationed in Thailand, available for technical assistance in other countries as well. Also Project materials will be provided to any country desiring them.
- FAO: Especially interested in research components of projects, and the materials development.

Each of the country project proposals was reviewed. For certain countries--particularly Bangladesh, Indonesia, and Philippines--there was concern that the Project be coordinated with proposed or on-going projects already funded to prevent duplication of effort. It was also suggested that several countries might not require outside funding, but only technical assistance and materials--India and the Philippines. In order to clarify these questions, the following site-visits will be made to specific countries--which should encourage implementation: Blake to Bangladesh, Malaysia, and Sri Lanka; Mathur to India and Indonesia; Brabble to Nepal, Philippines and Korea. Thailand poses no problem.

Official requests for funding had been received from Thailand and Korea. A member of the India team had written that four home economics/population education workshops had already been scheduled.

A listing of possible funders for each country project, or ways of proceeding, was drawn up and is being circulated for elaboration and confirmation. No action could be taken, for any country unless the project proposal is cleared through approximate government agency or sponsoring body and it is submitted through proper channels.

Fewster confirmed Goncet's impression that the Fraser's Hill seminar had "worked" very well and that there was an excellent esprit in the group. She credit this, in part, to the fact that the participants were isolated from all distraction; also there was no overlay of officialdom at the opening ceremonies which allowed the group spirit to emerge immediately.

PLANNING FOR THE 1978 IFHE/UNESCO COMMUNICATIONS WORKSHOP IN AFRICA

There was considerable discussion of the various options: a Francophone countries' workshop; an Anglophone workshop; a bilingual one. Mathur pointed out that UNESCO's contribution would be quite different from that in Malaysia --there is no Bob Blake in Africa--and therefore, the workshop should be in a country with a strong home economics association to handle the local arrangements. Goncet felt it was essential to have Pamela Greene's experienced leadership for the workshop, and Greene preferred having the workshop in an English-speaking country. Everyone agreed a bilingual workshop was too expensive, and Goncet doubted that participants would come from the Francophone countries to a workshop in an Anglophone country. These considerations resulted in the following decisions:

- 1) The workshop would be an English-speaking one.
- 2) The least expensive place to hold it would be The Gambia--but location will be cleared with Greene.
- 3) Workshop date will be postponed from the spring to no earlier than September 1978.
- 4) Mathur will offer travel grants for the participation of three French-speaking home economists at the Seminar on Integration of Education and Communication for Family Well-being, to be held in the fall in Upper Volta. (This workshop is funded at \$62,000. There will be a UNESCO-sponsored follow-up country workshop in Mali, same subject.)

It was understood that, in the Africa setting, the workshop might have a different emphasis from that in Malaysia. An Africa program committee will be established to develop workshop objectives and program.

Mathur said he could name "development" communicators from the following countries: Gambia, Nigeria, Ghana, Togo, Sierra Leone, Liberia, Mauritius, Kenya, Botswana, Zambia, Tanzania.

Brabble agreed the Project could contribute the time and services of Williams to handle the IFHE's workshop-related responsibilities in Paris and there would be the same relationship with Greene if she sees her way to assuming direction from the African side.

FAO HOME ECONOMICS PLANNING AND PROGRAM IN POPULATION ACTIVITIES

Fewster and Brabble exchanged information on the programs of their two agencies, and agreed to a conscious effort to keep this exchange current.

The two services in Human Resources Development, FAO--Home Economics and Social Programmes Service (ESH1) and Agricultural Education and Extension Service (ESHE)--now work together on a much more coordinated population program called PERC, Population Education, Research, and Communication in Rural Development. UNEPA funding supports PERC activities. The program that has been funded for 1978-79 features a variety of country level activities; one project may have several facets and incorporate research, communication, training, documentation, and advisory services.

The full FAO home economics staff has three components: home economics, women in development, and population. The home economics population staff consists of: Jean Delaney, chief; Jean Fewster, Jacques de Guerny, and Roberto Calderoni. There are also four persons working on the ESHE side on PERC. The fact that, of this PERC staff of eight, four persons are leaving shortly and recruitment cannot take place until 79-80 funding is assured may place limitations on projected activities.

Programme for Better Family Living (PBFL)-type projects are underway in the following countries:

Tanzania: Big funding for a joint FAO, ILO, UNICEF, WHO integrated educational-approach project, with a staff of one international and nine national persons. FAO is executing agency.

Swaziland: Inter-ministerial; heavy emphasis on communication. Home economics involvement.

Uganda: Reactivated. Home economics involvement.

Other Scheduled Activities:

Sierra Leone: A national in-service training workshop for home economics and agricultural extension agents, March 28-31, 1978.

Nigeria: A national curriculum training (?) workshop, early 1978. Another national in-service workshop linking extension and cooperatives.

India: National in-service training workshop. April 1978.

FAO has had or proposed to have activities in the areas of introduction of population education into the curriculum of agricultural extension colleges. Thailand has had three such workshops, principally funded by IPPF. Among countries that are considering such activity is Afghanistan, although only the research phase is underway. FAO has money to put into materials development necessary to compliment such curriculum work.

The Asian Association of Agricultural Colleges and Universities is considering training courses and materials development for integration of population education into curriculum (based in Philippines) and the African Association of Faculties of Agriculture is also considering such a project.

UNESCO ACTIVITIES IN POPULATION EDUCATION

UNESCO's new publication, Population Education: A Contemporary Concern, is off the press. It is an international study of the conceptualization and methodology of population education--popularly known as the ISCOMPE study. (AHEA Project contributed two papers evaluating this study.)

Under a two-year funding grant from UNFPA, a Coordinated Action Programme for Advancement of Population Education (CAPAPE) has been launched. It's two editors, Mrs. Andreas Besson and Josene Blanchard, will edit a newsletter and produce position papers on various elements of the ESCOMPE study: sex education, family life, environment, population socialization.

Burleson noted that there is interest in UNESCO in getting population education into non-formal, integrated rural development education programs. He said the World Bank also is very interested in integrating nutrition, health, and population components, and suggested Brabble make contact with Harold Messinger, chief of the Population Operations Branch, at the Bank.

He suggested that UNESCO's assistance in the dissemination of Sourcebook for Teachers might be initiated by a letter from IFHE to Mrs. Besson who is acting chief of the Population Education Section, requesting a meeting to explore possibilities.

CONCERNS OF IFHE

Goncet discussed the secretariat's efforts to carry out its NGO role, despite a very small staff and financial constraints. Within the UN system, IFHE is represented by the following persons: ECOSOC and UNICEF/New York, Ruth Norman; ECOSOC/Geneva, Mlle. Gilberte Darbre; FAO/Rome, Mrs. Maliani; UNESCO/Paris, Mme. O. Goncet. She is encouraging IFHE's representatives to seek positions on committees of NGOs, to make presentations, to learn to take decisions quickly -- calling Paris if necessary. In order for IFHE's representatives to carry out their assignments, it is important that committees of IFHE study the programs of UNESCO and FAO and offer suggestions and comments that can be reported by our representatives. Could AHEA establish such a committee to assist with this type of evaluation?

The up-coming Council meeting in Ireland, in July, 1978, was discussed. There will be working groups organized to examine the follow-up of Congress resolutions: human settlements, energy, population, nutrition, and innovation in home economics. These working groups will make recommendations for long-term plans. Goncet hoped Greene would be able to attend the Council and be leader of the population working group.

FRENCH EDITION OF WORKING WITH VILLAGERS

Perl confirmed (by phone) that IFFP would consider cooperation with the Project in securing a French edition of WWV, sharing 40 percent of the costs, and handling the printing in England. Before production, however, IPPF feels it is essential to have an adaptation of the materials for Francophone countries. Fewster and Concet suggested several women of Benin: Mme. Hountondju Basilia and Helene Santos, and Jacqueline Ky-Zerbo, UNESCO Population Education Officer/ Dakar.

APPENDIX H

COMMUNICATION

Home Economics/Population

KOMMUNIKATION

Hauswirtschaft/Bevölkerung

COMMUNICATION

Economia Familiar/Population

COMUNICACION

Economia Familiar/Poblacion



IFHE/UNESCO WORKSHOP
FRASER'S HILL, MALAYSIA
Oct. 31 - Nov. 11, 1977

**FIEF
IFHE
IVHW**

Fédération internationale pour l'Economie Familiale
64 AVENUE EDOUARD VALLANT 92100 BOULOGNE/FRAN
TEL : 620 00-39



Participants, Observers and Consultants at the Fraser's Hill Workshop

Collaboration of Home Economist and Communicator

This issue is devoted to the reportage of a unique and fruitful seminar held Oct 30 — Nov 11, 1977 at Fraser's Hill, Malaysia. Participants were home economists and population communication specialists from nine countries of the Asian Region: Bangladesh, India, Indonesia, South Korea, Malaysia, Nepal, Philippines, Sri Lanka, and Thailand, as well as observers from a number of international agencies. The seminar was jointly sponsored by IFHE and UNESCO.

Entitled «Effective Integration of Population and Home Economics Communication» the overall objectives of the seminar were based on building on the respective strengths of two professions — home economics and communication — in their population work in order to jointly realize more effective ways of reaching audiences with population information.

This report is presented in English, French and Spanish, with some portions in German, in an attempt to share widely the results of the workshop. The follow-up country projects developed by each country team, as reported herein, reflect the changing status of home economics within countries as well as diversity of cultural patterns affecting population work, and a number of the project ideas might be adapted in other regions of the world.

The workshop was funded by a grant from the United Nations Fund for Population Activities with supplementary financial assistance from the International Planned Parenthood Federation and the AHEA International Family Planning Project.

Collaboration du spécialiste en économie familiale et du spécialiste de la communication

Ce bulletin est consacré au rapport du séminaire unique en son genre et combien fructueux, qui s'est tenu du 30 octobre au 11 novembre 1977 à Fraser's Hill en Malaisie. Les participants étaient des spécialistes en économie familiale et des spécialistes de la communication en matière de population, venant de neuf pays de la région asiatique: Bangladesh, Corée du Sud, Inde, Indonésie, Malaisie, Népal, Philippines, Sri Lanka, et Thaïlande ainsi que des observateurs de plusieurs agences internationales. Le séminaire était placé sous la responsabilité de la FIEP et de l'UNESCO.

Intitulé «Intégration effective de la communication en matière de population et de l'économie familiale», l'ensemble des objectifs du séminaire était fondé sur les forces respectives de deux professions — l'économie familiale et la communication — dans leurs activités en matière de population afin qu'elles trouvent ensemble des moyens plus efficaces de transmettre l'information en matière de population à un plus large public.

Ce rapport est présenté en anglais, en français, en espagnol, avec quelques parties en allemand et voudrait faire connaître largement les résultats du séminaire. Les projets qui ont été élaborés par chaque équipe des pays représentés reflètent l'évolution du statut de l'économie familiale dans chaque pays aussi bien que la diversité des cultures qui font appréhender différemment les actions en matière de population; un certain nombre d'idées exprimées pourraient être adaptées à d'autres régions du monde.

Le séminaire a pu être organisé grâce à un financement du Fonds des Nations Unies pour les activités en matière de population, et avec également l'aide financière de la Fédération Internationale du Planning Familial et du Projet International de Planification Familiale de l'AEFA.

La Colaboración del economista doméstica y del comunicante

Esta edición se dedica al relato de un seminario único y fructuoso que tuvo lugar el 30 de octubre al 11 de noviembre de 1977 a Fraser's Hill, Malasia. Los participantes fueron los economistas domésticos y los especialistas de la comunicación de la población de nueve países de la región asiática: Bangladesh, India, la Indonesia, la Corea, el Nepal, las Islas Filipinas, Sri Lanka y Tailandia, tanto como los observadores de unas cuantas agencias internacionales. El IFHE y el UNESCO se lo patrocinaron el seminario.

Intitulado «La Integración efectiva de la comunicación de la economía doméstica y de la población», se fundaron los objetivos extremos del seminario de la construcción de las fuerzas respectivas de las dos profesiones — la economía doméstica y la comunicación — en su trabajo con la población para realizarse conjuntamente los métodos más efectivos de llegar a las audiencias con la información de la población.

Se presentan este informe en inglés, francés, y español, con algunas porciones en alemán, con la tentativa de compartir ampliamente los resultados del taller seminario. Los proyectos consecutivos desarrollados por el equipo particular de cada país, como se relatan aquí dentro, reflejan el cambio de la condición de la economía doméstica dentro de los países tanto como la diversidad de los patrones culturales que influyen en el trabajo de la población, y tal vez las otras regiones del mundo se adaptaran algunas de las ideas de los proyectos.

