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ABSTRACT

This document seeks to create a greater sense of awareness of the relevance of women's issues to quality of life themes that come within the domain of population education. The handbook provides guidelines on the various modalities of integrating women's issues into population education programs. It offers sample lessons and teaching materials that are suggestive of the type of materials that could be used or adapted by different countries to integrate women's issues into population education programs. The handbook is based largely on research studies, reports, papers, and monographs that have been published in recent decades on various aspects of the theme of women and development and on lesson and teaching materials prepared by national population education programs in Asia and the Pacific, and by UN agencies. Because social, cultural, and religious factors determine the role of women in traditional societies, it will be necessary to adapt the guidelines, materials, and texts to suit national contexts. The document is divided into four sections. Section 1 presents a general discussion of five issues affecting women's status: (1) political recognition; (2) legal recognition; (3) access to education; (4) access to employment; and (5) improving health. Section 2 explores how women's concerns can find entry into the population education curriculum, what major and relevant topics can be used to show the role that women can play to achieve the objectives of population education. Section 3 provides procedures for developing a framework for women's issues. Section 4 gives instructional materials on how women's education, employment, roles, equality, and family planning affect population issues. (DK)



INTEGRATING WOMEN'S ISSUES INTO POPULATION EDUCATION (A Handbook)

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*W*hat women need is the same opportunity as men in realizing their potentials in the sphere of work. They need time to acquire vocational skills which means that other family members must share household chores and child rearing responsibilities. (One of the collection of paintings by minority women in Hunan, China featured in UNESCO PROAP 1992 Calendar).

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**Integrating Women's Issues
Into
Population Education
(A Handbook)**



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INTRODUCTION

Women play a central and often a crucial role in family life, and in population and developmental activities. Throughout history women have, to varying extents, played this role; however, it is only in relatively recent times, that this role has been specifically recognized as such and articulated. Since the Bucharest Conference in 1974, this role has been accorded more prominence in national population and developmental plans of action. Worldwide activities, programmes and interventions during the Women's Decade have served to reinforce further the role of women within the family, the community and the nation at large. These developments have enabled more women than ever before to participate, on an equal basis and with greater influence, as family members, co-workers and as concerned members of the public, in many activities which, in the not too distant past, were considered as the special prerogative of the male sex.

Traditions, norms and laws which have developed, nurtured and become firmly entrenched over the centuries do not disappear overnight, nor can a new social order replace them without a concerted and well orchestrated effort spread over a period of time. In each society the pace of change is dependent on a variety of factors. Each factor has to be influenced in such a way that in turn other changes will occur. Some factors are more amenable to change than others, and some countries have made more progress than others in certain spheres. However, much still remains to be done in many parts of the developing world, in particular, for women to be fully integrated, as equal and articulate partners, into the mainstream of family life and social, political, economic and cultural activities.

For many decades the United Nations and agencies such as UNFPA, WHO, UNICEF, UNDP and UNESCO have been concerned with programmes and activities which will stimulate governments, communities and families to give more visibility to women and to merge them into the developmental process. Education is perceived as a powerful weapon to change attitudes and prejudices and break down barriers which keep women away from enjoying their rightful place in the family, society, community and the world.

It is in this context that in the 1970s '**population education**' was conceived as the vehicle through which population-related concepts, emphasizing, among other things, the role of sex equality and the impact of education on factors such as fertility and mortality, and thereby on the quality of life, can be introduced into the in-school as well as out-of-school curriculum.

In less than two decades, population education has emerged as one of the most influential changes in recent times in curriculum innovation. The education systems in more than 100 countries around the world have accepted the inclusion of population education either as a separate subject or as part of other areas of the curriculum which permit the integration of population-related concepts.

By its very nature, concerned as it is with factors such as fertility, mortality, morbidity and welfare- in all of which women play a critical role and are a vital force in bringing about change- population education can sharpen the focus on the inter-relationships between women and the quality of life.

This Handbook

Objectives

- Seeks to create a greater sense of awareness of the relevance of women's issues to quality of life themes which come within the domain of population education.
- Provides guidelines on the various modalities of integrating women's issues into population education programmes.
- Offers sample lessons/teaching materials which are suggestive of the type of materials which could be used or adapted by different countries to integrate women's issues into population education programmes.

This Handbook is based largely on research studies, reports, papers, monographs, which have been published in recent decades on various aspects which come under the broad theme 'Women and development' and on lessons and teaching materials prepared by national population education programmes in Asia and the Pacific and by various UN agencies such as UNESCO and FAO. Social, cultural and religious factors determine to a large extent the role of women in traditional societies, and to this extent it will be necessary to adapt the guidelines, materials and texts in this Handbook to suit national, or sometimes even sub-national contexts.

Contents

Section One presents a general discussion of five issues affecting women's status namely, political recognition, legal recognition, access to education, access to employment and health improvement. An understanding of how these issues can promote a woman's well-being and welfare provides the springboard for the discussion of how this in turn relate to many population-related concerns. This section illustrates as well the connections between these basic women's issues and how they affect their demographic behaviour and population and development goals as a whole and vice-versa.

Section Two zeroes in on how women's concerns can find entry into the population education curriculum, what major and relevant topics can be taken up or highlighted to show the role that women can play to achieve the objectives of population education as well as how population education can, in turn, help promote the concerns of women, thereby contributing to the upliftment of their importance.

Section Three provides the curriculum material developers, planners, teachers and trainers with step-by-step procedures or guidelines for developing a framework for and integrating women's issues into population education. It also includes a matrix showing the different concepts, sub-concepts, objectives and method of integration that could be used in elaborating the contents of a curriculum on women's issues in population education.

Section Four gives the curriculum developers, teachers, trainers and planners an immediate access to sample teaching-learning materials, that could be readily adopted in their integration work, with or without adaptations. The materials which have been collected, screened, selected and finally consolidated are derived from existing materials on population produced by UNESCO, FAO and other international as well as national agencies either engaged in population or women's programmes. These materials have been grouped into five categories, namely, **i) women, education and population issues; ii) women, employment and population issues; iii) traditional roles and changing social roles of men and women; iv) equal treatment for males and females and lastly v) women and family planning.**

In societies or cultures where there is still resistance to changing the status of women, it is hoped that the empirical research base now available on the impact of changing the status of women on the quality of life will convince policy-makers and community leaders to initiate such changes as will contribute to the overall well-being of every man, woman and child. The abstract bibliography on **Women, Population and Development** recently prepared by the Regional Clearing House on Population Education and Communication contains much information on the research to date on status of women, and users of this Handbook should consult it for more details on some of the conceptual and theoretical issues discussed in Sections 2 and 3.

SECTION ONE

ISSUES AFFECTING WOMEN

'Status' : A Relative and Multifaceted Concept

Most discussions concerning women are centred around the concept of 'status'. In considering issues affecting the status of women, it is important to underline that 'status' is a relative and multifaceted concept. It could mean different things in different societies, cultures and even in sub-cultures. Women may be treated as being equal with men in certain spheres of activity or for certain purposes, but treated differently in other contexts. 'Status' is often labelled as such an amorphous concept that not infrequently women find themselves in a difficult bargaining position when they demand their rights or privileges. The failure to view 'status' in its totality has resulted in women not being able to make out a strong case for themselves. The conferment of a right or privilege tends to be treated as an end in itself, precluding further agitation for the conferment of other rights or privileges. Women's issues are intricately interwoven into the complex web of social, economic and political factors, and developments involving these factors influence the relative status which women enjoy. As noted by one commentator :

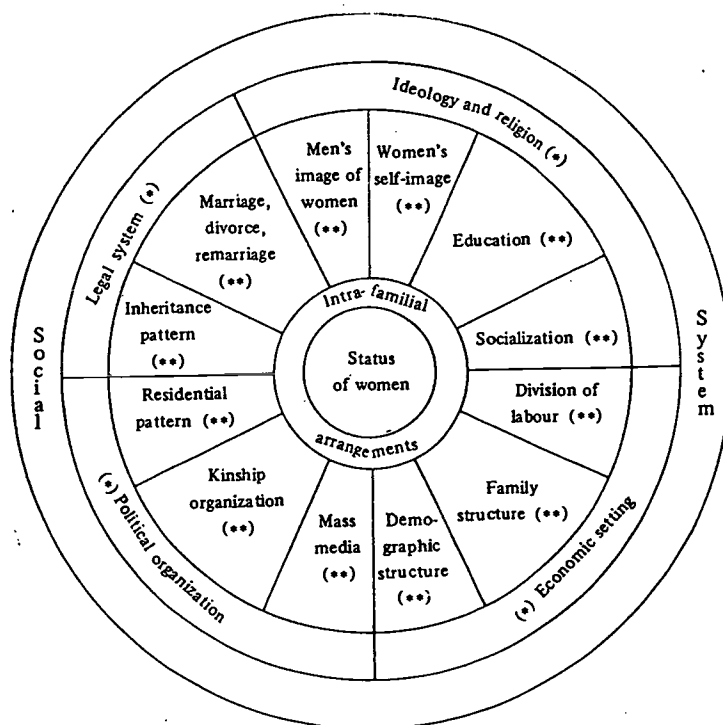
***"Their status may actually decline during periods of economic recession, military dictatorship, or religious revival which stress the subordinate position of women."*¹**

Even if a set of comprehensive indicators are applied to measure the status of women, the exercise will be valid only at the point of time it is undertaken and for the women of that particular society or sub-culture whose status is sought to be measured. Moreover, different generations of women, as well as women belonging to different ethnic, social, caste, cultural, religious or similar groups will enjoy different rights and privileges, even where the law makes no such distinction. Public opinion and social mores often determine the pace of recognition even of legally sanctioned changes to improve the status of women.

Women can enjoy a certain status vis-à-vis men in one sphere, but not in others; or some women can enjoy a higher status than other women in certain contexts, but not in others. In order to explain the existence of different scales of values for status ranking between men and women and the status hierarchy among women themselves, Epstein² has developed a model (Figure 1) which postulates that the relative status of women is cocooned in concentric social circles of which intra-familial arrangements constitute the innermost and the one circle which most immediately influences gender relationships. There are four separate social fields-status hierarchies- comprising economic setting, political organization, legal system, and ideology and religion. A number of socio-cultural factors such as education division of labour, and mass media, "intervene between each social field and intrafamilial arrangements in which women are cocooned much more so than men".³

Figure 1

The Status of Women Cocooned in the Social System



Source : Epstein, T.S. "Socio-Cultural and Attitudinal Factors Affecting the Status of Women in South Asia", ESCAP, Status of Women in Asia and the Pacific, Bangkok, 1989, p. 42

In any discussion on the status of women, it is more meaningful to consider those dimensions which contribute significantly to their upliftment. While the precise 'mix' of factors which will help to change the status of women in a particular society will be partly dependent on subjective and society-specific variables, it is nevertheless possible to paint on a broad canvass those scenarios which must necessarily be present in any context.

Selected Women's Issues

In this section, five different issues which, directly or indirectly, relate to the status of women will be considered, namely,

Political recognition

Legal recognition

Access to education

Access to employment

Improving health

It is important to recognize that these five dimensions represent only a few of those rights and privileges which make a difference in the quality of life which women enjoy or should enjoy. While to this list many more can be added, it is hoped that this discussion which focuses on certain dimensions which have population- and health-related implications will serve as a useful backdrop to the discussion in other parts of this Handbook on the need to integrate women's issues into population education.

I. Political Recognition

In most societies today, it will be difficult to imagine how women could possibly be denied the right to vote at elections, but even less than five decades ago women did not enjoy this right in certain Asian countries. Sri Lanka (then Ceylon) was the first Asian country in which women were granted the right to vote.

What is of interest about the development in Sri Lanka is that the apparent rationale for conferring the right was attributed to possible improvements in health-care and in other quality of life issues.

Women in Sri Lanka were granted the right to vote at elections in 1931, a development which soon blazed a trail for other countries. By the time the Convention on Equal Political Rights came into force in 1954, women in Thailand, Myanmar, Philippines, Japan, Republic of Korea, Indonesia, India, Nepal, and China had already been granted the right to vote.