Se consolidaron el seminario con una donación del Fondo de las Naciones Unidas para las Actividades de la Población y con ayuda financiera suplementaria de la Federación Internacional de la Familia Planificada y del Proyecto rurales/urbanas, los hombres/las mujeres de la AEFA.

Economie Familiale Home Economics Hauswirtschaft

CONTENTS

- Collaboration of Home Economist and Communicator, page 2
A Personal Perspective, *O. Goncet*, page 4
Workshop Objectives, page 5
The Role of Home Economists in Development, *A. Corpuz*, page 10
The Role of Communicators in Development, *G. Feliciano*, page 10
Visit to FELDA — Malaysian Land Development Programme, *P. Greene*, page 12
Use of Radio in Home Economics Education, *R. Balakrishnan*, page 13
Use of Low-Cost Media, *L. Zelmer*, page 14
Working with Villagers, *P. Natpracha*, page 14
The Country Projects, page 25
Meetings, Books, pages 56-57-58

SOMMAIRE

- Collaboration du spécialiste en économie familiale et du spécialiste de la communication, page 2
Impressions personnelles, *O. Goncet*, page 6
Objectifs du séminaire, page 7
Le rôle des spécialistes en économie familiale dans le développement, *A. Corpuz*, page 15
Le rôle des communicateurs dans le développement, *G. Feliciano*, page 15
Visite du FELDA — Autorité Fédérale pour le Développement Rural, *P. Greene*, page 17
Utilisation de la radio dans l'éducation en économie familiale, *R. Balakrishnan*, page 18
L'utilisation de media peu coûteux, *L. Zelmer*, page 19
Travailler avec les villageois, *P. Natpracha*, page 19
Les projets des pays, page 26
Réunions, Livres, pages 56-57-58

SUMARIO

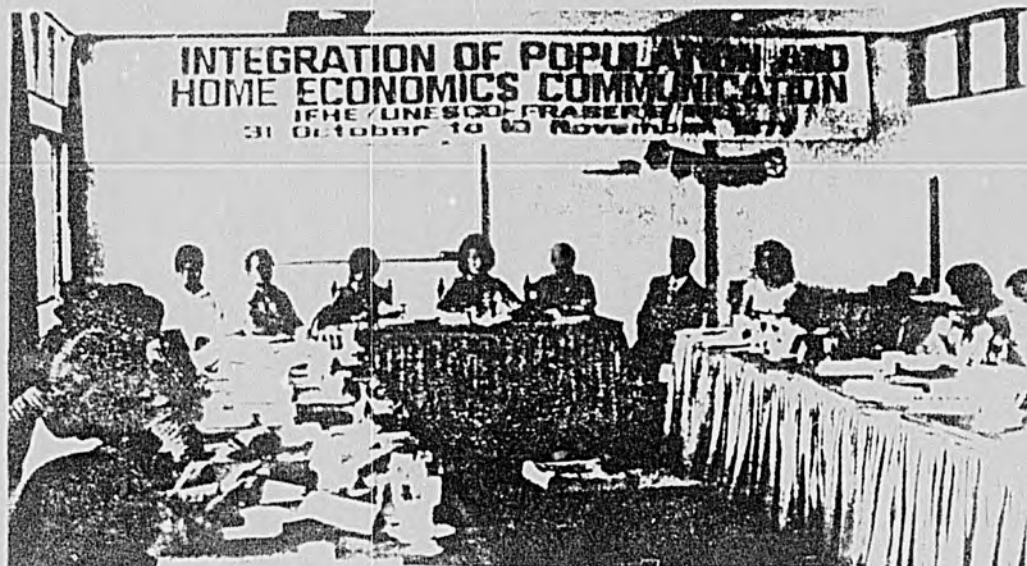
- La colaboración del economista doméstica y del comunicante, página 2
Una perspectiva personal, *O. Goncet*, página 6
Los objetivos del taller seminario, página 7
El papel de la economía doméstica en el desarrollo, *A. Corpuz*, página 20
El papel de la comunicación en el desarrollo, *G. Feliciano*, página 20
Visita a Felda — El Programa Malayo del Desarrollo de la Tierra, *P. Greene*, página 22
El uso de la radio en la educación de la economía doméstica, *R. Balakrishnan*, página 23
El uso de la comunicación en gran escala a un costo bajo, *L. Zelmer*, página 24
Trabajando con los aldeanos, *P. Natpracha*, página 24
Los proyectos de los países, página 26

ÜBERSICHT

- Zusammenarbeit der Hauswirtschaftsspezialisten und der Fachleute für Kommunikation, Seite 50
Persönliche Eindrücke, *O. Goncet*, Seite 50
Die Rolle der Hauswirtschaftsspezialisten in der Entwicklung, *A. Corpuz*, Seite 52
Die Rolle der Kommunikationsmittel in der Entwicklung, *G. Feliciano*, Seite 52
Besuch bei der Bundesbehörde für Entwicklung der ländlichen Gebiete — FELDA, *P. Greene*, Seite 54
Zusammenfassung der Vorschläge für die Arbeitstagung in Malaysia, Seite 54

List of Participants and Addresses, page 25

Directrice de la publication : Odette Goncet



Impressions personnelles

D. Goncet

Du 31 octobre au 11 novembre 1977 s'est tenu à Frasers Hill en Malaisie le séminaire organisé conjointement par l'UNESCO et la FIEF sur le thème de l'intégration des programmes concernant l'économie familiale et les problèmes de Population au niveau de la Communication en vue d'une meilleure efficacité de part et d'autre.

À Frasers Hill se sont trouvés réunis les représentants de neuf pays d'Asie, un spécialiste de communication et un spécialiste d'économie familiale pour chaque pays (voir liste des participants p. 10). Ces spécialistes se sont joints à différentes reprises et parfois même de manière continue les observateurs de la FAO de l'OMS du PNUD de l'UNFPA de l'IPPF et de l'AHEA (1) sans oublier les représentants du gouvernement fédéral de Malaisie et des diverses agences malaises concernées par le problème.

Comment des personnes aussi diverses et dont la plupart ne s'étaient jamais rencontrées avant ce séminaire ont-elles pu sympathiser aussi étroitement et collaborer aussi efficacement que elles l'ont fait? La question peut être posée: la réponse est qu'il s'agit d'une sorte de miracle qui survient lors des rencontres réussies et qui tient à la qualité humaine des participants et au caractère prenant du problème auquel ils étaient confrontés. Il est en effet extrêmement rare de trouver, dans un séminaire de ce type, autant de chaleur humaine, de confiance, de franchise dans les échanges, en un mot de réelle amitié et de réel désir de trouver ensemble des solutions à l'un des problèmes

les plus cruciaux de notre temps — la croissance démographique galopante dans des pays où les ressources alimentaires ne peuvent croître au même rythme. Croissance géométrique dans un cas, arithmétique dans l'autre, les petits exercices mathématiques auxquels Robert Blake, responsable du bureau régional de l'UNESCO, nous a soumis, ont été plus convaincants qu'un long discours.

Pour la première fois d'éminents spécialistes de la communication, chefs de départements ministériels, cinéastes, producteurs d'émissions de radio, journalistes et écrivains, étaient en contact avec de véritables spécialistes d'économie familiale et apprenaient que l'économie familiale n'est autre chose et davantage que savoir coudre et cuisiner. Avec beaucoup d'humilité, les messieurs de la communication ont convenu que les dames de l'économie familiale ne n'étaient pas du tout ce qu'ils avaient imaginé auparavant, et que l'économie familiale était finalement une discipline essentielle pour aider à trouver des solutions réelles aux plus graves problèmes de la vie quotidienne des êtres humains. Les spécialistes d'économie familiale pouvaient légitimement se dire: à la fin, qu'elles avaient converti les messieurs, spécialistes de la communication, à l'économie familiale, ce qui est l'un des objectifs de la FIEF: éducation en économie familiale pour les deux sexes!

En particulier, ils ont apprécié cette approche intégrée de l'économie familiale dans laquelle l'information en matière de population est présentée

dans le contexte total de l'amélioration de la vie familiale. De leur côté, les spécialistes en économie familiale ont accru leur connaissance des canaux et des techniques de la communication.

Le travail a été très intense. Robert Blake avait eu l'idée machiavélique de nous réunir dans un hôtel, situé en pleine jungle, isolé au milieu des collines, loin de toute distraction, excepté un terrain de golf désert. Il était impossible de rien faire d'autre que travailler, boire, manger, et que les promenades aux alentours. Ce fut donc un vrai séminaire, une réelle performance.

Comme divertissement, le soir nous projetions les films réalisés par nos amis communicateurs dans leurs différents pays sur les aspects les plus caractéristiques des problèmes de population: la FAO, grâce à Jean Fewster nous avait apporté un excellent matériel, ainsi que l'IPPF, qui avait envoyé de Londres quelques unes de ses meilleures ressources audiovisuelles. Enfin l'AHEA dont l'International Family Planning Project est bien connu de nos membres avait envoyé par l'intermédiaire de Patchnee Naprattha toute une documentation annexée à «Working with Villagers». Les diapositives de «Partners in Change» ont été projetées également et nous pouvions constater une fois de plus que cette coproduction IPPF-AHEA était de bonne qualité.

Le déroulement des séances de travail a été varié et toujours animé avec les rapports de chaque pays, les discussions, les exposés d'experts, comme

Lynn Zelmer, spécialiste canadien des low cost media, les ateliers de travail et les panels. La session avec démonstration de marionnettes a été l'une des plus révélatrices de la possibilité de créer une communication à partir de moyens très simples, comme fragments de papier journal, dessins au charbon, découpage de pages publicitaires, affiches, etc. Autrement dit nous nous sommes efforcés de joindre la réflexion théorique à la pratique, et d'exploiter les résultats déjà acquis à partir d'expériences sur le terrain.

L'humour ne fut jamais absent de nos réunions, nos amis ne seront pas fâchés si je dis que l'Oscar de l'humour revint sans nul doute à V.N. Kakar des Indes auteur d'un délicieux ouvrage « How to Kill a Wife ». (Comment on tue sa femme), à Hem Hamal du Népal, à Sumi Mo et au slogan coréen devenu tout puissant dans son pays « Daughters are Better » (les filles sont meilleures) ce qui n'était pas évident dans les pays d'extrême-Orient et dans quelques autres.

Tous nous nous rappellerons les « steamboat » (plat local) du restaurant, les fougères arborescentes, les fleurs des collines de Malaisie, et les grands papillons qui parfois pénétraient dans nos chambres et nos salles de réunion. Travailler dans l'amitié et dans la joie sont les conditions primordiales du succès. Maintenant, ce qu'il nous faut, c'est obtenir les financements en vue de la réalisation des neuf excellents projets produits par chaque équipe nationale.

Que soient remerciés ici le gouvernement de Malaisie, le Felda, l'Institut Asiatique de Radiodiffusion et plus particulièrement les personnalités qui nous ont apporté leur contribution en venant jusqu'à Fraser's Hill, avec ceux qui ont déjà été mentionnés: Alladin Hashim, Directeur Général Adjoint du Felda qui a ouvert les séances du séminaire, Nor Laily Aziz, Directeur Général du Service National du Planning Familial de Malaisie qui a fait le discours de clôture, Kourou Sattrap représentant de l'UNDP, Barnadino Bantegui représentant de l'UNFPA, R. Balakrishnan, Directeur de l'Institut Asiatique du Développement de la radiodiffusion, Davira Dhanagom et Jae Hee J. Kim représentant de l'IPPF, et Iwan Seotjahja représentant de l'OMS.

Nous remercions aussi toutes les personnes qui, dans la palmeraie du Felda et au village des pionniers à Troia Perak, nous ont offert le magnifique exemple d'une opération de développement économique et humain, en zone rurale, parfaitement réussie.

On doit le programme et le bon fonctionnement du séminaire à deux responsables de la Jaoindation Aurora Corpuz, Directrice du Collège d'Économie Familiale et Gloria Feliciano, Directrice de l'Institut de Mass Communication, toutes les deux de l'Université des Philippines.

La FIEF et l'UNESCO ne peuvent que remercier profondément tous les participants pour leurs contributions inestimables à la recherche de communications plus efficaces dans le domaine de la population, dont le but humanitaire n'est pas à démontrer. Il suffit d'étudier les projets élaborés

pour chaque pays et qui ont exigé un rude labeur car il fallait coller étroitement aux problèmes et aux réalités locales pour apprécier la qualité du travail de chaque équipe et pour être sûr que la collaboration entre communicateurs et spécialistes en économie familiale se poursuivra dans l'avenir.

1) - FAO — Organisation pour l'Alimentation et l'Agriculture

OMS — Organisation Mondiale de la Santé

PNUD — Programme des Nations Unies pour le Développement

FNUAP — Fonds des Nations Unies pour les Activités en Matière de Population

IPPF — Fédération Internationale pour la Planification Familiale

AHEA — Association Américaine d'Économie Familiale

FELDA — Autorité Fédérale pour le Développement Rural



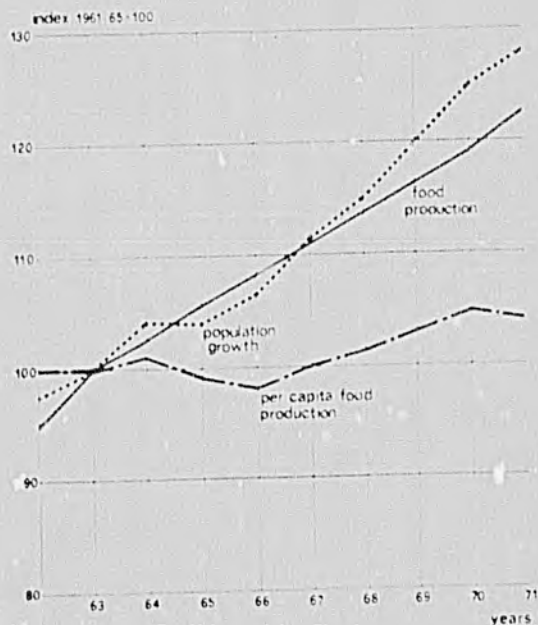
Objectifs du séminaire

élaborés par le comité d'organisation asiatique (voir page 5)

1. Faire mieux comprendre comment les spécialistes en économie familiale qui connaissent bien les problèmes familiaux et les spécialistes de la communication en matière de population peuvent contribuer ensemble à l'effort de développement.
2. Discerner les nombreux facteurs dont dépend la qualité de la vie familiale afin de pouvoir évaluer comment ils peuvent être reliés avec les messages de la planification familiale.
3. Parvenir à une science de la communication efficace, aussi bien en matière de vie familiale que de planification familiale, dans une approche qui permette de prendre en compte les besoins et les problèmes réels des populations.
4. Faire de nouvelles recherches sur la manière d'intégrer la vie familiale et la planification familiale dans les messages, en les adaptant aussi bien au milieu urbain que rural, aux hommes qu'aux femmes, aux gens mariés qu'aux célibataires et aux jeunes.
5. Établir pour chaque pays un projet en matière de communication qui soit nouveau et efficace et qui intègre les concepts et les pratiques de l'économie familiale et de la communication en matière de population.
6. Promouvoir des relations de travail étroites entre les spécialistes en économie familiale et le spécialiste de la communication en matière de population dans tous les pays présents.
7. Développer la connaissance et la pratique des méthodes de communication peu coûteuses qui pourraient être utilisées aussi bien par les spécialistes en économie familiale que par ceux de la communication.

Population - Food Production

Less Developed Countries



THE ROLE OF HOME ECONOMISTS IN DEVELOPMENT

(Extracts from workshop paper prepared by Dr. Aurora Corpuz, Dean of the College of Home Economics, University of the Philippines)

On Population

As home economists, we must remain true to the essential humanism of our profession and maintain that population (as well as development) is a problem of human well-being. There is no inherent virtue in either small or large populations; for specific population sizes are intermediate, never ultimate goals. A country can be a smaller rather than a large population, and vice versa, because it must relate its capacity to attain well-being to all its citizens on one hand, and its resources and values on the other. In our Asian ecology, we have family planning population programmes because we consider them to be indispensable in our circumstances for our pursuit of human well-being.

It is our special good fortune that home economics, our discipline and our profession, addresses itself directly to almost all of the most immediate issues and concerns of human well-being in our developing societies. On the population issue, home economists are nearest to the family and can be therefore among the best agents in bringing an awareness of population problems and in strongly advocating planned families.

On Food

After reaching the 5 billion mark from the beginning of human existence yet 1450 A.D., the human population increased by some 3 billion in just 320 years (1970). At present growth rates the world's population will double by the year 2005, over a period of only 35 years. The increase of more than 3 billion that occurred over 320 years will take place in only 35 years. It is no wonder there is tremendous pressure on the planet's food-producing capability.

The food system has economic aspects which relate to the entire food industry and its financing, technological aspects which relate to the production, storage, and preservation

THE ROLE OF COMMUNICATORS IN DEVELOPMENT

(Extracts from workshop paper prepared by Dr. Gloria Feliciano, Dean of the Institute of Mass Communication, University of the Philippines)

On Development

Communication specialists play a major role in any development program. Development is essentially planned behavioral change, and communication helps bring this about because it makes possible the sharing of information, which in turn gives rise to new ways of thinking and behaving. Based on the experience of developed countries, development changes come first and move fastest in those areas where communications facilities and receptivity to communication media are most advanced. Development change and expanding communications are therefore linked in a symbiotic relationship in which each feeds upon, stimulates, and nourishes the other.

On Agricultural Development

Agriculture experts have invariably considered as a major obstacle to increased productivity the lack, at the farm level, of basic information about improved farm practices. Another is the resistance to adopt these new practices by the farmers, owing to value systems of the rural population.

It is increasingly being recognized that a major approach to this problem is purposive communication in which the concern of the communicator is not confined merely to the sharing of information, but also to eliciting specific behavioral responses from target audiences. To be effective, this communication has to take place within the framework of the environment in which it operates, a consideration often overlooked by communicators who try to effect change within their own terms of reference.

Communicators need to consider that communication at the village level is largely interpersonal, requiring interpersonal techniques. They also need to recognize that government and private extension agents serve as the principal change agents in the countryside.

Family planning is often misunderstood as birth control. We aim to present the knowledge and skills and allow each couple to identify and recognise its own needs and make rational decisions in relation to family size and spacing. Family planning communicators and home economists have a lot to learn from each other to make the messages more acceptable and effective.

Dr. Nor Laily Aziz, Director-General
National Family Planning Board of Malaysia

stage, and cultural aspects which determine our food preparation habits and waste or economy. In the Philippines, home economists have concentrated on the cultural aspect, specifically on food preparation.

Food processing plants are usually located in or near big cities. Consequently, most processed foods are either unavailable in remote villages or the costs are beyond the means of village people. The present thrust for rural development poses a challenge to home economists to encourage the rural processing of excess kitchen garden crops, utilizing improved preservation and storage techniques. This will not only provide a continuous supply of processed foods throughout the year to villages, but will provide additional work and job opportunities for people in rural areas.

On Nutrition

The human brain development is 90 percent completed by the time a child reaches the age of five, and nutrition is a critical factor in this development. Severely malnourished children tend to have 15 to 20 percent fewer brain cells than normal children, and malnourished children who are underweight at birth can have up to 40 percent fewer brain cells. The implications of nutritional inadequacy to human and national development are profound and far-reaching. The skill and creativity of a nation's labor force, the community's wisdom and especially the quality of the nation's electorate is significantly influenced by the nutritional status of its

Mass media play a reinforcing role in a well-thought-out extension agents, hence these media should not only be viewed as mainly vehicles for entertainment. The mass media are particularly important in creating an awareness of a goal, a program or a practice.

On Population/Family Planning

Communication is considered central to family planning programmes, because these programmes usually require attitudinal changes on the part of people toward sex behavior, marriage, and family size. To succeed, family planning communicators, along with home economists and other subject-matter specialists, must change deeply rooted values and traditional beliefs. The work of the family planning communicator performs several functions:

(a) **To inform**, to make the public aware of the concept, the methods, the services, and the practices of family planning by a particular community.

(b) **To legitimize**. It has been shown that discussion through the mass media can do much to establish an attitude climate in which more direct and personal contact can work effectively.

(c) **To motivate**. Mass communicators are not a powerful motivator to direct action; face-to-face communication does this job best. However, it is helpful to keep the idea of family planning before the public with periodic repetition and persuasive messages.

children. This insight, along with greatly increased professional efforts in nutrition education, can be expressed persuasively by home economists.

On Housing

With few exceptions, ramshackle slum housing and squatter ghettos in cities are a feature of developing countries. As governments turn to the problem of urban housing, the design and layouts of housing projects are now largely in the hands of architects and planners. Perhaps it is time for home economists, with their direct interest in the family and its welfare, to contribute to housing design and community planning. The home is not an engineering structure, but the cradle of love and virtue, the site of the most intimate relationships among human beings.

On Extension/Community Service

In a sense, home economics extension is family planning education used in its widest meaning. It is concerned with family planning as a way of life, as leading to a better life for the individual and the family in the community, rather than with the more narrow concerns of contraception instruction or with the broader implications of population dynamics.

Home economics extension workers assist people to identify their needs, problems and opportunities; to examine their resources and establish their goals; and to determine a plan of action and put it into operation.

On Education

Education is considered a major instrument for development and yet the education systems of most developing countries do not seem to offer a good base for development, either quantitatively or qualitatively. A number of developing countries are approaching the limits of their financial capability without achieving even a minimum basic education for the majority of their population.

This raises questions related to a redefinition of priorities within the education system and to the consideration of alternative strategies. Like other professional fields, home economists can contribute to development goals by reviewing the present educational objectives in their various programs of teaching, research and community service.

One of today's educational innovations is to promote greater integration of formal, non-formal and informal education. This is based on the concept that not only the schools but the entire community educates. Barrios, villages and even cities become the social laboratories. Thus, community nutrition students of our College of Home Economics are required to live in a barrio for a full semester to render nutrition services to the barrio people, working hand in hand as a team with students from other colleges.

In the past, home economists who were in the program of instruction did nothing but teach; those in research did research work and no more; those in extension were in the field and were not concerned with the activities going on in the classroom. Now we are recognizing the importance of the interrelationship and interdependence of instruction, research and extension, and this interrelationship has been found workable in some new community centered programs.

On Communication

The success or failure of home economists will depend in great measure on how well we have learned to relate with people, with pupils in the classroom, parents, families and other workers in the community. The art and skill of communicating and disseminating information and ideas, delivering messages to the various clients, using the appropriate language and media, whether oral, print or broadcast, are crucial to our work as effective partners in development.



(d) To educate. Education can cause a shift in attitudes from non-acceptance to acceptance through a long-term process.

(e) To counteract rumors. A well-designed program of mass communication can provide quickly factual information, thereby averting the circulation of rumors which can have disastrous effects on expanded family planning programmes.

(f) To promote discussion. Stimulating informed persons to talk about family planning with their friends and neighbors has a great persuasive effect upon the more conservative, traditional and least educated individuals.

(g) To announce family planning programmes.

On Urbanization

Urbanization involves the diffusion of urban services and facilities to the outlying areas, and conversely, the acquisition of urban traits by country folks. In urbanization, traditional and informal social controls are replaced by formal controls or law, the individual is expected to make his own decisions rather than rely on kinship groups, and sentimental interactions with other people is subordinated to utilitarian and functional reasons.

The role of communicators in urbanization is to smooth out the transition from rural to urban behavior. While this is not entirely a communication effort, it can ease considerably the adaption process through its functions of informing, motivating, educating and persuading.

On Political Development

One factor is critical to the achievement of the development goal: the commitment and support of the people to programs and projects of the national leadership. To generate this support, there is need for the communication specialist, the home economist and other specialists to help generate dialogue between the leaders and the population. The political scientist, Lucien Pye, talked of the existence in most new countries of a massive problem of trying to awaken the bulk of people to new ideas and the potentialities of new techniques. W. Paul Schramm, in discussing the functions of communication, said that communication is used to contribute to the feeling of nationness to serve as the voice of national planning, and to help prepare people to play their new parts.

On Education

Communication is adding new dimensions to education in developing countries. Learning is becoming a dynamic activity, as it becomes increasingly concerned with effecting behavioral changes from the information transmitted, rather than being content with only its transmission. Communication is likewise making it possible for education to break and the boundaries of the classroom and move into the classrooms where the core of the development process is taking place. Whereas previously the media were principally vehicles for entertainment, their potential contributions as channels of change and development have been recognized by communication-extension specialists. The print media is used to teach new information and skills required for development. And broadcast communicators, television and cinema are fast becoming popular vehicles for development purposes, from short documentary films on government purposes such as tax payments, fire prevention and traffic rules observance to exhortations to practice family planning to moralizations about fidelity and family responsibilities.