Although all of the countries at present provide women with the eligibility or the right to vote and to contest and hold office and rise to the highest position, the right is not exercised to the fullest. Voting rights are seldom exercised properly by women because of political manouevers, lack of political awareness, social and

cultural mores that restrict women's mobility and low level of literacy. But the right to vote whether exercised or not, has its symbolic value; it exemplifies recognition, equality and a status symbol. By virtue of being beneficiaries of the right, women are expected to be involved in or concerned about day to day issues which affect the nation's welfare. Flowing from this right and responsibility is the right as well as responsibility to be involved with other issues, such as domestic issues.

With regard to participation in political parties and high office, women are disproportionately represented. Women are not adequately involved in the policy-making process because very few women are members of top political committees. Although women comprise 50 per cent of the world's enfranchised population, they hold less than 10 per cent of the seats in the national parliaments⁴. Although countries like Bangladesh, India, the Philippines, Pakistan and Sri Lanka have produced female presidents or prime ministers, women's participation in the political process has had little impact on their status at any level. While access to positions of power and dignity have been available to certain sections of women, the large mass of deprived women do not have an articulate leadership. As a consequence of this neglect, women continue to suffer inequalities of class, status and political power.

Empowerment

Constitutional guarantees of equality, together with political rights, can be used as a lever to improve the status of women in areas where they are discriminated against and are, thus, placed at a disadvantageous position. There is, therefore, a need to devise such mechanisms as may be necessary to ensure that the interests of all these groups are properly represented when women's issues are considered by policy-makers, legislators, and social workers. In many countries there are non-governmental organizations in place; some of these have a broad-based agenda which permits the views of different interest groups to be addressed. As a recent ESCAP survey documents, several non-governmental organizations in countries such as Bangladesh, Guam, Philippines, Sri Lanka, and Thailand have projects to improve women's ability to deal with the outside world by moving beyond the provision of traditional social services. Access to credit and marketing opportunities and the development of life skills help women to assert their independence, supplement the family income and reduce their economic dependence on men⁵.

Women need to be 'empowered' to organize themselves. According to Gayfer 'the freedom to organize' is the key to rural development in that otherwise poor rural women will not get their rightful share of the productive resources or participate in the decisions that affect their lives ⁶. Women - at each level in the social hierarchy and irrespective of their relative status- need to take upon themselves the responsibility of asserting their due place and their rights and privileges.

II. Legal Recognition

Over the centuries women have come a long way from being treated as chattels or mere items of property to full-fledged individuals enjoying all legal rights and privileges as men. But even where the law recognizes such equal status without any qualification, in practice this may not always necessarily be so. Traditions die hard and many a hurdle has to be cleared in what invariably turns out to be a long and tortuous process.

The Convention on the Elimination of All Forms of Discrimination against Women, adopted by the General Assembly of the United Nations, in 1979, is perhaps the single most powerful and influential statement to date on the commitment of the international community to bury, unsung and unwept, all remnants of discriminatory laws and regulations, traditions and practices, and to implement measures which will help further to improve the status of women. By 1990 more than 100 countries had ratified the Convention.

Legal recognition has been accorded to women in many ways:

- **By the inclusion of an equality provision in the constitution and by prohibiting discrimination based on sex.**
- **By granting the right to vote, to contest at elections and to hold political office.**
- **By removing restrictions which prohibit women from entering into commercial transactions in their own capacity.**
- **By permitting women to own property in their own name.**
- **By granting women equal rights in matters relating to inheritance and succession.**
- **By treating women as a separate entity for taxation purposes.**
- **By recognizing women's right to maintenance and to have custody of minor children.**
- **By requiring the consent of women to marriage.**
- **By permitting women to institute legal action in courts of law in their own name.**
- **By permitting women to file action for judicial separation or divorce.**

Recognition of the legal status of women is one thing; the ability to enjoy this status and to make full use of it is a different matter altogether. In many societies there are groups of women who are unaware of their legal rights and who do not have the financial ability to seek legal advice and institute legal action. Most laws can rarely be understood by those without a training in law, and simple explanatory texts in which legal concepts and principles have been demystified are rarely available for the benefit of the public. At a UNESCO Regional Seminar on Functional Literacy and Civic Education held in Lucknow, India in 1987, several legal issues concerning women were considered and many proposals were made to ameliorate the situation. Some of the more salient issues and proposed solutions are listed below (Table 3) ⁸.

Table 3
Selected Legal Problems/Issues and Proposed Activities

<i>Problems/Issues</i>	<i>Proposed Activities</i>
<p>Non-availability of laws in simple language; apathy towards delayed justice; lack of self-confidence; societal opposition.</p>	<p>The mass media should spread knowledge of laws and programmes in simple layman's language. Free legal aid should be provided to women. Assistance should be provided by NGOs. Laws made by different countries in the region should be widely publicized. Laws and programmes should be discussed in adult education programmes. NGO's, specially women's organizations, should be oriented about laws made to benefit women.</p>
<p>Exploitation often results from women's ignorance of their rights, from the absence of laws specifically protecting women from exploitation and because laws, where they do exist, are often not enforced.</p>	<p>Laws protecting women from exploitation should be enacted and enforced strictly. Incidences of exploitation should be given wide publicity through the mass media. Politicians should expel from their parties those who exploit women in all forms (economic, physical, etc.) Strong women's organizations should fight exploitation. Free legal aid should be given to women. Education regarding exploitation and its prevention should be publicized through the mass media and in education curricula.</p>

Population Focus

Focusing on the issue of population and family laws and practices, if women can escape traditions calling for early marriage, and have the right to marry only with their free and full consent and the right to free choice of spouse, this will imply a degree of equality between husband and wife at the time of their marriage which may be essential to effective communication about family planning. In some countries the dowry, which reduces marriage to a business transaction, is a big burden for low-income parents who have to provide unrealistically large dowries to find husbands for their daughters. As a consequence, the birth of girls is often dreaded and girls are sometimes abandoned or sold by desperate parents. Abolishing such cultural practices as dowries, preferential treatment of male offspring, double standard in marital fidelity, revising old notions about "women's place" in society, and giving married women independent rights over property and inheritance will contribute to raising the status of women.

III. Access to Education

"Education", according to Nafis Sadik, UNFPA's Executive Director, "is perhaps the strongest variable affecting the status of women"¹⁰. But for education to make a difference and have a strong impact on fertility, research studies have shown that a woman must have at least finished beyond primary schooling. Education up to the university or tertiary level is often the key to entering into the higher echelons of professional life. But compared with women with no schooling, women with secondary education have been found better able to accomplish many things¹¹.

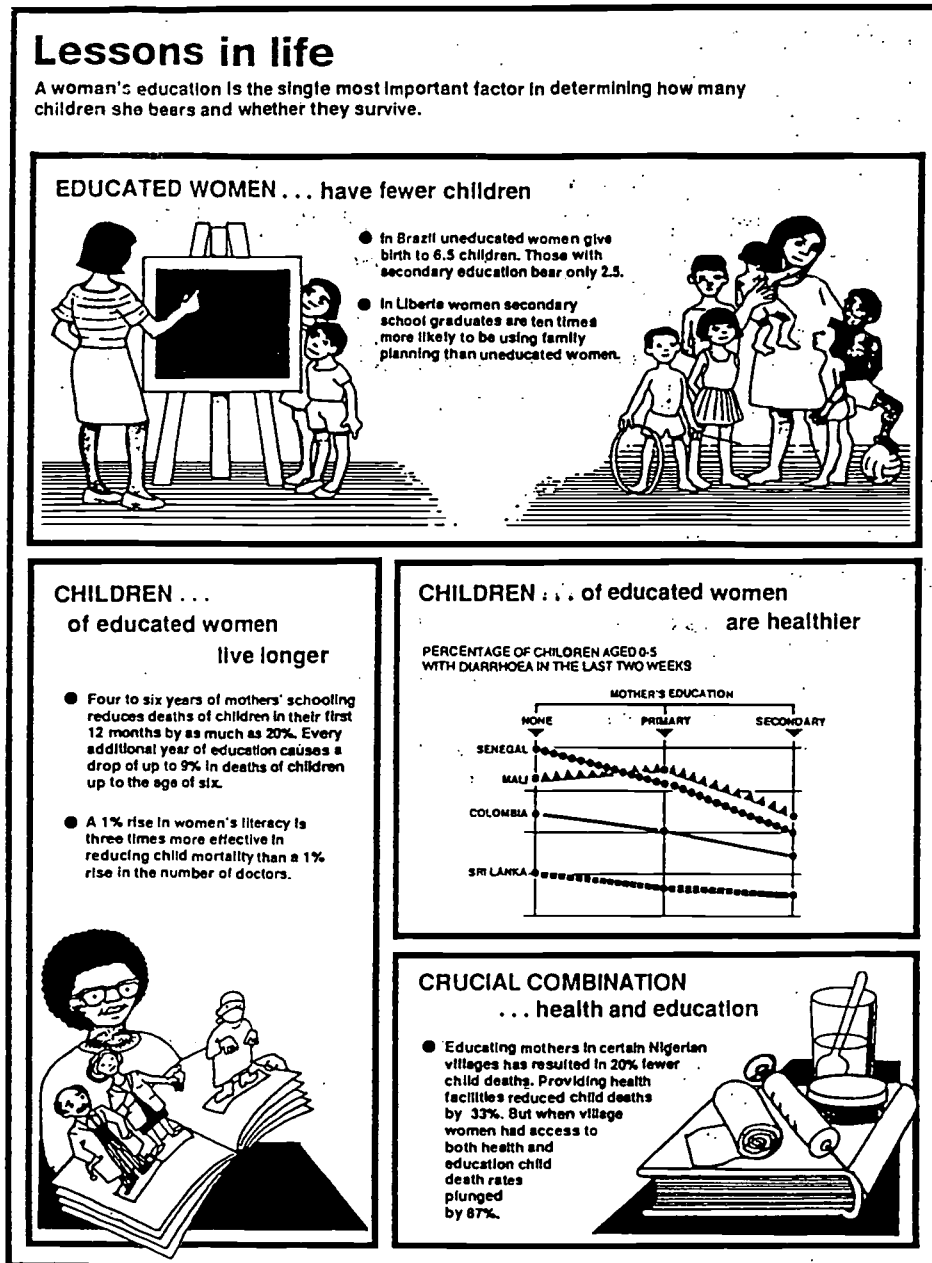
In summary, an educated woman will :

- **likely delay her marriage and postpone childbearing;**
- **likely use contraception not only more frequently (on the average two and one-half times higher than those without formal education) but will choose the more efficient methods;**
- **likely use health service more; are healthier themselves and less vulnerable to the risks of childbirth and their children live longer;**
- **likely to stand up for themselves and tend to communicate more with their husbands and have more egalitarian relationship with them including more involvement in making family decisions such as the number of children they should have;**
- **have more chances for employment, raising their productivity and self-esteem and gains confidence which enables her to participate in community activities¹².**

According to the World Population Report, "A mother's education is the single most important factor in keeping her family small and her children alive. Education is the first line of defence for women faced with the life-threatening situations that traditional life styles perpetuate. It encourages a sense of control over personal destiny. It opens the door to choices that are not bound by tradition. With an education, the women's status steps beyond the confines of motherhood. Further, the quality of life in the family of an educated woman becomes a priority."¹³

Figure 2

Some Beneficial Effects of Women's Education



Source : Sadik, N. "Women: The Focus of the Nineties", Populi, Vol. 16(2), 1989, p. 11.