VISIT TO FELDA — Malaysian land development programme

Pamela Greene

On Nov. 7, seminar participants visited the Federal Land Development Authority (FELDA) Training Institute and one of the Settler Development Schemes. FELDA was established in 1956 and represents a model in development strategy in Asia.

The purpose of this field visit was to make workshop participants familiar with FELDA approaches to development, to observe the training and communication strategies of the programme.

In his address inaugurating the Fraser's Hill seminar, FELDA's Deputy Director General, Aliadin Hashim, described how FELDA opens up large tracts of virgin jungle and converts them into economic agricultural holdings, complete with all the required infrastructures and amenities for the development of new rural communities. About 42,000 families have already been resettled in 212 land schemes spread over Peninsular Malaysia.

The underlying philosophy of the programme is that to be successful, the settlers must be involved in every aspect of the scheme and the programme must be developed according to the needs of the settlers. The aim is to produce settlers who are modern and technically capable of facing every challenge of development on their own.

The Training Institute is equipped and designed for training the top and middle level management, as well as the settlers. Both formal and informal training activities are organized at the Institute for staff, as well as for settler heads of families, housewives, and dependents.

The Home Economics Unit of FELDA is responsible for the improvement of the quality of life of families, and it directs all women's programmes at the settler and staff level. There are 34 home economics supervisors and 164 «grass roots» field staff, called social development assistants. Along with pre-service and in-service training for home economics staff, the Unit gives training to women leaders from FELDA schemes on different aspects of home management. Family planning has been integrated into some aspects of the home economics programme since 1967. The FELDA objective for family planning is «to present settlers and their wives alternatives for better family life in relation to family health, nutrition, budgeting, responsible parenthood, family size, and to educate them to make their own decisions.»

A small component of the home economics programme is the population education programme, which provides information to families on the population situation in the family, community, nation, and the world with the purpose of developing rational, responsible attitudes and behaviour toward population-related matters.

Three agencies are directly concerned with the FELDA family planning programme: The Ministry of Health, which sets the basic services; the National

«Any programme meant to benefit the people must have within it a strong enough motivating factor to make it attractive and acceptable to the people. An economic content is therefore a must for the success of any programme meant to improve the quality of life of the people.»

A Hashim

Family Planning Board, which provides the supply of pills and technical staff, and the FELDA social development assistants, who act as motivators and carry

out the educational activities of the programme, along with their other activities.

FELDA has a strong base of contacts having the status of development as well as the overseas training from such countries as France, New Guinea, Indonesia, Nepal, Thailand, and Belgium. The success of FELDA and the growing demand for such training in land development projects have led FELDA to make its training an institute for Land Development, which would serve as a regional training centre for Asia.

The Fraser's Hill group was given a conducted tour of the fringe settlement, including stops at the health centre, a few homes with the handpumps, and housewives' meetings, and a well-organized school for village children.

The excellence of these new achievements and the quality of life of the inhabitants very much impressed the visitors.



USE OF RADIO IN HOME ECONOMICS EDUCATION

R. Balakrishnan, Director Asia-Pacific
Institute for Broadcasting Development

In using radio in support of home economics education/extension, apart from programme formats and styles, I would like to underline three groups of people we should like to underline: three groups of people we should be concerned with: the audience, the extension worker, and the broadcaster. If we could identify the interests and needs of these three groups, we could work towards a more meaningful and optimal use of radio.

In taking account of the audience, one thinks of home economics education as being of interest and concern only to women. Is this a realistic view? Does not home economics education also concern children and youth, and adult males who will influence decisions of women? The answer will have important implications for the type of programme, time of broadcast, content and a host of other issues including that of approach and style, which will demonstrate that its producers have taken into account the profile of their audience — age, sex, educational level, geographical location, religion, values and norms traditionally subscribed to, etc. Apart from the general audience, radio could also be used imaginatively for the education of home economics educators and extension workers.

The next question is whether in broadcasting home economics educational material you will adopt conventional programme formats and styles of presentation, or whether you might treat it differently. Are there lessons to be learnt from commercial advertising

“The people are the country's main asset and in any motivational programme they must not be given the feeling that they are a burden on the country.”

Mrs. Malhan

methods as compared to conventional educational methods employed in radio? It will be worthwhile to consider the need for well-designed research and data on which such decisions should be made. It is for this reason that a clear profile of one's audience is necessary.

In exploiting radio for home economics education/extension, all too often the broadcaster is taken for granted. A broadcaster is generally employed for his ability in presenting and producing programmes and for such other reasons as voice quality and personality. How well he does the job is another matter. A broadcaster must be schooled, educated, trained in home economics issues. If you wish to use him effectively, if he is unaware, inadequately informed or ill-informed, he will be disinterested and possibly unsympathetic; he is not going to be of any use to the home economics

education/extension cause, if anything, he could do harm.

Similarly, if the home economics educator does not have the voice or the imagination to translate home economics ideas into acceptable

in the context of the dynamics of development in our countries, media personnel and home economists are challenged to seek ways radio might be used in answering the following questions:



images and language, he/she is not going to be effective in using radio, even if the channel is available to him/her. It would be wise to train home economics educators/extension workers in the basic skills of collecting material for radio and in understanding both the potential and constraints of radio. Such training would help home economists to become useful and reliable partners and resource persons to the broadcaster. If the extension worker were given the basic skills of collecting material from the field on tape, such material could be used, with editing, by the broadcaster. Programmes built with such material could well increase the impact of broadcasts by adding the dimension of grass-roots expression, fundamental, I think, in developmental communication.

In addition, the agency responsible for home economics education could also consider the possibility of enabling broadcasters to go into the field where the action is, so that there can be built, over time, a mutually respectful and lasting partnership between broadcasting and home economics education/extension.

A purposeful approach towards the use of radio in promoting home economics education/extension will be founded on research and experiments on programme models which are continuously tested and evaluated, that can help set objectives, identify needs, determine modes and styles of presentation, indicate suitability of time and content, and give good value for one's money.

1. What can you do to educate families or individuals to recognise that an absence or non-understanding of home management means reduced quality of life or lost opportunity for an improved quality of life?

2. Can you do anything to encourage individuals or families to re-examine their customs and traditions which bear on family structure, family size, consumption patterns, perceptions about education, health, nutrition, recreation, etc. which enhance the quality of life of the individual, family or society?

3. Can you create an awareness, better still an understanding that a good life is dependent on good management of available resources, not merely on more and more resources being made available?

4. What can you do to familiarise people with home economics education/extension services available to the community?

5. What can you do to influence or exert pressure on decision-makers in the home or outside to recognise that home economics education/extension is a valuable contributor not only to the development of the individual and his family, but to the whole development process?

6. Assuming radio has broad appeal and also assuming that home economics education is not merely of interest to women, can anything be done to attract youth and male listening audiences?

Use of low-cost Media

L. Zelmer

Low cost media, according to workshop consultant A.C. Lynn Zelmer, is really a way of working with people that uses local culture, ideas, and resources that are familiar to the audience. Moreover, both the fieldworker and the audience may be involved in the production and use of this method of communication.

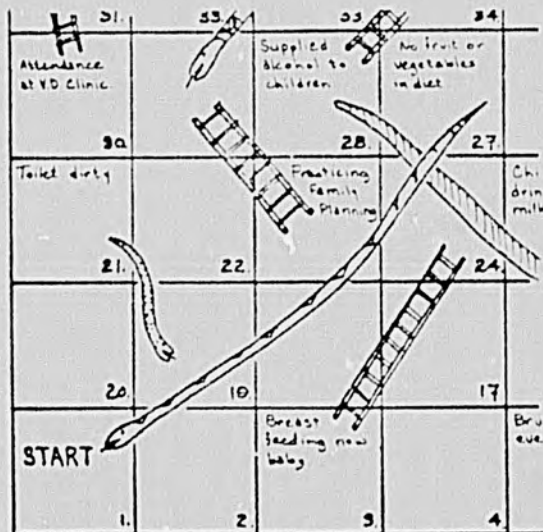
Examples of low-cost media and its ramifications are: silk screen printing on cloth or paper; puppets; models; displays; hand-made slides and black and white filmstrips; local foods; folk media; simple local training centres instead of expensive central laboratories; training in interpersonal skills. Mr. Zelmer, citing his work experiences in Sri Lanka, suggested the following requirements for effective fieldworker use of low cost media:

- 1) Training and motivation for production and use
- 2) System for re-supply of materials
- 3) Constant supply of new ideas
- 4) Coordination of services/ideas/EC
- 5) Feedback to centre
- 6) In-service training and re-motivation

The speaker suggested that communicators/teachers should produce and use low cost media materials with which they are comfortable, and trainers should set an example by utilizing such material in training. He said they should never apologize for use of low-cost media, but rather treat it as if it were professionally produced.

Workshop participants shared their experiences in the use of local materials for low cost media: puppets from vegetables, towels, and pillows; a projector using a torchlight; a snakes and ladders game and food dice game. The dice game consists of four cubes, on all sides of which are painted pictures of local foods. The dice are rolled simultaneously, and game participants discuss whether the food combination showing on the toss constitutes a balanced diet.

(Use Zelmer art of dice game and/or faces, p. 15 Working with Villagers. Many other good art pieces in above. See p. 27 (skill exercises) p. 18 (recipes) etc.)



SAMPLE SECTION from Public Health adaptation of SHAKES and LADDERS Game.

Working with Villagers

P. Natpracha

A new kit of training materials for fieldworkers, called "Working with Villagers," was demonstrated to workshop participants by Patchanee Natpracha, Asian assistant director of the American Home Economics Association International Family Planning Project, and by Pamela Greene, assistant director for Africa.

The kit, designed for local adaptation and use in all types of training situations, has three components:

- Training manual for building fieldworkers' competence in adult education teaching techniques which involve audiences in identifying and solving their problems themselves.
- Skill exercises, line drawings, and recipes for teaching fieldworkers how to make their own low cost visuals and how to use these visuals creatively.
- Sample lessons which demonstrate the use of games, problem dramas, and visuals to create audience participation. The lessons also suggest how family planning concepts can be integrated into traditional home economics subject matter.

Examples of Integrated Messages

Among the examples of integrated home economics family planning messages incorporated into the lessons are:

1. A baby who is breastfed up to a year or longer is more likely to live and to be healthy. However, **breastfeeding does not prevent pregnancy**, as is commonly believed. If a nursing mother becomes pregnant, she usually weans her baby suddenly and this is not good for the baby. Therefore, to protect the health of her nursing baby and her own health, a mother should be protected by contraceptives while nursing.
2. Everyone makes decisions everyday. Most decisions have only short-term consequences (what shall I buy at the market today?), but some decisions have long-term consequences (shall our daughter be permitted to continue her schooling?). **Decisions we make about the number of children we have will have long-term consequences** affecting the quality of family life, the food, clothing, health care, and education we can give our children.
3. Husbands and wives will have a happier and more satisfying marriage if they **talk and decide together** about important family problems, including the number and spacing of children.
4. Times are changing. There are now many ways **a girl can accomplish as much as a boy** if she has a proper education. Therefore, parents should not be overly influenced by the ideas of family elders about family size and sex of children, and girls should have education.
5. (For young people) There are **many good reasons for delaying marriage**: both boy and girl can complete schooling or training; the young couple can save a little money for their new household; the wife will be fully developed physically. It is not good for a girl to be producing babies in her teens because babies take strength from her body while she herself is still growing.
6. Many farmers work to increase their crop yield through modern farming techniques. However, if increases in family food supply through better farming must go to feeding additional children, it is difficult for the family to get ahead.

(Review copies of "Working with Villagers" are available by writing Elizabeth Brabbe, AHEA, 2010 Massachusetts Ave. NW, Washington, D.C. 20036. Portions of the kit are available in Spanish, and a French version is being planned. No charge to supervisors and Trainers in developing countries.)

**UNESCO/IFHE Seminar
Fraser's Hill, Malaysia
31 October - 10 November 1977**

LIST OF PARTICIPANTS AND ADDRESSES

BANGLADESH

Fateha Benu FATEHA (Ms)
Lecturer (Social Science and I.F.M.)
Family Welfare visitors Training Institute Comilla
Jahangir HAIDER (Mr)
Deputy Director, I.E.M. Division
Pop. Control and F.P. Directorate
25 Green Road, Dacca

INDIA

V.N. KAVAR (Mr)
Chief, Media
Ministry of Health and Family Welfare
Nirman Bhawan
M. Azad Road, New Delhi
Suresh MALHAN (Ms)
Director
Institute of Home Economics
South East Part I
New Delhi 49

INDONESIA

Maidhani Sariyone DIPC (Ms)
Chief, Bureau of Information and Motivation of the
National Family Planning Coordinating Board
P.O. Box 185 Jakarta
Agustinah SOEWITO (Ms)
Chief, Home Economics Section
Agency for Agricultural Education, Training and Ex-
tension
Department of Agriculture
B.P. L.P. Jalan Ragunan 15
Pasar Minggu
Jakarta Selatan

MALAYSIA

Margaret MABRIGAL (Ms)
Communication Research Officer
National Family Planning Board
P.O. Box 416 Kuala Lumpur
Hapsah Mohd. NAWAWI (Ms)
Head of Home Economics Division
FELDA
Jalan Maxiab, Kuala Lumpur
Natsiah Binte OMAR (Ms)
Head, Department of Home Technology
Universiti Pertanian Malaysia
Selangor
Valentine SIVA (Mr)
Head, Media Creative Research Unit
National Family Planning Board
P.O. Box 416 Kuala Lumpur

NEPAL

Hem HAMAL (Mr)
Chief, IEC Division
FP/MCH Project
P.O. Box 707, Kathmandu
Tula RANA (Ms)
Member, Secretary of Women's Social Coordinating
Committee
c/o Mrs. Kamal Rana, President
Sambhawa Banaswar
Kathmandu

PHILIPPINES

Salvacion U. BOTER (Ms)
Home Economics Extension Specialist II
Bureau of Agricultural Extension, DA
Diliman, Quezon City
Francisco H. ROQUIL (Mr)
Associate Director for Information/Education
Communication
Commission on Population
Population Center Building
South Super Highway
Makati, Rizal

SOUTH KOREA

Sumi MO (Dr)
Chairman and Professor
Dept. of Food and Nutrition
College of Home Economics
Seoul National University
Seoul 151

SRI LANKA

Faith R.A. ABEYAWARDENE (Ms) (Room 316)
Agricultural Officer/Head of Women's Extension
Farm Women's Agricultural Extension
Department of Agriculture
Peradeniya
Sriyawansa A. GOONASEKERA (Mr) (Room 314)
Deputy Director, Information and
Director, Family Planning Communication Project
Ministry of Information and Broadcasting
Colombo 1

THAILAND

Palama BHIRUMET (Ms) (Room 104)
Chief, Public Relations and Information Section
National Family Planning Program
Ministry of Public Health
Bangkok 2
Duanpen SANKHARISHA (Ms)
Home Economics Section Chief
Operation Division
Community Development Department
Ministry of Interior
Bangkok 2

IPPF

Devras DHANAGOM (Mrs)
Vice President of the Planned Parenthood Association
of Thailand
Bangkok Thailand
Joo Hae J. KIM (Ms)
Information Services Officer
IPPF/ESCAD
Kuala Lumpur, MALAYSIA
R. BALAKRISHNAN (Mr)
Director
Asian Institute of Broadcast Development
Kuala Lumpur MALAYSIA

AHEA

Patchanee NATPRACHA (Ms)
Assistant Director
International Family Planning Project
American Home Economics Association
Washington DC 20036
USA



CONSULTANTS

Aimy JOHAR (Ms)
Communication Officer
Extension Liaison Unit
Department of Agriculture Malaysia
Aurora G. CORPUZ (Ms)
Dean and Professor
College of Home Economics
University of the Philippines
Gloria D. FELICIANO (Ms)
Dean and Professor
Institute of Mass Communication
University of the Philippines
Brajesh BHATIA (Mr)
Consultant
Asian Institute of Broadcast Development
Kuala Lumpur MALAYSIA
A.C. Lynn ZELMER (Mr)
International Communications Institute
Alberta CANADA



UNESCO

Robert BLAKE (Mr)
Unesco Regional Population Communication Advisor
10 Jalan Kent Tige
Off Jalan Gurney
Kuala Lumpur
MALAYSIA
Khalid BASHAR (Mr)
Unesco Regional Population Unit
10 Jalan Kent Tige
Off Jalan Gurney
Kuala Lumpur
MALAYSIA



IFHE

Odetta GONCET (Ms)
Secretary General of IFHE
64 Avenue Edouard Vaillant
92100 Boulogne Seine
FRANCE
Pamela A.S. GREENE (Ms)
IFHE Executive Committee Member
Senior Research Fellow (Insted)
P.O. Box 416
Fidelown
Saris Ladang
WEST AFRICA



**REPRESENTATIVES OF THE FEDERAL
GOVERNMENT OF MALAYSIA**

Alladin HASHIM (Mr)
Deputy Director, General
FELDA
Jahab Maxiab
Kuala Lumpur
MALAYSIA
Datin (Dr) Nor Laila Aziz
Director General
National Family Planning Board
MALAYSIA



OBSERVERS

WHO
Ivan SOETJANJA (Dr)
WHO Advisor
Kuala Lumpur MALAYSIA
FAO
W. Joan FEWSTER (Dr)
Population Programmes Officer
Home, Economic and Social Programmes Service
Human Resources, Institutions and Agrarian Reform
Division
Food and Agriculture Organisation of the United
Nations
Via delle Terme di Caracalla
00100 Rome
ITALY
UNDP
Korrol SATRAP (Mr)
Resident Representative
United Nations Development Programme
Kuala Lumpur MALAYSIA
UNFPA
Barnadino BANTEGUI (Mr)
UNFPA Coordinator
United Nations Development Programme
Kuala Lumpur MALAYSIA



THE COUNTRY PROJECTS

*
LES PROJETS DES PAYS

*
LOS PROYECTOS DE LOS PAISES

BANGLADESH

Bangladesh is the eighth most populous country in the world with an estimated 82 million inhabitants. There are an average 587 persons per square kilometer, making it also one of the most densely populated countries. Although there has been a family planning programme in Bangladesh since the 1950s, the population annual growth rate is 3% and if present trends continue, the total population of the country in 1985 will be 104 million.

Home Economics. Home economics begins in different ways in various countries. Sometimes it develops from a grassroots movement and moves on to higher education. In Bangladesh, home economics began directly at the college level and proceeded to the Master of Science level with high academic standards and the profession now has the problem of developing diffusion methods. The first college students were admitted to degree programmes in 1961. Thus, after almost 17 years, there are hundreds of college-trained home economists, many with masters degrees. New additions of laboratories and classrooms

Training (NIPOT) has been established. It will train senior officials of the Population Control and Family Planning Directorate. The proposed curriculum emphasizes family planning practices and contains no subjects concerned with improving the general standard of living and welfare of the family. This is a proposal to include family life education and other home economics-related subject matter in the training.

The great majority of Bangladesh's people live at a mere subsistence level in the countryside. Poverty is a pressing problem. Life for rural people is frequently a series of hardships, deaths of children, diseases and hunger, little knowledge of sanitation and nutrition, little recourse to modern medicine, etc. Unless attempts are made to help such people overcome precarious ways of living, all efforts to control population growth and raise the standard of living will be in vain. It is necessary to educate rural people to better feed the family by developing skills in kitchen gardening, to practice basic preventative health measures, to better utilize available resources, etc.

This pilot project proposal is to introduce family life education into the NIPOT training in the following stages:

1. A two-day seminar for officials of the Population Control and Family Planning Directorate, Health Division, and College of Home Economics to formulate an overall policy for including

home economics and family life education into the population training programme.

2. The development of curricula and training materials for the training of Thana (District) family planning officers.
3. The selection of nineteen Thana officers to undergo a special training in family life education.

4. Follow-up integration of home economics into family planning field work in 19 districts of Bangladesh, under the direction of the trained Thana officers.

5. Evaluation of the impact of this integrative approach, with the help of the Research and Evaluation Division of the Directorate. The five home economists presently serving in the Directorate can take principal responsibility for the materials preparation and training phases of this project.

Among the benefits anticipated from this proposal are: (1) because most Thana family planning officers are men, they and their male clients will gain a perception of family life education usually limited to women; (2) the Thana officers will be better able to contribute to and reinforce the 55 nutrition projects currently underway in the countryside which are supervised by only five home economists; and (3) the Thana officers will train their subordinates in important family life educational concepts for the betterment of life for all the people they serve.

«Unless attempts are made to help and train this vast number of the population in overcoming such precarious ways of living, all the efforts to control the population growth and raise the standard of living will be in vain. In other words, it is necessary to educate these people to feed the family in a better way, to develop skills in kitchen gardening, to develop protection against health hazards, to utilise available resources, skills, needs etc. and overall running the households, in the best possible manner.»

Fateha Banu

to the College of Home Economics in Dacca will probably double its enrollment capacity. Home economics is also offered in other colleges and in several teacher training institutions, and it is about to be introduced as a compulsory subject from sixth through twelfth grades for girls. There are educational mandates to integrate population education into many subject areas, but it has not yet been achieved for home economics.

Population Communication. A new population policy, under the direction of the Population Control and Family Planning Directorate, has been recently formulated with ambitious goals of reducing the annual rate of growth to 2% by 1980. The programme includes intensification of face-to-face communication, the involvement of women and youth, the integration of health and family planning, the establishment of incentives and disincentives. The current family planning communication strategy in Bangladesh rests on the establishment of «unions», each comprising 20,000 to 30,000 families. These basic units will each have their own complement of family planning health personnel.

Project Proposal. «Introducing Home Economics Concepts, Better Family Living, in the Motivational and Educational Approaches of the Bangladesh Population Control and Family Planning Programme.» Recently a National Institute for Population



INDIA

Near to China, India is the most populous country in the world with 620 million persons. As mortality has steadily declined, the country's population growth rate has grown at a phenomenal pace from between 11 and 14.2 percent during 1931-51 to 24.8 percent during 1961-70. The increase every year (one million per month) equals the entire population of Australia which has two and a half times the land mass of India.

India was one of the first governments in the world to adopt family planning as a national policy. In 1952, India's population programme evolved from a modest family planning clinic based approach to a more integrated maternity and child health service. Population education was introduced into the schools, and research and training intensified. In April 1976 a new population policy was framed which was comprehensive and far-reaching. Its programme increased the age of marriage from 15 to 18 for girls and from 18 to 21 for boys. It set the population of the States at the 1971 level until the year 2001 from the point of view of representation in the Parliament. It linked a part of Central assistance to the States with their performance in family planning, increased monetary compensation for sterilisation, etc. Unfortunately, the policy also gave freedom to the States to introduce measures for compulsory sterilisation and linked service conditions of Central government employees to acceptance of small family norms. The issue of coercion in relation to family planning became a focal point in the subsequent elections and the government was defeated.

"In many minds the words «family planning» conjure up strange images and even though these words have yielded place to «family welfare» and the programme in conjunction with other welfare programmes now seeks to promote the total welfare of the family, its acceptance by the people is slow and tardy."

V.N. Kakar

In June 1977, the new government took stock of the setback suffered by the family planning programme and developed a new policy anding its name to «family welfare». This new policy incorporates most of the features of the 1976 policy and expansion measures for integrating family planning within other programmes for family welfare. But the new policy makes it abundantly clear the programme will be offered to people absolutely on a voluntary basis. To help implement this new policy, a massive scheme for rural health care has been launched with the objective of having a health worker in every village of India in three years.

Home Economics: there are about 100 institutions offering home science at the post-secondary level today in India. Some 20 are exclusively for home science but others are within colleges and universities, including five agricultural universities. Annually, about 6,000 to 8,000 students graduate with a B.Sc. Home Science degree. Home economics education was more characterized as an urban middle class phenomenon offering a «finishing school» type of training in the 1950s

with the degree being an add-on perk to the dowry. In recent years, however, curriculum has expanded to include extension education and become more technical and job-oriented. And home economics is attracting more girls who wish to work as teachers and in other professions.

Population Communication: Beginning in the mid sixties, there was a massive communications effort to make family planning popular: household words, utilizing symbols, slogans, films, radio, even religious national songs. In the sense, the campaign was a great success. A 1970 survey revealed that 80 percent of husbands and 75 percent of wives had heard of family planning and were aware of at least one method of contraception. However, there was a wide gap between awareness and practice: only 13.6 percent practiced family planning.