Improving the quality of education for women

In majority of the Asian countries, female education enrolment and retention rates are lower than for males. This may be due to a variety of factors such as reluctance on the part of parents to be less willing to invest on the education of daughters as well as the need to have elder daughters to look after the younger members of the family when mothers are at work or attending to other household chores. There can also be other cultural (eg. too many male teachers) and security (eg. distance between residence and school) factors. A recent World Bank report contains a number of proposals to improve the quality of education with a view to increasing the demand for female education, thus resulting in higher enrolment and retention rates¹⁴:

- **recruiting and training more female teachers, especially from their own communities;**
- **establishing more community-based (less distant) schools;**
- **scheduling classes more flexibly with respect to hours, days, and seasons;**
- **providing greater privacy and safety for girls and female teachers- or even, where necessary, establishing girls' schools (without sacrificing quality);**
- **improving the quality of schooling and encouraging parents to let girls attend; and**
- **waiving fees or providing scholarships for girls.**

IV. Access to Employment

At the Population Conference in Mexico City in 1984, elimination of mass unemployment and underemployment among women was identified as a top priority development goal. Among the other goals included eradication of mass hunger, achievement of adequate health and nutritional levels, eradication of mass illiteracy, improvement in the status of women, and elimination of inequality in international economic relations. In more than one way, employment opportunities to women have a bearing on achieving each of these goals. Access to employment, for instance, enables women to supplement the family income, thereby giving access to better food, housing and other basic amenities. Opportunities for further education, training and development of skills, for instance, help women to move upwards in the employment and social ladder.

Statistics and surveys do not reflect the real contribution of women to the labour force.

Women around the world, for instance,

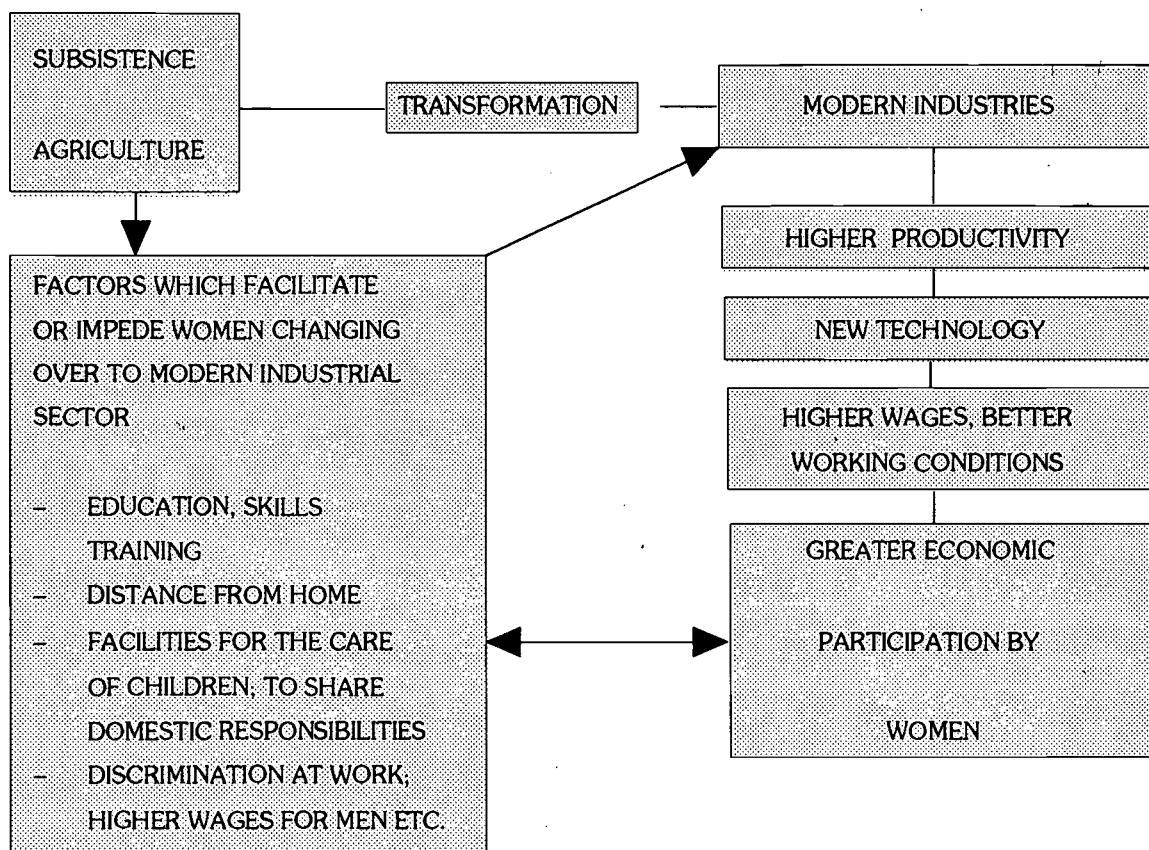
- **contribute two-thirds of the hours worked in the world but earn about one-tenth of the world's income¹⁵;**
- **do almost all the world's domestic work;**
- **provide more health care than all the organized health services put together;**
- **grow half of the world's food, but own only 1/100 of the world's land;**
- **make up one third of the world's paid labour force, but are concentrated in the lowest paid occupations; and**
- **earn less than three fourths of the wages of men who do similar work¹⁶.**

The amount of hours women spend on domestic chores, caring for children and in subsistence agriculture, and the monetary value of their labour, are not only grossly underestimated, but there is also little support forthcoming for the division of labour.

Problems impeding female labour participation

The shift from subsistence agriculture to modern industrial sector does not really help women obtain meaningful and substantive work. Modern industries are characterized no doubt, by higher productivity, new technology, higher wages, better conditions of services and so on, giving more opportunities for women, but at the same time entry into, and participation in, the modern industrial sector, can pose both problem and difficulties. Below is a table which shows what factors impede women from joining the modern industrial sector:

Figure 3
Factors Involved in Changing Over from
Subsistence Agriculture to Modern Industries.



- Lack of education, skills and training not only prevents some women from participation, but men who have had more opportunities for education and training, and for acquiring the necessary skills, enjoy higher wages and better conditions of service.
- If the place of work is not in close proximity to the residence, and if no satisfactory arrangements can be made to look after the children at home, some women may simply not want to join industries even with better pay.
- In addition, efforts to involve women in income-generating activities may not attract them sufficiently unless accompanied by provisions to ease their onerous household responsibilities. Field studies in various countries on the time allocation of household members have convincingly shown the pressure on women to handle such domestic

tasks as home maintenance, food preparation, child care and market work, while the men concentrate to work that yields cash income. Balancing the twin demands on the need for cash income and of domestic tasks, including child care, compels women to find work that is compatible with the latter, chiefly in terms of working hours or conditions that do not distance them from their children. The alleviation of the household tasks of women through the improvement of productivity in those functions, the achievement of a more equitable and efficient intra-household division of labour, and provision of primary health care, child care, piped water, and other services would allow women to raise their levels of economic participation" ¹⁷.

- Despite the fact that female employment has increased, most of the females work in the traditional job sector so-called "feminine occupation" and they are found in the low status, low-paid and under-paid jobs. Sex-based school curriculum and the demarcation of the labour market into "masculine" and feminine" occupations, by employers as well as by women employees themselves, has tended to encourage the concentration of women in some fields and has limited their participation in managerial, technical and trade training programmes and employment.
- With the advent of modern technology, women have been losing traditional avenues of employment without being adequately recompensated by absorption in modern sectors.
- High fertility burdens the women with full-time child-bearing and child-rearing and are not free to upgrade their knowledge and skills to participate in economic production.
- Because of traditions and practices discriminatory to women, they are devalued and because they are devalued, they are allowed to play only unimportant roles in development including in the area of work. Women are considered as the reproducers of human race and because women have been defined almost entirely in terms of their reproductive role that their contribution to development and work has been hampered and devalued.

Work and fertility

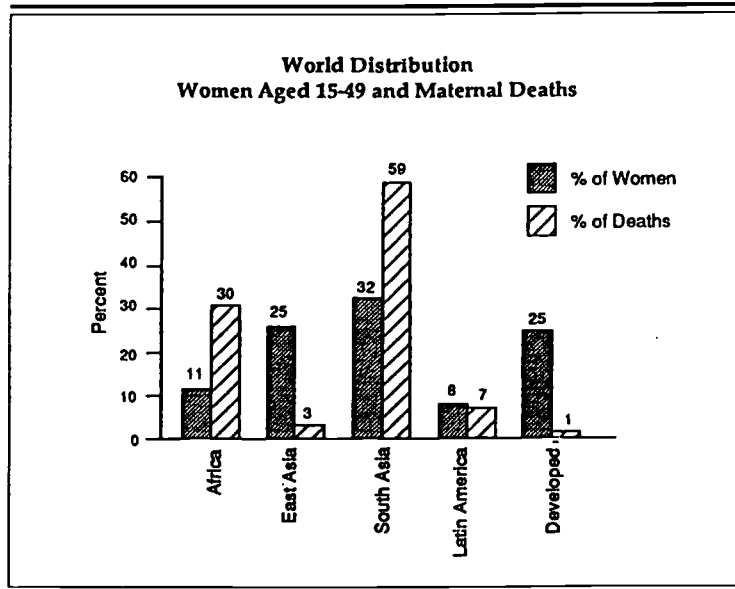
Studies have shown that employment of women appears to exercise a marked influence on family size and fertility¹⁸. Employment of women contributes to reduction of family size and fertility through the following:

- **working women marry at a later age, especially if the employment offers a sense of financial independence which would reduce the desire to marry for economic support.**
- **when the roles of mother and worker are most incompatible which results when the place of work is away from the home and the women's employment provides her with significant social, psychological and economic rewards, making it difficult for her to forego her work in order to have another child.**
- **if there are child-care services to attend to their children while they work.**
- **when women work in the non-traditional and non-agricultural sectors. Studies have shown that women who work in the modern sector were found to bear children at a rate that would result in fertility about one-half child lower, on average, after 20 years of marriage than that of women who do not work. On the other hand, the majority of women working in agriculture had fertility levels similar to non-working women¹⁹.**

V. Improving Health

Good health is the plank on which a woman's ability to work, to give birth and look after children, to attend to household work and to participate in many other domestic, agricultural and community work rests. Absence of disease is only one dimension of health; intake of nutritional food, knowledge of safe and hygienic health practices, opportunities for rest and recreation, ability to develop a dialogue with other members of the family and the community on family health matters, and to make the right choices at the right time about family planning, for example, are all important aspects which contribute to the overall health status of a woman. In this respect, there is, at least in developing countries, a significant gap between theory and practice. Available statistics about women's health are simply staggering by any standard. Figure 4 shows the global distribution of maternal deaths of women aged between 15-49 years. South Asia leads the world in maternal deaths, followed by other developing regions in Africa, Latin America and East Asia. Developed countries, on the other hand, have been able to reduce maternal deaths to a mere 1 per cent, as against 59 per cent in Asia²⁰.

Figure 4

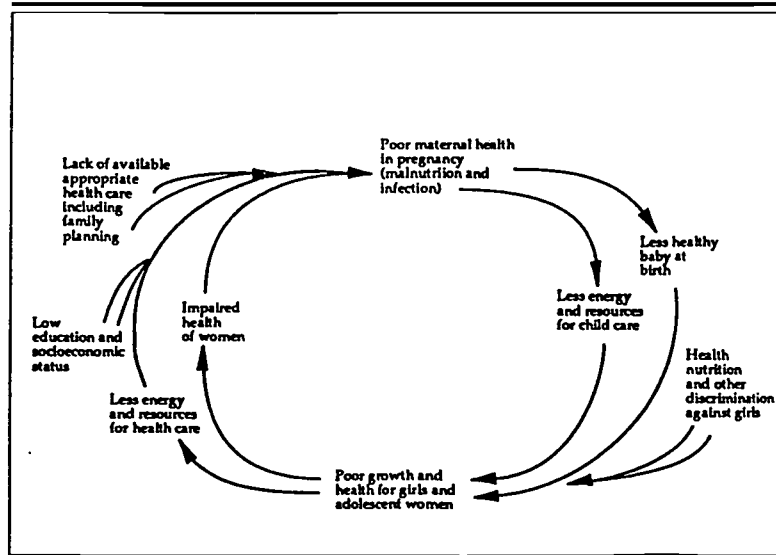


Source: Maine, D. and Allman, J. "The Demography of Maternal and Child Health in Developing Countries" in Wallace, H. M. and Giri, K. Health Care of Women and Children in Developing Countries, Third Party Publishing Company, California, 1990, p. 30.