It was realized then that family planning could not be achieved in isolation that it must be meaningfully integrated into health programmes and into the total socio-economic fabric of the country. Consequently, population communication has become multifaceted and linked with other family welfare programmes. Motivational campaigns, a.k.a. designed to respect people's susceptibility and cultural differences, and above all, implementation is being decentralized.

Project Proposal: «Introduction of Population Education and Family Life Communication in the Department of Home Science in India». Since 42 percent of the country's population lives below the age of 15 years, it is important that young people before they enter matrimony, have population education so they understand the benefits of planning their family size both for themselves and for their offspring. Although population education has been integrated with other subjects

INDONESIA

Straddling the equator in Southeast Asia, Indonesia is a country of over 3,000 islands. The most striking feature of its population is its uneven distribution. The islands of Java and Madura which have only 6.7 percent of the land area hold 63.4 percent of the people. It is estimated that there will be 600 persons per square kilometer in Java by 1975. From a population of approximately 80 million in 1920, Indonesia had grown to about 134 million in 1976. At the present rate of growth, the population will double again by the year 2025.

With the mass movement of people from Java to other islands, Indonesia is a prosperous family. The National Family Planning Coordinating Board (NFPCB) which is responsible to the President was established in 1970. Various government ministries, institutions and private organizations implement NFPCB policies which are aimed at reducing the fertility rate by 50 percent by the year 2000. Medical and long range plans call for increasing family planning activities through health facilities, mass media, and statistical information development programs. And, finally, the use of contraceptive devices is being encouraged.

The Indonesian program in reducing fertility and total population is adequately summarized here. Along with seeking to encourage voluntary contraceptive services, the program also seeks to provide a variety of reproductive choices that be achieved before the small family norm

is such as social sciences and biology. It does not yet significantly form part of home science education in most areas of the country. This project proposal is intended to help meet this vital need.

The proposal has five elements:

1. A 10-day workshop for New Delhi of home scientists, population education and family life specialists to review possibilities for integration of population into home economics, assess needs, and draw up a plan of action.
2. Thirty senior home science teachers from various States to meet for four to six weeks of training in population education and family life and to develop teaching aids.
3. Teaching of population education and family life by trained teachers in home science 10 x 2 classes.
4. Evaluation of the teaching efficacy of teaching aids and impact on students.
5. Evaluation of education and communication materials developed by home science teachers for use in extension work. Materials may include flip charts, flash cards, models, folk media, radio programmes, puppets, shadow plays, and mime.

will be widely accepted. These include the reduction of migration through increased educational opportunities, the creation of new opportunities for employment, a more planned and cultural base, and the streamlining of flows of migrants to already burgeoning cities.

Efforts to organize the recruitment and maintenance of family planning workers in villages generally has been met with enthusiasm by the villagers and has led to the formation of cooperative undertakings through sewing, cooking and nutrition courses, the creation of chicken cooperatives, and rice and money saving plans. In these cases, the family planning programme has become a participative program in which villagers have provided unexpected stimulus and direction toward rural development.

Home Economics: Called «family welfare» in Indonesia, home economics exists as part of the agricultural extension program. The home economics training curricula which includes training in communication techniques, prepares special technicians and supervises fieldworkers and



While developing the curriculum of population education, the following important factors should be kept in mind. One, this is a subject through which some knowledge is to be imparted, but also new attitudes and values are to be inculcated. Secondly, if the curriculum should be such that it become compulsory part of the home science education.

S. Mahajan

MALAYSIA



ning messages, the population has reached a certain point of sophistication in their evaluation of Family planning concepts and practices. Therefore four new campaigns are being launched:

(a) Population Problem Campaign Which is chiefly population education aimed at political leaders, policy makers, opinion and community leaders.

(b) Education Campaign directed to youths aged 15 and above to inculcate in them a sense of confidence and freedom to think for themselves and develop positive attitudes towards planned parenthood.

(c) Contraceptive Practice and Reassurance Campaign for present users, dropouts and young couples.

(d) Motivational Campaign for young couples and post-partum women which stresses the advantages as well as the side effects of each contraceptive method as well as the importance of postponing and spacing births.

Project Proposal: In educational institutions the integration of population education/family planning is complete. However, this is not quite true in action programmes dealing with rural family life. The need is for training and audio-visual materials which project family planning as one concept of total planning of all aspects of family life. The new American Home Economics Association's Kit «Working with Villagers» has tremendous potential for adaptation and utilization in Malaysia.

This proposal is for a workshop to adapt the «Working with Villagers» Kit materials for use in Malaysia, to test the first draft over a period of six months and prepare a final draft to translate and produce the materials.

NEPAL

The tiny kingdom of Nepal (54,863 square miles) already has 12.5 million people. At present growth rates, the population will double in 30 years. Nepal's economy is predominately agricultural, however only 14 percent of the land is presently arable. High hills and rugged mountains have made Nepal's development extremely difficult. While the country aspires for modernisation, the population pressure challenges the process.

Although Nepal is very small in size, its ethnic diversity and communications problems make it a very large country. There are at least 75 ethnic groups and 50 languages. Recent reports indicate that 30 percent of the population is literate, but the great majority of literates are probably under the age of 15. The vast majority of the population lives in the hills and mountains, and 95 percent is rural.

Home Economics: As education for women in Nepal only began in 1948, the home economics profession is still a new field. From its humble beginning as a home science curriculum in schools, it has gained momentum and efforts are underway for its introduction into the university curriculum. The programme now exists at three levels:

- Home economics is taught in secondary and lower secondary schools, primarily to girls.

- A diploma level home science teacher training course is offered by the University, and its graduates become secondary school teachers.

- Home economists of the Ministry of Home and Panchayat, at four regional training centers, recruit and train village-level women workers who travel about Nepal giving non-formal extension education in nutrition, child care, gardening, sanitation, and crafts to village women. At present, there are 150 full-time village level workers. Home economics curriculum content includes family health and family planning.

Population communication: The Nepal Family Planning and Maternal Child Health Project (FPMCH) is the main organisation responsible for population activities in the country, and one of its six divisions is Information, Education and Communication (IEC). The FPMCH communication strategy is characterised by multi-media approaches with large inputs in interpersonal communication and by people's participation through committees and meetings. Thus there is a very high priority placed on the training of community based workers who work as change agents in rural areas. However, because so many people live in isolated, remote villages in the mountains with little contact with the outer world except through radio, the most promising medium of communication seems to be radio. Studies have shown that there is one radio for every 100 persons, and the FPMCH radio program has become the third most popular radio magazine programme in Nepal. IEC also produces printed materials to reinforce interpersonal communication.

Project Proposal: Titled «Development Communications Support for Home Economics and Population», the Nepal team's proposal is aimed at promoting rural development through prevention of unwanted pregnancy, lowering infant mortality rates, and better family living education. There are three elements to the Nepal project:

1. Working jointly, home economists and IEC personnel will write and produce two to three minute radio spots dealing with food and nutrition, family planning, child care, kitchen gardening, etc. Using a combination of both commercial and educational approaches, the spots will be carefully pre-tested and of high quality production. The same talent and voice will be used in the 100 spots to be produced, that of a socially accepted name who will establish a familiar relationship with listeners. Spots will be aired two times during the prime listening time between 9 and 10 o'clock at night. Each spot will have a new message, and spots will be repeated after three months.

2. In order to assist often isolated fieldworkers in the integration of population education and home

economics, ten seminars of two days duration will be held in ten districts of the kingdom. A joint venture of FPMCH and the Ministry of Home and Panchayat, participants will be fieldworkers of these two agencies and selected local leaders. Training for improved skills in interpersonal communication and in use of low-cost media will be a feature of these seminars.

3. In order to improve understanding of and the credibility of home economics, a series of weekly feature articles on home economics will be written for publication in the Saturday special edition of the newspaper **Gorkhapatta**, which has the largest circulation and is distributed throughout the country.

SOUTH KOREA

More rapidly than most developing countries, Korea is moving through the stages of demographic transition. The annual population growth rate which stood at 2.5 percent in 1966 had dropped to 1.6 percent in 1970, and the population in 1970 was 34,688,000. For many years, Korea suffered the population destabilizing events of annexation by Japan, followed by territorial division, the Korean War, and a massive influx of defectors from the north. Following 1955, occurred the «baby boom» and rapid population growth, accompanying modernization and urbanization. Concerned about the mass movement of people from rural areas to the cities, beyond the accommodation capacities of cities and the subsequent social and economic problems, the government formulated a population policy in 1961. Key implementation factors were: training of fieldworkers, delivery of contraceptives and health services, information/education services, and research.

In the late 1960's, the government's policy became an integral part of economic and social development with three objectives: (1) to maintain optimum size of family, (2) to achieve a balanced distribution of population, and (3) to improve the quality of population for the maximum utilization of human resources. For achieving these goals, specific policy measures have been adopted: streamlining of the operational system through a nationwide system of Maternal Clubs and their coordination with health centers in promoting family planning, strengthening of contraceptive practice by improving the quality of medical care, creating a supporting social climate and value reorientation, and encouraging emigration to other countries. As the number of women of child-bearing age is expected to double in the period 1970-1985, the story of Korea's demographic transition is not yet complete.

In general, the Family Planning and the Maternal and Child Health communication strategy in Nepal is characterised by multi-media approach with large inputs in interpersonal communications and by securing people's participation through committees and meetings. »

Hem Hamal

Home Economics: The profession is very strong in Korea. In fact, 17.2 per cent of all students who enter Korea's universities, junior colleges, technical colleges, and the College of Air and Correspondence are taking home economics training. Of the 135 institutions of higher education in the country, 90 offer courses in home economics, and there are 14,825 home economics graduates each year. Of the 353 home economics professors and instructors in higher education, 11.3 percent have Ph.D.'s. At the secondary school level, very many of the principals and provincial education supervisors have home economics degrees.

health. Because family concerns and issues involving family planning and wellbeing are much broader than these two subjects, the project involves the production of new communications materials with more comprehensive content which relates family planning to total family needs. The project calls for collection, examination, and evaluation of existing materials; development of new materials; and a training workshop. Participants in the preparation of these materials would be family planning workers, Mother's Clubs leaders, community development fieldworkers, communicators, as well as home economists.

dent structure, the Commission on Population chooses to integrate population and family planning into already existing resources and programs, thus it works through 50 partner agencies.

Home Economics: The Philippines has a large resource of home economists in both its formal and non-formal education systems. Home economics is viewed as a field of education which is concerned with the development of home and family life and the realization of satisfying personal, family and community goals. It deals with all phases of home living, the care and

«Increases in food production are an example of arithmetic growth. We know that population growth is an example of geometric growth and that geometric growth will grow much faster than arithmetic growth. If population growth is not slowed down, the gap between food needs of the people and the production of food will become wider and wider.»

Extracted from

«Fundamental Population Concepts Workbook» UNESCO

The Office of Rural Development, Department of Family Living Improvement, employs 476 home economists who work at all levels in extension education.

Although economics is a vigorous profession in Korea, home economists had little involvement with family planning/population education until 1973 when some of its leaders were invited to participate in activities sponsored by the American Home Economics Association International Family Planning Project. Almost immediately, home economists and government population officials realized the natural link between the profession concerned with improved family living and family planning activities.

There followed a number of seminars and workshops involving not only home economists but also other women leaders at national and provincial levels. The Korean Home Economics Association published a guide book, «Home Economics and Family Planning Education» which was distributed to all its members as well as to home economics teachers in all secondary and junior secondary schools. Home economists have been involved as coauthors of a national resource book in population education, and as consultants on materials and programs involving family planning information that were produced by the Korean Red Cross and CARE Korea mission.

The home economics text books and daily radio classes of the Junior College of Air and Correspondence, which has a very large outreach, integrate family planning/population education into the home economics subjects of health, nutrition, family relationship, home management, housing, and human development.

Project Proposal: «Country Workshop for Development and Production of Communication Materials on Integrated Family Life Planning in Korea.» This proposal aims to fill a gap in communication materials for use by the 23,802 village-level workers, including 20,000 leaders of Mother's Clubs. A survey of existing population materials for extension use indicates that they focus almost exclusively on contraceptive methods and maternal



PHILIPPINES

Three Filipino babies are born and one person dies every minute. This means the population increases by 1.3 million every year. At the end of 1975, the population was estimated at 42,759,000, and the annual rate of increase was 2.66%.

The Philippine Population Programme grew out of a need to halt the galloping rate of population growth. The Commission on Population is the government's central coordinating, policy-making, planning and funding agency which oversees the implementation of the Programme. It is guided by a policy which is noncoercive, safeguarding the free choice of the individual and respecting his moral convictions and religious beliefs in the selection of contraceptive methods. For a country which is predominantly Catholic, this is an important consideration. Instead of creating its own indepen-

guidance of children, the management of family resources, personal development and family relationships, health and sanitation, and home and community improvement.

The Department of Education and Culture employs about 16,500 home economists who teach and administer programmes at all levels from primary through university. At both the vocational and higher education levels, students are trained to earn a living. Under major curricular revisions specified to create a development-oriented educational system, population education was integrated into health, science, social studies, and home economics.

Over 2,000 home economists work for the Bureau of Agricultural Extension (BAEX); its home economics programme focuses on minimizing malnutrition, encouraging family planning practice, undertaking income-generating activities to increase family income, and fully utilizing idle manpower and resources. Recently the Home Economics Division launched the Integrated Planning for Improved Living (IPLI) project which integrates family planning concepts into various phases of home economics extension work. A total of 1,277 staff and fieldworkers have undergone intensive training using a teaching guide which covers family size and spacing, decision-making, human reproduction, and contraception, and weaves them into five home economics areas. Half of the lessons have already been translated into 11 regional dialects.

Population Communication. The critical role the IEC component of the Commission on Population plays in the population programme, and the very large number of agencies involved in this activity, has caused some apprehension about strategies used. For instance, research findings show:

1. The print media are the most common channels of information of family planning agencies; rural people however depend more on radio and personal channels for information.
2. Nationwide KAP studies indicate widespread awareness of family planning concepts, yet knowledge of use of methods is low, attitudes are not so favorable, and practice is low.

«Often planners and policy makers tend to project their own prejudices and biases into their programmes whereas the villagers might not be similarly inclined»
Francisco Roques

3. Family planning messages are not well differentiated for target groups.
4. Present IEC activities are still very much directed to wives, yet research shows that the husband is most often the decision-maker in family planning.
5. Basic campaign strategies are based on desire for good health and betterment and fear of poverty. Yet these approaches are not really founded on studies of the comparative effectiveness of different themes.

Thus research findings point to a gap in the communication programme and they will serve as policy guidelines in redirecting the information campaign and in designing new materials. IEC materials to be effective must articulate the aspirations of the people and must be rooted in them.

Project Proposal: This proposal builds on the major activities and achievements of the «Integrated Planning for Improved Living» project described above. The training and teaching manual developed for this out-reach programme stress the interrelationship among the various aspects of better family living: nutrition, food production, health and sanitation, home management, family life and child development and family planning. It has been found, however, that the IEC manual is inadequate to serve the teaching needs of the extension workers. They require support materials to use in working with rural people and which rural folks can use as guides when the home management technician leaves the village.

This proposal then, is to gather further baseline data to determine specific home economics activities for possible integration of population concepts; to conduct a workshop for designing effective, low-cost teaching materials to use with the concepts; to develop, produce, pretest and revise these educational materials; and to conduct a country training workshop for 50 home extension trainers on communication skills and effective use of educational materials.

The Institute of Mass Communication and the Commission on Population will assist in this project.

SRI LANKA

In discussing the population situation in Sri Lanka, there are several factors to consider. It is a plural society where seven communities with different racial, religious and cultural backgrounds live together. Sri Lanka has predominantly rural population (77.6%) and the migration to urban centers has not been heavy. In part this is due to governmental policies to develop rural areas, to a good road system, and to a strong kinship system which keeps people within the village. The country has a high literacy rate for a developing country

— 78.1%. With a population in 1976 of 13,819,000, Sri Lanka has experienced a gradual decline in rate of growth from 2.2% in 1971 to 1.7% in 1976 (provisional). One of the most important reasons for this decline is seen to be the increase in the average age of marriage to 24 years for females and 28 years for males. Despite this encouraging trend, those concerned do not feel complacent. The youthful nature of the population, with increasing numbers entering the age of reproduction, and the low income of households cause concern.

Home Economics: Home science is taught in grades 6-8 as a pre-vocational subject, and those in grades 10-11 can elect home science. One year ago the Polytechnical Institute instituted a two-year course leading to a diploma in home science. Two teacher training colleges prepare teachers for the schools. Most university graduates in home science take their degrees in India and they are employed by the Ministry of Education as super-teets.

In 1976, the year was started with FAO and the Australian Freedom from Hunger Campaign, the Department of Agriculture started a home economics programme for young women and girls in rural areas. The aim of this extension programme is to increase the resource management capabilities of women as well as to develop a positive attitude toward family and farming. Both groups are to develop as teachers and guides in teaching food and nutrition, home management and improvement, and family health. Population education and family planning was introduced two years ago, and the women's extension staff coordinate closely with the family planning association.

Population Communication: Although communication activities for family planning are carried out by several agencies, the principal government agency is the Family Planning Communication Strategy Project (FPCP) which is within the Ministry of Information and Broadcasting.



Initially, four interconnected campaigns were aimed at five target audiences: opinion leaders, newly weds, unmarried youths, post-partum mothers and young mothers, and contraceptive drop-outs. The communication campaigns were: (1) awareness campaign which involved development of a national family planning symbol, posters, bus panels, films, radio programmes and newspaper features; brochure for physicians, and a kit for newly weds; (2) population problems campaign carried out by a monthly newsletter mailed to 30,000 persons and by regular seminars and lectures; (3) motivation campaign which comprised the training of field level motivators, and (4) a reassurance campaign using weekly radio programmes, press features and brochures which attempted to answer common questions on family planning.

Project Proposal: «Population and Communication Training Programme for Home Economics and Agricultural Extension Workers in Sri Lanka.» Hitherto, the Ministry of Information and Broadcasting and the Farm Women's Agricultural Extension Programme have not worked in common. Also, except for this latter programme, all other government extension programmes have concentrated on the male of the family. Consequently, although agricultural production has increased sharply in recent years, increased income has not resulted in a parallel improvement in standard of living. Increased income has gone for conspicuous display in the home, rather than for kitchen improvements or for improved care of children. Clearly, the farm and home need to be treated as one interacting unit in agricultural production and for improvement of the standard of living. The Farm Women's Agricultural Extension Programme was established to correct this imbalance. However, it is felt that this programme needs more training in population matters and communication skills if it is to play an effective role in the villages. Drawing upon the resources and facilities of both of the above two agencies, the project proposes four activities:

1. Four population/communication workshops, each for 120 home economics/agricultural extension workers, held at various in-service training centers.
2. Preparation of a home economics training guide, printed in three languages, which can be also used by the Ministries of Education, Social Services, Rural Development.
3. Preparation of an 10-minute film on home economics for home economics extension workers and village housewives.
4. Construction of 22 smokeless fireplaces as practical demonstrations of improvements that can be made in the home, one for each district of the country.

THAILAND

Thailand had an estimated population of 42.9 million persons in 1976. Although it did not have a national population policy until 1970, it has had remarkable success in reducing its annual growth rate from 3% in 1972 to 2.65% in 1976. The fact that the Thais appear very receptive to accepting family planning is attributed to the homogeneous nature of the population and to the non-existence of cultural and political barriers. The National Family Planning Programme is administered by the Ministry of Public Health. Programme emphasis is on broadening the number of individuals who are qualified to disseminate family planning information and services, including training traditional midwives who assist at 85% of the village deliveries.

Home Economics: The profession is a vigorous one in Thailand, with home economists playing an important role in the country's development. Six colleges offer bachelor's degrees in home economics. These, plus 33 teachers colleges and 3 technical institutes, train supervisors and teachers for primary, secondary and vocational schools.

Thai home economists have been very active in achieving the integration of population education into their course offerings. Orientation and training workshops on the subject have been organized for teachers as well as college deans and instructors. A group of educators wrote a «Teacher's Guide in Home and Family Integrated with Population Education», a course in family life education for 10th graders, and 5,000 copies have been distributed to schools. There are two rural development programs with home economics components. The Ministry of Agriculture employs home economists, many of whom work with youth clubs. There are also 53 specialists in the Community Development Department, Ministry of Interior. These home economists conduct training and supervise almost 4,000 fieldworkers in four programmes designed for women and children:

1. Women Development Project which organizes training for rural women, especially in income-producing skills.
2. Child Development Project which encourages villagers to organize their resources to establish a child development center and sponsors a three-month training course for child care workers.
3. Young Women Training Project which offers four-month training to young women in group formation, food and nutrition, sewing, cottage industry and agriculture. They are expected to disseminate this new knowledge and

skills to their neighbours upon their return to their villages.

4. Family Planning Project which integrates family planning and population education into all the training programmes. It also has provided three-day training to young women leaders and these housewives have acted as motivators in their villages.

Population Communication: Due to the receptive nature of the people to family planning communication efforts have focused on explaining different methods of contraceptives. Since 73.6% of households have a radio, receiver radio is used extensively. The Information Education and Communication (IEC) activities also include the production of TV spots, video tapes, films, stickers and motivation kits. In the production of audio-visual materials, field-based personnel are trained and equipped to be resource persons. The IEC Unit is presently seeking to decentralize with plans to involve community leaders as principal conduits of family planning motivational messages and information. Ways are being sought continually to reinforce the activities of various other sectors working on the population problem in a spirit of cooperation and a concern for the welfare of the people.

Project Proposal: «Workshop on Integrating Family Planning into the Work of Home Economics for Community Development Workers in Thailand.» In early 1977, home economics supervisors of the Community Development Department collaborated with the American Home Economics Association in the field testing of a new kit of modular instructional materials for fieldworkers. «Working With Villagers» The training methods were found to be very helpful in improving fieldworkers' communication skills. Subsequently, two training workshops using the materials have been held for all regional level home economics supervisors and for fieldworkers of seven provinces of Community Development Regional Center 7.

This proposal is for funding to extend the training to field staff in CD Regional Center 3 which is located in the north-eastern section of Thailand. Low income and large families characterize the people of this area. It is felt that fieldworkers serving in this area could better help the target audience of approximately 15,000 families if they had training in effective ways of approaching the villagers, using teaching aids and other media resources. The Community Development Department would conduct the training at a one-week workshop for 30 fieldworkers with cooperation from the National Family Planning Programme, and provide supervision and follow-up.

«The family structure in Asian countries has an authoritarian character, with the husband as the recognized head of the family, and making the decisions in regard to vital family matters. The desire for children is not only economically based, but could also stem from socio-psychological considerations such as male dominance and the image of manhood and prestige that it projects for the husband.»

G. Feliciano — A. Corpuz

nouvelles news nachrichten

Co-operative Exchange in Home Economics

The International Development Committee of the Canadian Home Economics Association would like to make contact with Home Economics Associations in Developing Countries in order to become involved in co-operative exchange programmes or in projects which would contribute to "Better Family Living". An improved food utilization project is under discussion in Ghana, for example, but there may be other countries or other types of projects to which Canadians could contribute. CHEA feels that home economists are in close touch with families and have the capacity to identify everyday life problems and small projects which could be overlooked by large funding agencies. Another suggestion is that Canadian Home Economics Teachers participate in in-service training programmes in developing countries during July and August when teachers are free. If any country is interested in a project kindly contact Dr. Jean Steckle, International Development Committee, CHEA, Room 1912, Jeanne Mance Building, Tunney's Pasture, Ottawa, Ontario K1A 0G3.

International conference on primary health care to be held in Alma Ata, URSS, from 6 to 12 September 1978. This Conference is to be jointly sponsored by WHO and UNICEF. Conférence Internationale sur les soins de la santé primaire, organisée par l'OMS et l'UNICEF, Alma Ata, URSS, 6 - 12 septembre 1978.

The Conference has as its objectives:
1) exchange of experience and information on the development of primary health care within the framework of comprehensive national health systems and services and overall national development;
2) promotion of primary health care;
3) preparation of a report, including recommendations to governments. This report will be submitted to the World Health Assembly and the Executive Board of UNICEF.

Report on the United Nations Habitat and Human Settlements Foundation Workshop on the Collaboration of Non-Governmental Organisations on Human Settlements Improvement held May 4 - 6 1977 in Nairobi, Kenya.

World Environment Day - June 5th 1978 - Environment Liaison Centre - P.O. Box 7248 - Nairobi, Kenya.