Poor health of mothers can be perpetuated from mother to child involving a vicious cycle of social, economic, cultural, and biological factors. Winikoff has illustrated (Figure 5) the interplay of the intergenerational perpetuation of ill health for women and girls in many poor societies²¹:

Figure 5

The Perpetuation of Poor Health Among Women and Girls



Source: Winikoff, B. "Women's Health in the Developing Countries" in Wallace, H. M. and Giri, K. Health Care of Women and Children in Developing Countries, Third Party Publishing Company, California, 1990, p. 168.

Factors Affecting Women's Health

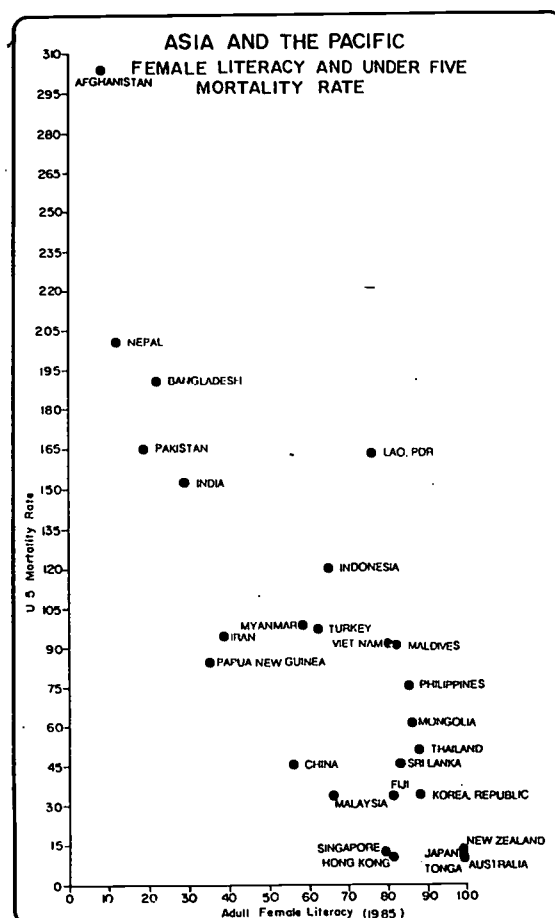
Health-oriented discriminatory practices against girls such as poor nutritional status and lack of health care/medical attention.

In some societies, feeding priority is given to senior males and boys in the household and then women and girls consume the leftovers which results in nutritional deficiency among girls, old women and pregnant women²². With regard to excess female child mortality, the reasons behind this are fairly well-established, namely, lower calorie intake for female than for male children and lesser utilization of health services for girls. Girls also start working at an earlier age than their brothers and toil harder and longer. It was also found that women of child-bearing age in the developing world do not eat the recommended minimum of 2,250 calories a day²³.

- **Education**

Education has clearly emerged as a critical factor which has impact on the health and welfare of women. Figure 6 shows the relationship between female literacy and the under five mortality rate in selected countries in Asia the Pacific.

Figure 6



Source : Nayar, U. "Women's Education in Asia and the Pacific: Some Basic Issues", Bulletin of UNESCO PROAP, No. 30, 1989, p. 48.

In countries such as Nepal, Bangladesh, Pakistan and India, with a very high under five mortality rate, the female literacy rate is less than 50 per cent. On the other hand, in countries which have a very high female literate population such as Australia, Japan and New Zealand, the under five mortality rate is very low.

More mothers with primary, secondary or higher education, than those with no education, have been found to have used oral rehydration- the corner stone of WHO's and UNICEF's child-survival efforts²⁴ - in episodes of childhood diarrhoea. In Thailand, for instance, the percentages reported to have used ORT or home-based solutions in the most recent episode of childhood diarrhoea, clearly exemplify the role of education²⁵:

Table 2

Level of Education	Percentage using ORT
No education	34%
Primary education	43%
Secondary education	63%
Higher education	62%

The families of educated mothers are likely to be healthier and smaller. Educated women are better able to adopt innovative behaviour such as the use of contraception which lengthens birth intervals and reduce infant mortality; equal distribution of food within families and not only to boys and acquiring modern medical services and practicing new, more hygienic forms of child care²⁶.

- **Employment**

Another factor to consider is women's gainful employment which demonstrates that women who earn money are better able to feed their children than those who operate as family dependents and provide them with better medical attention²⁷.

- **Early and frequent pregnancies and family planning services**

There is a world-wide evidence of the negative effects on both mother and child or early childbearing and frequent pregnancies. Adolescent mothers run a greater risk of anaemia, toxemia, miscarriage and obstetric complications. Maternal mortality among mothers aged 19 and under is also much higher compared to women aged 20-24 in both developed and developing countries. The World Health Organization statistics showed that every year, 10 million infants die before they reach the age of 12 months, half a million women die every year related to pregnancy, 98 per cent of which occur in the developing countries²⁸.

Some of the deaths are the direct outcome of the absence of family planning: the 100,000 to 200,000 deaths among women which each year results from unsafe abortion and other deaths of women for whom childbearing was medically contra-indicated but who had no means to avoid conception.

In 1989 UNFPA set some targets to be achieved by the year 2000²⁹. Among these are:

- to extend family planning services to 500 million women;
- to reduce maternal mortality to 50 per 1,000 live births; and
- to reduce maternal mortality by at least 50 per cent.

These are important goals which all countries should strive to achieve.

In May 1991 the World Health Assembly adopted a resolution on 'Women, Health and Development' calling upon the Director-General "to intensify the advocacy role of WHO at the international level to ensure that the health status and quality of life of women receives the required attention, especially in economic fora"³⁰.

AIDS pandemic

The AIDS pandemic had added a new dimension to women's health issues. As of 1 October 1991, over 400,000 AIDS cases have been notified to the World Health Organization by more than 160 countries. As many cases are undiagnosed or unreported, the actual number of cases is likely to be much higher. In fact, W.H.O. estimates that some 5 to 6 million men, and 3 to 4 million women, are currently infected with HIV. By the year 2000, a total of 30 to 40 million men, women and infants are estimated to be HIV infected. By that time, there will also be 10 to 15 million orphans as a result of losing their mothers or both parents³¹.

Women are increasingly vulnerable to HIV infection because sexual transmission involving heterosexual couples is now the predominant (about 75 to 80 per cent) mode of HIV infection. Condoms, particularly those with the nonoxynol-9 spermicide, for instance, help prevent HIV transmission, but not all men use them, even while having sex with women with multiple partners. In some countries, the sex industry poses a major hazard. Some female sex industry workers may have as their clients or boy friends intravenous drug users, thus further compromising their health. With the possibility of HIV transmission before, during or after childbirth, new born infants whose mothers are HIV infected are at increased risk of acquiring the risk themselves.

Women are now faced with more social, health and economic problems than ever before. HIV-infected women face discrimination, and other acts of hostility. They are often in a weak bargaining or negotiating position, and are thus unable to insist on a monogamous marital relationship or on the spouse always using a condom. In societies with a high incidence of sexually transmitted diseases, women are placed at further risk when they cannot get their sexual partners to use condoms. Women who have become widows as a result of their husbands having died of AIDS face the difficult task of bringing up the family while suspecting that they themselves might be infected. Thus, the AIDS pandemic has, within a matter of just one decade, cast an ominous shadow, in many directions, on whatever achievements gained so far in improving the status of women.

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SECTION TWO

THE RELATIONSHIP BETWEEN WOMEN'S ISSUES AND POPULATION EDUCATION

There are a number of definitions of 'Population Education'. For the purposes of this Section the following definition will be adopted:

"Population education is an activity of an educational nature seeking to create a better understanding of the implications of population dynamics, such as growth, mortality and migration, on the quality of life, so that more informed, rational, and individually and socially responsible decisions could be made in the future with regard to matters concerning family life and related aspects."

Among the important elements of this definition is the relationship between population dynamics and the quality of life. Population education programmes are predicated, on the assumption that, the achievement of a higher quality of life to enable individuals and communities to function at the optimal level and to fulfil their goals and expectations, is possible through a better understanding of the dynamics underlying population change and family life.

There are several common or basic aspects of population education programmes which underline the relevance and importance of women's issues.

(1) *Population dynamics, and hence population education, is primarily concerned with 'individuals'*

Human societies are structured around the 'individual' whose existence and reproductive capabilities are necessary for the survival of the human race. The history of ancient human civilizations bears ample testimony to the downfall of

empires stricken by the decrease in the population able to render useful military and other services.

Approximately half of the global human population comprises women. In some countries there are more women than men – women sometimes tend to outlive men even where the odds of survival to an advanced age are equal. Human reproduction is possible through the intervention of women – a unique biological function which in the past has been sometimes undermined to relegate women to a socially marginal and subservient role.

In any discussion concerning the total population, family life or reproduction, women's issues become relevant. It is simply inconceivable that there could ever be any meaningful discussion of these aspects without reference to 'women'.

(2) 'Family Life' is the fundamental and basic social unit and women are members of it.

Even though the content of any two population education programmes will not be the same, 'family life' will always find a prominent place in the content. Discussions of family life centre around 'mothers', 'daughters', 'sisters', 'grand mothers', 'mothers-in-law', 'daughters-in-law', 'sisters-in-law' and 'aunts'. They are, to varying degrees, key female members of the nuclear or extended family.

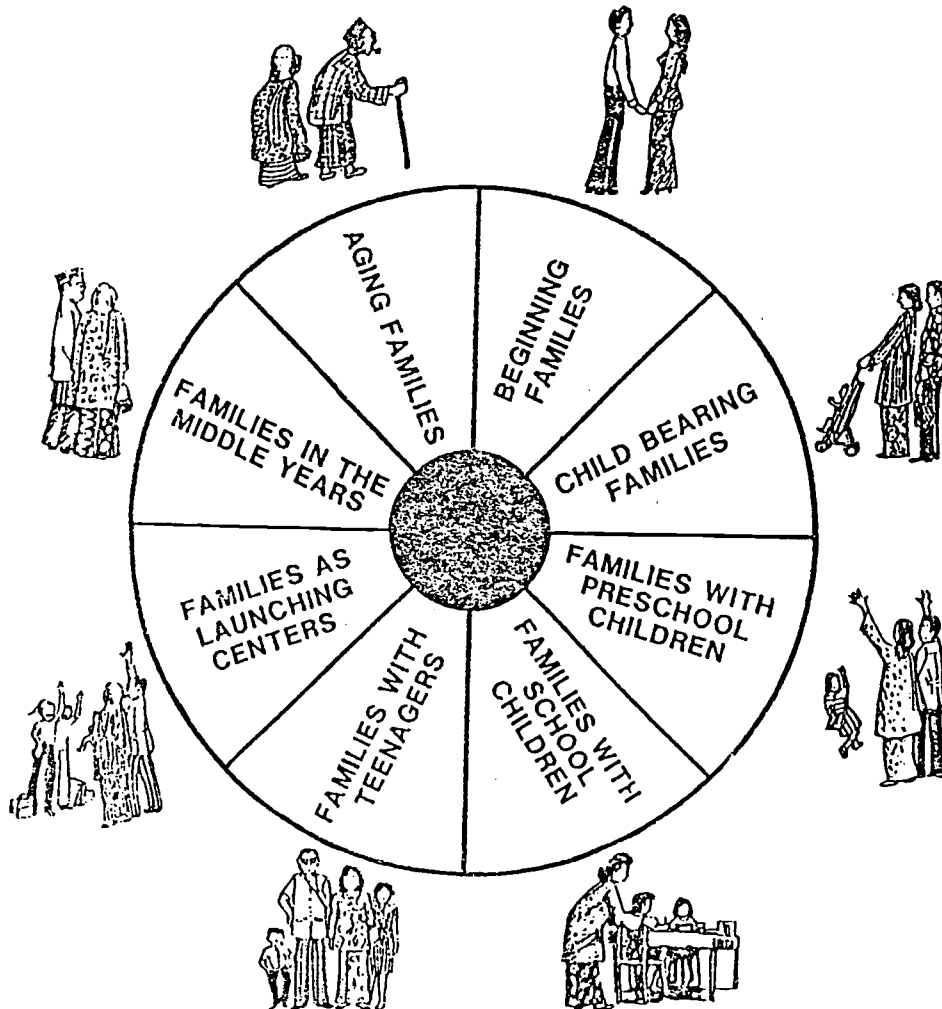
No family unit comes into existence unless all the key actors have taken their place on the stage. Problems associated with family life are women's problems as well - in some societies women have a disproportionately larger share of such problems and some of these stem from inequality in access to education, to employment etc. The precise roles and functions of women vary from every individual situation to another. No two families are formed and go through the family life cycle precisely in the same way. But as can be seen from the figure below women figure prominently at every stage in the family life cycle.