Centro Internazionale Studi Famiglia Via Giotto, 36 - 20145 Milan, Congress "Amour Fécond Responsable" Milan, Italie, 21-25 juin 1978. Les droits de participation s'élevaient à 50 000 lire (60 US \$). Les inscriptions devront parvenir avant le 20 mai 1978. Traduction simultanée dans les langues suivantes: italien, anglais, français.

2nd International Rehabilitation Conference Philippines, January 16-20, 1978, attended by more than 500 international delegates. The host is the Philippine Foundation for the Rehabilitation of Disabled.

International Symposium on chemical Toxicology of Food. Sponsored by Institute of Pharmacology and Pharmacology, University of Milan, World Health Organization. Promoted by Centro Studi dell'Alimentazione - Nutrition Foundation of Italy, Fondazione Giovanni Lorenzini, Milan, June 8-10, 1978.

REUNIONS-MEETINGS

AHEA

International Workshop organized by the American Home Economics Association in Washington, D.C. November 8 - 11 which will be attended by approximately 120 AHEA members and 30 students, both U.S. and foreign. Institute of Cultural Affairs.

Institute of cultural affairs

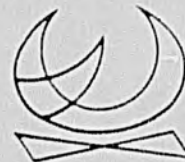
The Institute of Cultural Affairs (Institut des Affaires Culturelles), announces the second "Women in the Future" Forum to be held in the Paris area on November 18, 1977. The forum is a one-day event (from 10 h to 17 h) that deals with questions about the identity of women and their effective engagement in these dramatically changing times. It explores the recent shifts that have occurred in the lives of women and the possibilities for meaningful involvement. It also provides the occasion for participation in the uniqueness of being a woman in the 20th century.

La Conférence Internationale de l'Éducation

Du 30 août au 8 septembre se tiendra à Genève la 36e session de la Conférence internationale de l'éducation dont le thème spécial sera cette année le problème d'information à l'échelon national et international que pose l'amélioration des systèmes d'enseignement. Ses travaux devraient aboutir à l'adoption d'une recommandation dans ce domaine, adressée aux ministères de l'éducation.

Le rapport définitif du XIII^e Congrès de la FIEF est paru. Tous les participants au Congrès le reçoivent gratuitement. Les personnes intéressées pourront le commander au prix de 30 FF + 5 FF de frais d'envoi. Tous les discours des orateurs du Congrès sont publiés in extenso dans chacune des langues officielles de la FIEF (Anglais, Allemand, Français).

The final report of the XIIIth Congress of IFHE is published. All the participants of the Congress receive it without charge. Other interested persons can order it for 30 FF + 5 FF for postage. All of the speeches of the Congress are published in their entirety in the official languages of IFHE (English, German, French).





some interesting revue books..... des livres....

Bibliographie des Schrifttums für den Bereich der Haushaltswissenschaft 1976.
 Institut für Hauswirtschaft der Bundesforschungsanstalt für Ernährung, Bibliothek und Dokumentation, Stuttgart-Hohenheim 1977, Deutschland

Family Decision Making: An Ecosystem Approach. Beatrice Paolucci, Olive A. Hall, Nancy Axinn

This book is intended primarily for those students of the family who are concerned with learning how control over the events of everyday living is exercised. The focus is on the family organization whose task it is to make decisions and guide the actions of family members as they interact with their environments. The book is intended for use in courses in home economics, human ecology, and the social sciences that view the family from an interdisciplinary stance.

Food Service Planning: Layout and Equipment. 2nd Edition Lendal H. Kotschevar, Margaret E. Terrell, John Wiley & Sons, USA

There are many varied systems for operating food establishments, they range from processing food from its raw state to completion of preparation for service to purchase and service of fully prepared meals. At some stage, food requires processing, whether in a commercial factory, a commissary kitchen, or in the specific service facility. Therefore, this book is directed toward full production requirements and discusses how to use the fully or partially prepared foods in service facilities of various types.

People, Food, and Science. Patricia Cote, Ginn and Company, (Xerox Corporation)

The book's major purpose is to develop greater understanding of some of the main concepts related to man's need for food and his efforts to satisfy this need. The text explores the nature and composition of food, the importance of food in the human body, and the management of food resources. The accompanying manual, *Students Activities and Experiments*, closely follows the text and provides more opportunities for individual study.



Post-Primary Home Economics 1. Eileen Murphy, The Educational Company (Ireland)

This is the first of a two-book series which together cover all aspects of the Intermediate programme in Home Economics. In this volume there is a comprehensive treatment of each section of the syllabus with the exception of Needlework which will be included in Book 2. The series also covers topics which give a useful introduction to the leaving certificate.



Home Economics as a Profession. Mildred Thurow Tate, Second Edition, McGraw-Hill Book Company, USA

Home Economics as a Profession is addressed to all who are interested in exploring the broad and important field of home economics. This book is written as a text for a course in home economics and for general students and others who wish to gain a better knowledge of the field. The specific purposes are twofold: (1) to acquaint the reader with the many vocations and professions open to home economists; the training necessary and the activities and interests of home economists engaged in the various fields of work; and (2) to provide a means by which the reader can gain some appreciation of both forces which have brought home economics to its present status and the existing organizations for the promotion of home economics.

Me: Understanding Myself & Others. Riker and Riker, Chas. A. Bennett Co., Inc. Peoria, Illinois 61614, USA

Me is a psychology book about the first few years of adolescence. It will help you know yourself better. Psychology is the study of people and why they act as they do. The basic theme of this book is relationships.



Children, a study in Individual Behavior. Helen Gum Westlake, May A. Westbrook, Ed. D., Consultant, Ginn and Company (Xerox Corporation), USA

This textbook was written to give the student insights into the developing child and an appreciation of the pyramid of reasons for any one set of behaviours. The author has stressed the importance of theory and given practical evidence in support of child development techniques.



Consumer Skills by Irene Oppenheim, Ph. D. Formerly Consultant, Consumer Education and Home Economics, New Jersey Department of Education, Chas. A. Bennett Co., Inc. Peoria, Illinois 61614

The purpose of this book is to help you learn to navigate the complicated maze facing today's consumer to sharpen your shopping skills, to learn to use resources wisely, to get the most for your time, energy, and dollars. This book has five sections: Managing Money, Sharpening your Shopping Skills, Protecting Yourself, Looking Ahead, and The Environment and the Economy.



The text Home Management is ... by Esther Crew Bratton

is a unique approach to home management at the secondary level. The author stresses the importance of emotions and feelings, as well as rational thinking, in setting goals and working to attain them. Without a balance of these two aspects, competence in home management cannot be achieved. Dr. Bratton believes that management is a mental activity based on decision-making, which is the main factor in setting goals, recognizing and using resources, making and controlling plans, and evaluating situations. This philosophy underlies both the text and the Teachers' Guide by Margit Vanderhoff.



ABONNEMENT A LA REVUE - SUBSCRIPTION TO BULLETIN - ABONNEMENT

A retourner a — To be returned to — Zu senden an
 FEDERATION INTERNATIONALE POUR L'ECONOMIE FAMILIALE

64, avenue E. Duval-Vallant
 92100 BOULOGNE (France)

Nom - Name
 Mlle, Mlle, Mmes — Miss, Miss, Mrs — (Frans. Fr.) Heer
 Prenom - First name - Vorname
 Adresse - Address

Ville - City - Stadt
 Pays - Country - Land
 Profession - Occupation - Beruf

Veuillez adresser la somme de 25 FF par chèque bancaire ou C.C.P. N° 12286 632 Paris au don-
 de la F.I.E.F. ou par Bons UNESCO. Annonces
 Enclosed the sum of 25 FF by bank check or C.C.P. N° 12286 632 Paris
 made out to F.I.E.F. or by UNESCO Bonds. Annon-
 ces
 Betrag den Betrag von 25 FF durch Bankcheck C.C.P. N° 12286 632 Paris
 oder UNESCO Gutscheine zu zahlen.

Tous les chèques doivent être adressés à la Fédération Internationale pour l'Economie
 Familiale, 64, avenue E. Duval-Vallant, 92100 Boulogne, France.

All bank deposits must be for the calendar year. If subscriptions are received during the
 year, the issue already published will be sent. All payments must be in French
 Francs.

Alle Zahlungen müssen dem Kalenderjahr entsprechen. Abbestellungen, die im Laufe des
 Jahres empfangen werden, werden die bereits erschienene Nummer des Annon-
 cenheftes in französischer Sprache geschickt.

Exploring Careers in Hospitality and Food Service
 Cincinnati Public Schools Home Economics
 Department, McAnight Publishing Company
 Bloomington Illinois 61701

The Exploring Careers in Hospitality and Food
 Service program is a part of a career develop-
 ment program series. Along with Exploring
 Careers in Child Care (published in 1974), it is
 the result of the efforts and dreams of the Cin-
 cinnati Home Economics Department to develop
 a curriculum that would prepare junior high
 students for the future.

In 1969 the Cincinnati Public Schools changed
 their home economics approach from the tradi-
 tional method to a career-oriented under the
 direction of Miss Virginia Winston. This approach
 to teaching home economics has allowed Cin-
 cinnati not only to continue teaching home
 economics knowledge and skills as related to
 the home, but also to broaden the scope of
 home economics content and methods to include
 industry.

Food Service Careers, Ethelwyn G. Cornelius,
 Edited by Marion L. Cronan & Bennett Career
 Book

Food Service Careers is a beginning text which
 explores careers in food service. The book
 concentrates on the skills and attitudes needed
 for successful employment in the food service
 industry. It provides detailed information on the
 training requirements, responsibilities, and
 duties of various food service jobs.

Living, Learning and Caring, Martha Davis Dunn,
 & Yvonne Peeler Ginn and Company (Texas)
 Corporation

Living, Learning and Caring provides young teen-
 agers with a text for learning about food, clothes,
 relationships, and citizenship. As pupils learn to
 use the concise organization of the lessons, they
 should be able to discover the central ideas in
 each unit mainly as a result of their own efforts.

The learning experiences in the Teacher's Guide,
 Margit Vandenhoff, describe ways to use
 appropriate visual materials to clarify important
 ideas in the text. Pupil participation is en-
 couraged in compiling or constructing these
 materials as part of the learning experience.

Also, many of the suggested activities provide
 opportunities for pupils to work cooperatively
 on small group projects.

Today's Teen, Joan Kelly Eddy, Eubanks Landers,
 Chas. A. Bennett Co., Inc. Peoria Illinois 61614

Today's Teen is about you, your family, and your
 friends. It is written to help you understand your
 self and others. The book is full of ideas for use
 in almost every area in your daily life. Each
 chapter has many ideas that you can put into
 action. Also, there are examples of people with
 problems to solve. Many of the chapters in
 Today's Teen have a discussion of careers
 related to certain study areas. Jobs dealing with
 children, relationships, home management,
 money, grooming, housing, interior design,
 clothing and food are described.

L'Economie Familiale 1977
 Droits de reproduction subordonnés à l'autorisation expresse
 de la direction du bulletin
 The contents may not be reproduced without the permission
 of the Editor
 Directrice de la publication: Odette Goncet

publications

An Operational Manual for Cross-Cultural Study
 in Family and Child Development by Joyce A.
 Sullivan, Head Home and Family Life, The Florida
 State University Tallahassee, Florida 32306

This manual been designed to help students
 structure, plan, and evaluate either regional or
 cross-cultural travel and study experiences in
 relation to family and child development, child
 rearing practices and changing family patterns.

The guide has been developed to guide both
 students and advisors in a systems approach to
 cross-cultural study and is organized for pre-
 site, on-site, and post-site activities. Students
 who desire to incorporate cross-cultural or sub-
 cultural travel and study experiences with
 academic pursuits should discuss their plans
 with their major advisor at the earliest possible
 time in an effort to gain optimum value from
 the experience. It is essential for the student to
 plan the project well in advance of the travel
 and prepare fully and carefully for the ex-
 perience prior to departure.

Copies of this manual may be purchased from
 the author for \$5.00 per copy.



Redaktion und Druck
 Odette Goncet

Sergentine-generaldruck
 Evelyn Barache

Comité de rédaction
 Betty Williams
 Pamela Greene
 Marie Antoinette
 Benderitter

Traductions
 Jill Kimber
 Doris Amort

Couverture
 Photo AHEA

Commission Paritaire N° 56-921

Imprimerie Eurographic
 Dépot légal 11 juin 1978
 Gérant: Alain Vinet