In respect of each of the eight stages depicted in the diagram, various women's issues arise. By way of example, selected women's issues can be enumerated in relation to three stages:

Beginning Families – age at which the wife married; whether she was consulted about choosing her marriage partner; her educational status; is she allowed to work, if she chooses to do so; does the couple discuss matters concerning their daily life, especially about plans for the future, including having children, etc. Evidence suggests that women who start their childbearing at an early age are disadvantaged both economically and educationally.

Child Bearing Families – was a joint decision taken by husband and wife concerning how many children they should have and at what intervals; the mother's and the children's nutritional and health status; plans for the education of the children; plans for the mother to resume working outside the home; arrangements for sharing domestic responsibilities; supplementing the family income, etc. ? High fertility

Figure 7
Family Life Cycle



Source: UNESCO PROAP, Family Life Education, Bangkok 1988.

and mortality almost confine women in most of their lives to childbearing and childrearing leaving little opportunities and time for them to enjoy life.

Families in the Middle Years – in middle age, women who experience menopause and who are no longer able to have children and no role to play, face many problems. They experience menopausal depression which is the consequence of confining women to a too narrow range of life choices. During widowhood, women are once more neglected.

(3) Women's role and status have a direct bearing on many of the quality of life themes in the population education curriculum.

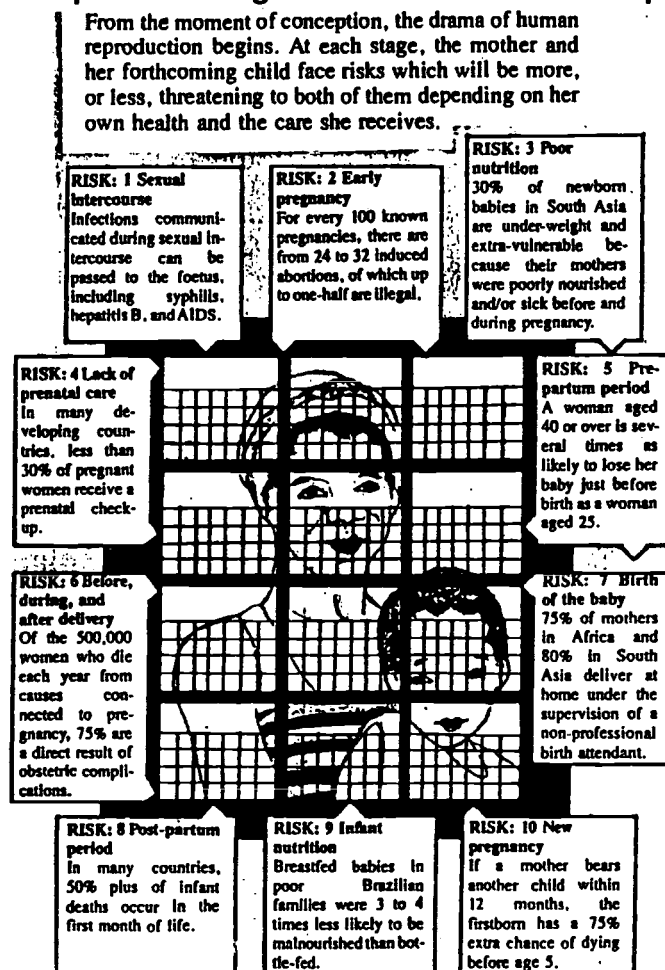
Women are a key human resource in development programmes. They are the agents of change to bring about better lives for billions of people in the Third World. They have an important role to play in addressing global problems such as poverty, hunger, rapid population growth and environmental degradation which affect the quality of life in this world. Investing resources in women pays off in the form of higher per capita incomes, lower infant and maternal mortality rates, slower population growth, better use of natural resources, a stronger economy and a better quality of life for all.¹

- For example, the fact that women are responsible for water, fuel wood and much of the agriculture has profound effects on the world's water supply, tree cover and farmland. It is the women who are most acutely affected by degradation in natural resources. It is they who have to walk farther and farther each year to fetch firewood from the dwindling woodland; they, who must search for hours for a stretch of unpolluted water and who must cope with the effects of environmental degradation and pollution.² It is therefore critical to involve women's participation in any environmental education and other programmes development and implementation.
- Over the past decades, there has been a significant increase in the number of women participating in paid employment and entry into paid work brings millions of women into the mainstream of economic activity for the first time. Women who are employed are better able to feed and provide health care to their children. Women's actual and potential contributions to economic development have generally been undervalued in official statistics because the "invisible work" that women do, whether in the household, in subsistence production, or as part-time or unpaid worker is often not recorded. But numerous studies have shown that women's actual involvement in economic activities is much larger than indicated by official statistics and they work very long hours both in and out of the home³.
- Educated women have contributed much to the improvement and maintenance of the quality of life of their children and family. The families of educated mothers are likely to be healthier and smaller. She is better able to acquire modern medical services and practice new and more effective child care; to adopt innovative behaviour such as use of contraception which lengthens birth intervals and reduce infant and maternal mortality; to undermine traditional feeding practices and ensure a more equal distribution of food within the family; to stand up for oneself and be more independent which will ensure a more egalitarian relationship with her husband and to communicate more with their husbands and to be more involved in family decisions and community development.

But women cannot fully realize their potential unless their basic living conditions are improved. They must have better health care, more rational workloads at home, more and better jobs outside the home, better education and must enjoy higher social status. They must also be granted equal access to land, to credit and to rewarding employment as well as establishing their personal and political rights. The costs of ignoring the needs of women are uncontrolled population growth, high infant and child mortality, a weakened economy, ineffective agriculture, a deteriorating environment, a generally divided society and a poorer quality of life. The return of investing on women, on the other hand, will be an approach to development which will make the most effective use of the world's limited resources; slower, more balanced growth in the labour force and security for the family, and most importantly, the possibility of better health, education, nutrition and personal development not only for themselves but for all people.

Figure 9

From conception through birth: the drama of reproduction



Source: Black, M. "Family Planning: An Essential Ingredient of Family Health", International Conference on Better Health for Women and Children through Family Planning, 1987, p. 2.

(4) Birth and fertility, key determinants of population increase, and a major subject in the population education curriculum, are important issues involving, and of concern, to women.

Women and the new born children face many health hazards, some of which exact a heavy toll. As the following figure exemplifies, there are at least ten different stages in which risk is a factor to be reckoned with:

Education: a factor to lower fertility

Many studies have shown a correlation between fertility and women's education, for instance:⁴

- With higher education, the mothers are able to increase their ability to have live births or lower infant and child mortality by adopting better nutrition and health care practices. Because parents are assured that their children will survive, couples will stop having more children as they have already achieved their desired family size.
- Secondly, higher educated women will likely delay their marriage, decreasing their exposure to pregnancy and thereby averting births. The World Fertility Survey has shown that for women with seven or more years of education, their mean age at marriage is almost four years higher than that for women with no education. Education also affects women's demand for children. The World Fertility Survey showed that women with seven or more years of schooling want, on the average, 1.3 fewer children than those with no schooling. Higher education decreases the perceived benefits of having many children.
- With regard to regulation of fertility, it has been found out that education has positive effects on the use of contraception. The relation between education and all the fertility regulation variables is the most direct and consistent. In general, education increases contraceptive knowledge in a stronger and more uniform manner than it improves attitudes towards contraception. In addition, the more educated the couple is, the more likely is the possibility that there will be an increased communication between husband and wife that will result in open discussion about decisions, as to whether or not to use contraception and to limit the size of the family.
- Education, per se, does not automatically affect the reduction of fertility but the level of education or number of years of schooling is what makes the difference, most studies point out. For example, the results of the World Fertility Survey showed that in the world, women with seven or eight years of schooling will have half as less children as women with no education at current rates of childbearing. On the average, the fertility difference between women with no education and those with seven or more years of schooling is 2.3 children. Contraceptive use also increases with education. The overall

proportion of women practicing contraception is 34 percentage points higher for married women with seven or more years of schooling than those with no schooling. Postponement of marriage and desire for smaller family size are also caused by increased level of education to seven or more years.

(5) 'Mortality', a key determinant of population change, is an aspect of particular relevance to women

Besides women who die during pregnancy, or immediately after child birth, infant mortality is also an issue of great concern to health workers and population educators.

Pregnancies involving a higher-than-normal medical risk to the mother or infant include⁵:

- pregnancies in the late years of the reproductive period and those to women of high parity (i.e. having had several live births);
- adolescent pregnancies; and
- closely-spaced pregnancies, even when not of high parity nor at either extreme of the reproductive age span.

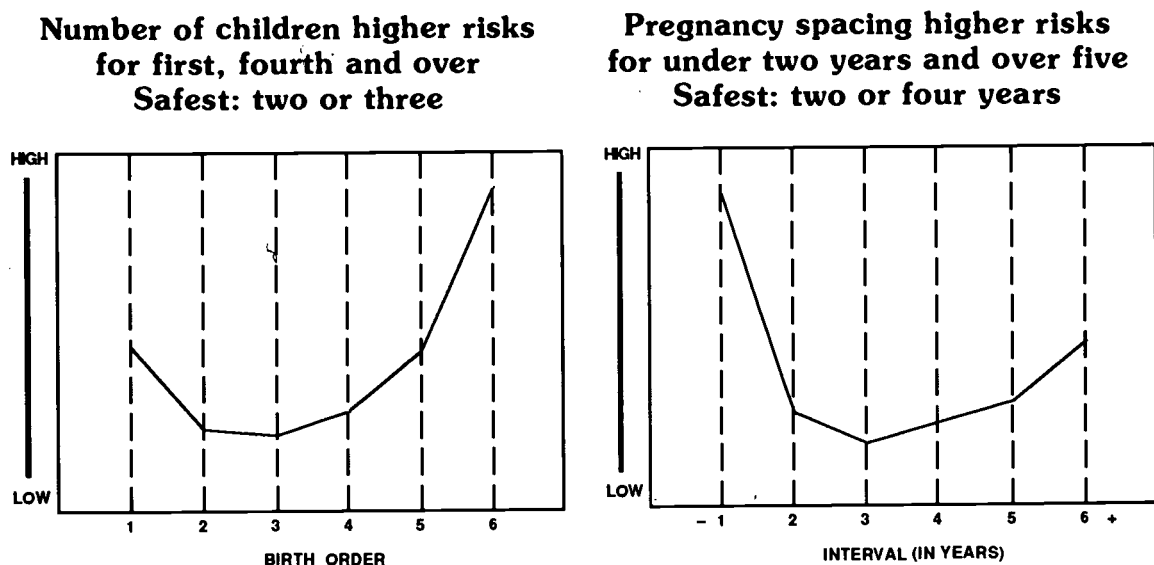
Research has shown that the pattern of family formation entails certain risks. Studies have closely monitored the effects of birth order as well as interval (Figure 11).

Many factors influence infant mortality. Among these are (2):

- **High fertility (mothers have to produce more children in order to ensure the survival ratio among infants)**
- **Education of the mother;**
- **Cultural practices (where males are given priority in nourishment amidst scarce food resources within the family)**
- **Interval between births**
- **Birth order**
- **The type of feeding of the infant**
- **Birth weight of the baby**
- **Maternal health care**

Figure 11

Health Risks for Mothers and Children Associated with Pattern of Family Formation



Sources: Adapted from Abdel R. Omran, "Health benefits of family planning for mother and child", *World Health* (January 1974), p.11.

Source: Sadik, N. (ed.) *Population Policies and Programmes: Lessons Learned from Two Decades of Experience*, New York University Press, New York, 1991, p. 286.

These aspects need to be emphasized in any population education course so that prospective mothers will have a better understanding of the variables which come into play in rearing children. Whatever the level of mortality, high birth rates produce a broad-based age pyramid which may further depress the level of living. It will also burden the women with full-time childcaring, and consequently they will not be free to upgrade their knowledge and skills to participate in economic production and political life, least of all enjoy life. Low fertility or fewer births, on the other hand, would have an immediate impact on the domestic burden of women, freeing them to participate more fully in life outside the home.

(6) Migration and urbanization, another important component of population education also affect women's role and status.

With regard to migration, the exodus of adult males to the cities from the rural areas may, under some conditions, improve women's position because they will be taking over many activities formerly performed by men and will be acquiring a major decision-making role in the family and in the community⁶. On the other hand, it may mean only a double burden for the women left behind, who will have to contend

with agricultural as well as household chores. As for women who migrate to the cities, under some conditions, the move from village to town may represent real freedom for women from the constraints and traditions of village life. It may also offer a range of opportunities for schooling, vocational training, gainful employment, child-care services, health care, family planning services and other amenities that are simply not available in rural areas.

However, the move to town may also result in poor quality of life for the women if the women's productive role in agriculture is not replaced by wage labour or employment in the town. A formerly supportive environment in which child care and other forms of support were readily available might give way to an isolated existence for women. Studies have also shown that heavy migration of uneducated, unskilled rural women, who entered the lower levels of service occupations in the cities, resulted in these women being exploited economically and sexually. All of these considerations should be critically evaluated and analysed in any population education lessons where migration and urbanization are dealt with.

(7) Women are partners in the development process and population education which is one intervention to attaining development, must address women's roles and functions in development.

A fuller understanding of both the socio-economic determinants of population trends and the consequences of these demographic trends for development requires recognition of the relationship between women's status and population trends as well as the current and potential roles of women in national development.

While research efforts have focused on the participation of women in development and on the status and role of women as factors in demographic behaviour, less attention has been given to linking these two strands in terms of considering the indirect relationships between population and development, mediated in part, through the changing roles and status of women⁷.

Women's roles and status have a direct bearing on population trends, specifically the lowering of their fertility as well as on national development and lower fertility and development on the other hand, contribute to the enhancement of women's status. Women who have higher status, more educated, gainfully employed, and healthy are more likely to delay marriage or practice birth spacing and birth control, enabling them to acquire more opportunities and autonomy to be involved in the development process. The level of their educational attainment and participation in educational, social, economic and political opportunities creates favourable conditions to the pursuits of population goals.

Looking from the other end, studies have shown that countries which are highly developed and those where interventions to improve the socio-economic conditions of people are introduced have lower rates of fertility and reduced population growth.

In these countries, women's status is usually high and their participation in the development process is extensive. Sustainable development can only be achieved with the full and equal participation of women, when population, environmental and development linkages are adequately translated into policies and programmes and when social sectors are given equal priority with economic growth⁸.

Futhermore, countries wishing to affect fertility levels should give priority to implementing socio-economic and educational development programmes and should lay emphasis on full integration of women into development process.

Usually, programmes to educate women, to provide them with paid employment, etc. are put forward not because they are good in themselves, but because it is agreed that they will result in reduced fertility. Women seem to be little more than producers of children to be manipulated by granting them a few minor concessions. The best reason for promoting equality of status for women is to allow them their human rights and not use them to solve population problems alone. The exercise of the human right in fertility decision-making, to conceive, to continue or discontinue pregnancy, should go hand in hand with the evolution of rights of women in other spheres: to seek employment outside the home; to take part in political and social community decision-making; to have access to equal opportunity in education and training; but most importantly, to develop their skills to critically analyze their own lives and make decisions, based on a broader understanding of the political, social and economic structures of and human relationships in society. Similarly, population programmes should not be developed and implemented in isolation; they should be part and parcel of the total development programme of the country. Participation of women in development should not only be at the level of subordinate and passive participation, but also at the level where they must be able to affect decision-making and enhance their influence.

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SECTION THREE

GUIDELINES FOR INTEGRATING WOMEN'S ISSUES INTO POPULATION EDUCATION

Conceptual Framework for Integration

Considering the importance of women's issues and the need to do justice to this subject, basically three broad approaches are available to integrate women's issues into the population education curriculum.

1. To integrate a separate course unit or module into the existing curriculum.

The course unit will have to be comprehensive, self-sufficient and stand independently of other course units or modules. A separate course unit or module will permit the salient issues to be discussed from a broad perspective around a single unifying theme. The course unit or module can also be used by other teachers to teach various subjects which have a bearing on women and the family. One of the disadvantages of following the first approach is that the material prepared could overlap with other units or modules in the population education curriculum, such as family life or family size. If too many cross references will have to be made, the salience of some of the points to be underlined might be diluted to some extent. There will also be the difficult issue of deciding at what stage or sequence in the population education curriculum the unit or module dealing with women's issues should be taken up. If it is taken up at a relatively early stage in the programme before some of the related macro- and micro-level issues are considered, it might be difficult to appreciate the importance of women's issues in the overall context of family life and population dynamics. On the other hand, if the consideration of these issues is postponed to a relatively later stage in the programme, some of the related issues might have to be considered without the benefit of a detailed and proper perspective of the relevance of the entire range of women's issues.

2. The second method is to integrate selected themes, issues and concerns into various other course units or modules in the existing population education curriculum, where such integration seems to be logically related to the theme underlying the course unit or module.

The second approach has the advantage of women's concerns permeating every relevant issue and being taken up for consideration whenever an opportunity to do so presents itself. If women's issues are considered in different contexts, there is always the problem that the importance of the totality of issues might be lost. As described in Section 2, 'status' is a multifaceted concept; women might have a higher status in certain spheres but not in others, or some women might enjoy a higher status than other women. It is the total picture which emerges from a consideration of all relevant aspects and dimensions that will give a complete perspective of the status and role of women.

3. The third approach is a 'mix' of the other two approaches - while including a separate unit or module, additional information and material will be integrated into other course units or modules.

The third approach is a good compromise for the problems which will be encountered with the first two approaches. While having a separate unit or module dealing with women's issues, selected issues will be integrated into other areas of the population education curriculum. Such an approach will be mutually reinforcing, providing both teachers and students with ample opportunity to give as much attention as each aspect or issue might need or warrant as the population education programme develops. In respect of certain units or modules of the curriculum, a detailed description of selected women's issues might suffice, but, for others, core messages¹ or short references will help to sharpen the focus on the interaction with women's issues.

Guidelines for Developing an Integrated Curriculum

In developing an integrated curriculum it is useful to follow the guiding principles listed below²:

1. An integrated curriculum should be based on the needs/problems and characteristics of the target audience.

The audience for which the material is intended will determine to a large extent the nature of the issues to be considered, the degree of details to be covered, and the supporting materials to be included in the teaching package.

The needs and problems faced by the target audience should be taken into consideration in deciding on the type of women's issues to be included in the population education curriculum. Where female enrolment and retention rates are low, it makes sense to deal with the factors which impede women's participation. In most societies, many factors have conspired to prevent women the lawful right to receive education. Each of these factors needs to be identified, with an analysis of the underlying historical, social, cultural, religious and economic dimensions. Where teenage pregnancy, for instance, is an important social issue, the population education curriculum for appropriate age groups should address the problem.

While women's issues relating to population dynamics are important for both sexes, certain issues might be of particular importance to either of the sexes. The issue of breast-feeding, where it is an issue to be considered in relation to nutrition, is of more relevance to female students.

The age group for which the teaching materials are to be prepared is a relevant factor to be taken into account in identifying issues, the content and teaching modalities. Some issues will have to be considered at every grade or stage, the difference being a matter of scope and depth. As the target audience gains more maturity, certain issues to which they have been given an orientation can be considered at greater depth.

2. It should be relevant to national population and development goals.

Women's issues need to be integrated in the context of national population and development goals³. Where such issues have been specifically articulated in a policy statement, it will be useful to address these issues in the form in which they have been articulated in the policy. Where women's issues have been referred to in more general terms in the policy statement, it will be then necessary to identify those issues which are relevant to the problems, issues, goals and strategies outlined in the policy, and then accordingly decide on those components which need to be underlined in the population education curriculum.

The development of a population education curriculum which accords attention to women's issues itself can be a stimulus to women's issues being accorded greater priority in national population or national development plans. Until relatively recent times, women's issues did not come into the forefront of developmental planning, not because these issues were not known but because there was little support and interest to articulate them and indeed to do something constructive about them. The inclusion of women's issues in the population education curriculum will certainly help to create a future generation of planners, social scientists, economists, educators and other professionals with a commitment to recognize women's issues and to identify such strategies as may be appropriate to deal with them. Population educators who are developing the population education curriculum to include women's issues will be an important group to be consulted by those whose responsibility it is to formulate national population or development issues relevant to , or bearing on, women.

3. It should be suited to local conditions.

It is important that women's issues are considered in their local context. More fundamental women's issues are basically the same everywhere; the underlying dynamics however differ not only from country to country but even from society to society within a country. Low rates of literacy among women, for instance, is a major problem in many Third World countries, but the causative factors differ considerably. In some societies where the prevailing norm is to have large families, girls of school-going age may be forced to remain at home to look after their younger siblings. In other societies where the prevailing norm is to have small families, girls of school-going age may yet be forced to remain at home for a variety of reasons unrelated to the need to look after younger siblings. This example illustrates how important it is to look at local conditions. The population education curriculum dealing with women's issues needs to be sensitive to these conditions.

Also rural/urban differentials, for instance, must be given due consideration. Through appropriate consultative mechanisms, curriculum developers can gain insight into such differentials.

The very content of the population education curriculum relating to women's issues needs to be appropriate to local conditions. Where the discussion of sex related issues, for instance, is still a social taboo, curriculum developers must be very discreet in order to ensure that nothing in the curriculum will be considered to be socially or morally offensive by teachers, students or their parents. This of course does not necessarily mean that curriculum developers must remain on the defensive. The way in which a particular issue is dealt with can make a significant difference as to whether the material will be considered as socially appropriate or not. A decision will have to be taken by curriculum developers as to the extent to which sensitive issues might be approached and the best way of dealing with them. It is rarely that materials in a socially sensitive subject such as population education developed in another country can be used without making necessary, and sometimes far reaching changes or adaptations.

4. It should be flexible

It is not necessary that all women's issues should be considered in the population education curriculum nor is it necessary that the issues which are being considered are dealt with in the same way. Teachers whose responsibility it is to teach population education should be the best judge as to what is necessary for the particular target audience. Some issues may already have been covered in other subject areas in the curriculum. For these reasons it is necessary that curricular materials which are prepared are flexible, enabling teachers the freedom to choose those components or elements of the curriculum which are appropriate for a particular target audience at a given time.

5. It should make use of available local resources.

Women's issues are fairly complex with regard to their implications in different societies and cultures. Since the 1960s there has been an exponential growth in the literature dealing with women's issues. Considering the vast amount of materials to which recourse may be had, it will always be difficult for curriculum developers to decide on how much of materials should be used or not used. While information of a comparative nature is important to understand women's issues in a broader perspective, the need to pay attention to the relevance of local conditions which have a bearing on women's issues should not be lost sight of. Whatever materials that are available with regard to the local scene must be duly reflected in the teaching materials that are being compiled.

In formulating the population education curriculum and in teaching this subject it is important to involve women leaders from the local community. It is always possible to enlist the assistance of community or national leaders with expertise on important women's issues which will be included in the population education curriculum. They are generally people who are held in high esteem by society for their involvement in women's issues. Their input will be a valuable resource which could enrich the exercise of formulating the population education curriculum or of teaching it within the formal or non-formal education sector.

6. Its development should be a continuous process.

Women's issues evolve all the time. What were issues of critical importance to women at the beginning of this century may no longer be that relevant. For that matter some of the burning issues of the '60s have now ceased to be of that much importance. Societies are also making significant achievements in improving the status of women. In earlier sections of this monograph we discussed how literacy rates among women have changed for the better during the last two or three decades. With more literate women being around, there are more significant social changes taking place at different levels of society. Women's issues which are included in the population education curriculum will be valid and relevant only for a limited time frame. These issues will have to be reviewed periodically based on changes in the indicators which have been applied to measure women's progress. Legislative and other policy changes will have to be reflected in the population education curriculum no sooner than when such changes take place.

7. Its development should be interdisciplinary and participatory.

As discussed in previous sections of this monograph women's issues cut across a broad spectrum of disciplines and specialities. 'Status' itself is a multi-dimensional concept, and, therefore, attempts to deal with issues concerning women or their status must take into account the need for a broad perspective.

In formulating the population education curriculum concerning women's issues, it will be useful to provide for the input of professionals coming from different backgrounds and disciplines. The ideal curriculum content should be the output of such a multi-disciplinary group. The group should be able to identify different threads and to weave them into a fabric on which women's issues are depicted from a broad perspective.

Sometimes it is not easy to arrange for a multi-disciplinary exercise of this nature. Most professionals are busy with their own responsibilities and may find it difficult to make their time available on a regular basis for formulating a population education curriculum dealing with women's issues. Some professionals may be able to attend only a few of the meetings and may be absent at that very moment when issues relevant to their professional background or discipline are being considered. An alternative strategy is for a first draft of the curriculum and content materials to be formulated by a core group of curriculum developers and to circulate this draft among professionals of different background and disciplines with a view to soliciting their comments. Once the feedback has been received the curriculum and the content materials can be revised to accommodate the changes that have been suggested by those to whom the first draft was submitted.

Based on the above guidelines the following approach can be followed in developing the first draft:

1. Analysis of the situation

- (a) Review of available publications of literature about women's issues
- (b) Interviews with national and local leaders concerned with women's issues
- (c) Survey of the needs and characteristics of the target audience. Such a survey will basically involve the following steps:
 - 1. Preparation of survey instrument
 - 2. Pretesting, revision and reproduction of survey instrument
 - 3. Selection of survey sample
 - 4. Administration of the survey instrument
 - 5. Analysis and interpretation of data
 - (a) Identification and prioritization of problems/needs of the target audience
 - (b) Compilation of the profile of the target audience with regard to their problems/needs

2. Formulation of curriculum objectives.

Based on the problems/needs identified, and having regard to pedagogical considerations, the objectives and goals of the population education curriculum

relating to women's issues must be identified.

Examples of objectives:

1. *To develop appreciation for achieving better quality of life through better education of mothers.*
 2. *To identify and examine traditional values that affect adversely the status of women.*
 3. *To develop an appreciation for equal participation of men and women in decision-making at the family and national levels.*
- 3. Determining the content of women's issues to be included in the population education curriculum**

The relevant women's issues which need to be included must be identified. In respect of each issue, the objective(s), concepts, content, core-messages and possible grade/level must be identified.

For example:

Objective	Content
<i>To identify and examine traditional values that affect adversely the status of women.</i>	<ol style="list-style-type: none"> a) Customs, traditions and beliefs that perpetuate the low status of women b) Clarification and analysis of these values. c) Disadvantages of maintaining the low status of women.
<i>To develop appreciation for achieving better quality of life through better education of mothers.</i>	<ol style="list-style-type: none"> a) Contributions of educated mother in the development of her children's personality. b) Management of home and resource of the family for improvement of the quality of life of the family.

4. Determining the entry points in the population education curriculum for the content of women's issues to be integrated.

Unless women's issues relating to population education are to be included as a separate unit or module, it will be necessary to identify the points at which material on women's issues can be integrated into the existing curriculum. In deciding on the entry points, a relevant consideration will be the commonality of the themes being discussed. The first step is to prepare an inventory of major topics taken up in population education. From this inventory, identify those which will lend themselves easily to integration of women's issues. Based on the discussions in Sections One and Two, these topics will include fertility, mortality, migration, nuptiality, delayed marriage, responsible parenthood, sex roles/sex education, husband-wife communication and decision-making and family size.

5. Identifying the teaching methods or learning activities that will help achieve the objectives and goals.

Having formulated the objectives and content, an attempt must be made to identify the best teaching modalities to be deployed. The level of maturity of the target audience will determine the type of learning activities which can supplement the teaching process. Values clarification and enquiry approach are the most suitable methodologies that can be used.

6. Materials that are being prepared need to be pre- and post-tested in relation to lesson objectives, goals and teaching modalities.

Before the materials are widely distributed throughout the formal or non-formal system, it is necessary that they be pre- and post-tested, and revisions undertaken, if necessary.

A simple matrix approach can be adopted to identify the objectives, major concepts, content, core-messages/sub-messages, entry point(s), and grade/level. By way of example, the role of women's education, can be considered:

Integration of Women's Issues into Population Education Curriculum in Primary Education

Objectives	Core Message/ Sub-Message	Major Concepts	Contents	Grade
1. Entry Point: Delayed Marriage				
a) To develop an awareness of national laws on the age at marriage	Customs, traditions and laws affect the age at marriage.	a) Different societies and communities have different customs and traditions which encourage or discourage early marriage.	Beliefs, customs and traditions which encourage or discourage early marriage. Disadvantages of early marriage. Marriage arranged against one's choice before attaining the legal age at marriage.	V or VI
b) To develop an awareness of the advantages of delayed marriage.	Delayed marriage has advantages.	b) Many countries have enforced laws to discourage early marriage.	Examples of countries and groups where age at marriage is delayed. Rationale of prescribing the right age at marriage, following the laws of the country.	V or VI
c) To develop a better understanding and appreciation of the importance of physical, mental and emotional maturity.		a) Delayed marriage helps in achieving a small family size and improving the health of both mother and child. b) Physical, mental and emotional maturity is important and a prerequisite for parenting.	Advantages of delayed marriage. Meaning of physical, mental and emotional maturity. Concept of parenting. Better relationship between wife and husband.	VI V or VI
2. Entry Point: Responsible Parenthood				
a) To develop an understanding and appreciation of the importance of equality between boys and girls.	Sons and daughters are equal.	a) Boys and girls are equally useful members of the family and society. b) The elimination of sex stereo-typing is necessary to wipe out prejudices against girls and daughters. c) Equal treatment and opportunity for sons and daughters help improve the quality of life of the family and society.	Changing roles of boys and girls in modern society. Prejudices against girls result in consequent neglect of them. Boys and girls need equal treatment by the parents. Providing equal opportunities for education and employment.	V VI V VI

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Objectives	Core Message/ Sub-Message	Major Concepts	Contents	Grade
3. Entry Point: Enhancement of the Status of Women				
a) To develop an appreciation of the need to achieve a better quality of life through better education of mothers.	Educated mother: better quality of life.	a) The educated mother can help in the personality development of her children. b) The educated mother can rationally manage the house and the resources of the family to improve the quality of life of the family.	Contribution of educated mothers in the development of their children' personality. Home management by the educated mother.	IV-V III
b) To develop an appreciation of equal participation of men and women in decision making at the family and national levels.	Equal participation of male and female in decision-making and national development.	a) Women can participate on equal terms with the men in most occupations. b) Women possess special talent and inclination for certain professions, including teaching and medicine. c) Active participation of women in the decision-making enhances the development of the family, the community and the nation.	Equality in job opportunities. Preferences of women for certain professions. Participation in decision-making.	IV-V V-VI V-VI
c) To develop an understanding of the need to enhance equal opportunities for women in all fields.	Equal treatment of female in socio-economic, political and cultural activities.	a) Men and women have equal rights and responsibilities.	Equal opportunity for women in all fields: educational, economic, social, political and cultural.	V-VI

Integration of Women's Issues Into Non-formal Population Education

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
<p>1. Entry Point: Small Family Size</p> <p><i>General</i> A. To understand that small family size contributes to the welfare of the family.</p> <p><i>Specific</i> a) To discuss the roles and functions of family members. b) To explain that families have human, financial, and other types of resources.</p>	Families have functions and resources.	<p>Family size and family welfare</p> <p>1.1 Concept and meaning of family (nuclear/extended).</p> <p>1.2 Members of the family.</p> <p>1.3 Roles and functions of family members 1.3.1 Traditional roles of family members. 1.3.2 Stereotyped roles for men and women. 1.3.3 Changing roles of men and women.</p> <p>1.4 Family resources 1.4.1 Manpower resources knowledge, skills and talents of family members. 1.4.2 Family income 1.4.3 Material possessions 1.4.4 Health as a family resource 1.4.5 Development of family resources</p> <p>1.5 Contribution of mothers and daughters to family resources.</p> <p>1.6 Child labour</p>	1.V	V
<p>2. Entry Point: Delayed Marriage</p> <p>1. To examine certain beliefs, customs, traditions, and laws which positively or negatively affect the age at marriage for men and women.</p>	Certain beliefs, customs, traditions and laws affect age at marriage for men and women.	<p>1.1 Socio-cultural beliefs, customs and traditions related to age at marriage and their implications.</p> <p>1.2 Laws on age at marriage and their effects.</p> <p>1.3 Implementation of marriage laws, responsibility of individuals, the parents, the community, and the government.</p>	1.V	V

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
<p>b) <i>To explain that delayed marriage has advantages.</i></p> <p>c) <i>To marry at the right age.</i></p>	<p>Delayed marriage has advantages.</p> <p>Marry at the right age.</p>	<p>1.4 Need to maintain and encourage socio-cultural beliefs and laws supportive of delayed marriage.</p> <p>1.5 Need to reorient beliefs, customs, traditions and laws that promote early marriage.</p> <p>2.1 Trend in age at marriage in the community.</p> <p>2.2 Concept of delayed marriage.</p> <p>2.3 Recommended age at marriage for men and women.</p> <p>2.4 Advantages of delayed marriage.</p> <p>2.4.1 Enables one to pursue education for self-development and gainful employment.</p> <p>2.4.2 Gives time for the couple to become biologically, emotionally, and psychologically prepared to assume responsibilities of married life.</p> <p>2.4.3 Gives opportunity for the youth to help improve the welfare of the family and the community.</p> <p>2.4.4 Shortens women's reproductive period, thereby resulting in fewer children.</p>	2.V	V
<p>3. Entry Point: Responsible Parenthood</p> <p><i>General</i></p> <p>A) <i>To understand and promote the concept of responsible parenthood.</i></p> <p><i>Specific</i></p> <p>a) <i>To explain that family welfare can be further enhanced if both parents share the responsibilities of family life.</i></p>	<p>Parent's role in the family is a shared responsibility of husband and wife.</p>	<p>Responsible Parenthood</p> <p>1.1 Concept/characteristics of responsible parenthood.</p> <p>1.2 Family responsibilities.</p> <p>1.3 Traditional roles of husband and wife in the discharge of family responsibilities.</p> <p>1.4 Exploitation of women due to multiple burdens in their traditional roles.</p> <p>1.5 Sharing of family responsibilities by husband and wife.</p>	1.V	V

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
b) <i>To realise that both sons and daughters have an important role and place in the family and community.</i> c) <i>To accept that parents have the responsibility to provide sex education for the children.</i>	Sons and daughters are equal.	1.6 Effects of sharing of family responsibilities on the mother, father and children, the family as a whole, and community.	2.V	V
		1.7 Family planning: responsibility of both parents.		
	Sex education of the children is the responsibility of the parents.	2.1 Practices that discriminate against daughters.	3.V	V
		2.2 Contributions of daughters to family welfare.		
		2.3 Contributions of girls to community development.		
		2.4 Opportunities to be given equally to daughters and sons.		
		3.1 Purpose of sex education.		
		3.2 Essentials and components of sex education (parts of the body and hygiene, changes at puberty, human reproductive system, boy-girl relationship, adolescent fertility, related problems, dating, courtship, marriage).		
		3.3 Sources of sex education/information for children.		
		3.4 Parents as source of sex education/information.		
		3.5 When to start giving sex education/information to children.		
		3.6 Effective ways of communicating sex education messages to children at different age levels.		
		3.7 Available sex education materials and sources.		
		4.1 Sexual behavior and the goal of procreation.		
4. <i>To explain that sexual behavior should be exercised with responsibility, for the good of the individual, family and community.</i>	Responsible sexual behaviour for a healthier and happier life.	4.2 Problems associated with uncontrolled/irresponsible sexual behaviour (health, emotional, social, economic).	4.V	V

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
5. <i>To maintain and perpetuate the Asian tradition of having the younger members of the family care for their elders.</i>	Elders are assets.	4.3 Sexually transmitted diseases as a consequence of irresponsible sexual behaviour (syphilis, gonorrhoea, AIDS, etc). 4.4 Sexual exploitation of women. 4.5 Need to control sexual behaviour.	5.V	V
6. <i>To explain how maternal and child care promotes family welfare.</i>	Maternal and child care promotes family welfare.	5.1 Contribution of the elders to the well-being of the family and community.		
		5.2 Needs of elders (physical, psychological).		
		5.3 Ways of showing respect, love and care for older family members.		
		6.1 Needs of mothers during pregnancy (proper diet, exercise, prenatal care, rest, etc.)		
		6.2 Needs of lactating mothers.		
4. Entry Point: Re-orientation of Population-Related Beliefs and Values	Single women can be happy and can lead a respectable life.	6.3 Needs of mothers after delivery.		
		6.4 Proper care of infants and children (breastfeeding, supplementary food for infants, immunization, etc).		
		6.5 Available health facilities and services for mothers and children.		
		2.1 Attitudes of people towards unmarried women.		
		2.2 Reasons why some women remain single.		
a) <i>To appreciate and respect those people who remain single.</i>	Breastfeeding is good for maternal and child health as well as for child spacing.	2.3 Benefits of single women to themselves, their families and communities.		
		2.4 Singlehood: a vocation in life, in addition to a married life and a religious life.		
		3.1 Bias against breastfeeding by many young mothers as a result of propaganda by milk and baby food manufacturers.		
b) <i>To encourage mothers to breastfeed in their interest and that of their children and as a means of birth spacing.</i>			3.V	V

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
c) <i>To identify and discuss certain values in education, labour and employment that work against women.</i>	<p>The parents and the community should enable women to receive higher education.</p> <p>Women should be encouraged to pursue a profession of their choice.</p> <p>Women should receive equal wages as men for the same work.</p>	3.2 Reasons why mother's milk is best.	4.V	V
		3.3 Medical advice on breastfeeding.		
		3.4 Promotion of breastfeeding.		
		4.1 Attitudes of parents and the community towards the education of women.		
		4.2 Rights of women to education.		
		4.3 Benefits of the education of women to themselves, their families and the community.		
		4.4 Discrimination against women in some profession.		
<p>5. Entry Point: Enhancement of the Status of Women</p> <p>General</p> <p>A) <i>To take steps to enhance the status of women.</i></p> <p>Specific</p> <p>a) <i>To identify and examine traditional values that adversely affect the status of women.</i></p>	Some traditional values adversely affect the status of women.	4.5 Stereotyped professions and courses for women.	1.V	V
		4.6 Discrimination against women in salary and wage scales.		
		4.7 Ways and measures to eliminate or reduce discrimination against women in education and employment.		
		1.1 Examples of customs, traditions and beliefs that perpetuate the low status of women.		
		1.2 Analysis/clarification of these values.		
		1.3 Disadvantages of maintaining the low status of women (to the women, to their families, to society)		
		2.1 Concept of the quality of life.		
2.2 Ways in which the educated mother enhances the quality of life of her family.				
2. <i>To discuss the role of educated mothers in promoting a better quality of life.</i>	Educated mother: better quality of life.	2.1 Concept of the quality of life.	2.V	V
		2.2 Ways in which the educated mother enhances the quality of life of her family.		

Objective	Core Message/ Sub Message	Content	NFE Programme	
			Literacy	Continuing Education
<p>c) <i>To impress women with the importance of organising themselves for their betterment, as well as of their community.</i></p> <p>d) <i>To develop in women the skills needed for working together to enhance their status.</i></p>	<p>Women should take the initiative to organise themselves for their betterment and that of the community.</p>	<p>2.3 Ways in which the educated mother can promote a better life for the community.</p> <p>3.1 Importance of organising into action groups.</p> <p>3.2 Skills in group organisation.</p> <p>3.3 Projects which women action groups can plan and implement.</p>	3.V	V
		<p>4.1 Proportion of men and women as members of the country's population.</p> <p>4.2 Situations in a family where important decisions have to be made.</p> <p>4.3 Role of women in decision-making in the family.</p> <p>4.4 Concept of national development and equal participation.</p> <p>4.5 Examples of contributions that women can make in different fields and aspects of national life.</p> <p>4.6 Women who have made important contributions to national development.</p>	4.V	V
<p>e) <i>To understand that women constitute half of the country's population.</i></p> <p>f) <i>To explain that women's participation in decision making in the home makes for better family decisions and relationships.</i></p> <p>g) <i>To understand that women's participation contributes significantly to national development.</i></p>	<p>Equal participation of men and women in decision-making and national development.</p>	<p>5.1 Examples of discrimination against women in:</p> <p>5.1.1 laws of the country</p> <p>5.1.2 education/profession</p> <p>5.1.3 labour/employment</p> <p>5.1.4 politics/government service</p> <p>5.1.5 others.</p> <p>5.2 Measures and means to reduce and eliminate discriminatory practices against women.</p> <p>5.2.1 legislation</p> <p>5.2.2 educating the people, particularly women.</p> <p>5.2.3 women organisation.</p> <p>5.2.4 others.</p>	5.V	V
<p>h) <i>To give equal treatment to women in socio-economic, political and cultural activities.</i></p>	<p>Equal treatment of men and women in socio-economic, political and cultural activities.</p>			

B. Teaching Aids to Facilitate Integration of Women's Issues into Population Education

As mentioned above, many publications are available for reference to prepare teaching materials. Besides the print and radio media, special guest lectures, drama and debates on selected issues will help to enliven any discussion on women's issues.

Visual aids are of particular importance in the context of women's issues. They constitute an ideal teaching or instructional method to examine women's issues and to integrate them into population education. The following are some of the visual aid media⁴ that may be considered for possible use:

Photographs

Photographs are some of the easiest of visual aids that can be used by both teachers and students. Even those who are illiterate are in a better position to understand photographs provided they are clear, targeted and convey the message with little or no difficulty. Photographs could be displayed in conspicuous places, such as markets, schools, place of religious worship etc. where people usually congregate.

Posters

Posters can be drawn using attractive colours. They are an effective way to convey messages regarding education, women's rights with regard to employment, decision-making etc. The idea that is intended to be conveyed should be simple but forceful. Even if the posters are not illustrative, they should contain a goal. For example, a poster with a picture of women studying should appear with the caption "Education is the key to success". A single poster should ideally address only a single theme or issue.

Black Boards

With the basic requirements of a piece of chalk and a duster the black board can help to sharpen the focus on those issues which need to be addressed. Explanations should be done only after the entire message is written on the board. Unlike in the case of posters and photographs, the audience will be in a position to clarify certain points since explanation is done simultaneously.

Bulletin Boards

In schools, a section of the bulletin board can be used to address selected themes which can change from week to week. In the out-of-school setting, the bulletin board becomes more useful in places where only a few people have access to newspapers and other printed media. The bulletin board must be fixed in a central place where people usually congregate or where people will be able to see conspicuously when passing by. Writing interesting titles, drawing interesting pictures and introducing a sense of humour to the messages will attract more attention. The messages will register better if they are succinct and to the point and related to real life situations.

Flannelgraphs

Pieces of sand paper or any other thick material can be cut into the shape of various figures or places or things, and used on bulletin boards mainly to accompany informal talks. This method is particularly helpful to draw comparisons, for instance, between a small family with two children and a large family with five or six children.

Flash Cards

Flash cards are compact cards that can be played even at home. The idea is to play a game in order to create an awareness among the villagers about a particular issue. For example one can play a game of cards known as the "Happy Family" by having the names of families with different numbers of children written on the cards. Each family can be given a name, such as Mr. Paddy the farmer, Mrs. Farmer, Miss Farmer and Master Farmer. This could be the ideal family vis -a-vis a large family consisting of Mr. Wood the Carpenter, Mrs. Wood, Masters Junior and Senior Wood and Misses Junior, Senior and Little Wood. The winner will be the person who gets all the cards in Paddy the Farmer family. Pictures could be drawn to show the Farmer family as well as the organized small family which makes wise decisions and eventually go up the ladder of success. One player will distribute the cards among all the players. Each one must guess who has the ideal family, Paddy the Farmer. If, on request, one does not have, for instance, Mr. Paddy, such person must say "Sorry, not at home". Each person can request only one card at a time. The one who gets the entire collection of Paddy the Farmer family becomes the winner. At the end of the game the winner should announce how he became the winner by reading out the messages written for each member of the Farmer family.

Puppets

Puppet shows are very popular among the educated, as well as the not so educated, families. Through humorous and light hearted behaviours, various messages could be communicated. Hand puppets or glove puppets, as they are sometimes called, could be used to depict an unhappy family life where not only the children but also the parents quarrel, not being able to resolve their problems amicably. The mouth of the female puppet can be constantly controlled by the male puppet to show his domineering personality; the female puppet can bow down her head rightly or wrongly to show male domination. In contrast to this, another show can be held to illustrate as to how both the husband and wife make joint decisions in an atmosphere of peace and harmony.

Slides/Overhead Transparencies

Slides are a more advanced method to get across an idea. Where facilities exist to use a projector, slides or transparencies can be used- it may well be that in certain contexts these are appreciated more for their novelty.

Films

Films are an effective way to educate people. Opportunities to view films, particularly in remote villages, are few and far between. When available free of charge more people will gather to see a film, irrespective of whether the topic is of immediate consequence or of interest to them. Films should emphasise more on women in order to sensitize them to their rights and duties. Films on equality, family planning, education, employment and health care are an effective way of reaching thousands of women who cannot otherwise be reached easily.

Models

Another effective way to educate people is by displaying models made out of clay or any other easily available material at places of worship, markets, schools etc. Since there is a tendency among many people to study a model for sometime, a model depicting the importance of education will be of particular value. A model could depict a woman receiving education, and, thereafter, planning her life as well as that of her children in a sensible manner. An educated woman giving better healthcare, food and more attention to the children could be the theme for another model.

References

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SECTION FOUR

EXEMPLARY CURRICULUM AND INSTRUCTIONAL MATERIALS

In order to facilitate the integration of women's issues into population education, a variety of sample lessons and teaching materials from many countries, particularly in Asia and the Pacific are included in this Handbook for ready adaptation or adoption by curriculum or materials developers, teachers and trainers.

The materials are grouped into five thematic parts addressing the important concerns of women discussed in the preceding sections. Below is a listing:

Part One: Women Education and Population

It consists of three lessons illustrating how women's education leads to better quality of life for the family, enhancement of their status, good development of her children's personality and better hygiene, nutrition, medical care and education for her family and the community.

Part Two: Women Employment and Population

Consisting of three instructional materials, this section deals with women's work and value of their work, the issue of equal treatment that should be accorded to both male and female workers, i.e., "equal work, equal pay" and promoting self-reliance among women in terms of earning extra income to promote their welfare and that of the family.

Part Three: Traditional Roles and Changing Roles of Men and Women

This part comprised three lessons dealing with the definition of sex roles, how different cultures look at sex roles, the various stereotypes and traditional roles developed for men and women and how these roles are changing. The lessons also indirectly show how sex stereotypes and traditional roles have hampered the development of women and prevented the accomplishment of population goals.

Part Four: Equal Treatment for Males and Females

Consisting of four lessons, this section describes the various beliefs and values that account for preference for sons and underscores the messages that sons and daughters are equally valuable, that men and women have equal rights and responsibilities and should receive equal treatment in socio-economic, political, educational and cultural activities as this can contribute to the improvement of the quality of life of the family and national development.

Part Five: Women and Family Planning

This section consists of five lessons, two games and a collection of case studies dealing with various family planning issues such as delayed marriage, the effects of values, education, employment, nutrition, land resources, migration, food production and husband's attitudes on the family size and woman's fertility, mother and child health, safe motherhood, birth spacing, and women's efforts to plan her family to achieve a better quality of life for them, small versus large family, and husband-wife communication and family decision-making.

The collection of lessons and materials is by no means comprehensive but each lesson or material represent the different areas of concerns of women. Firstly, the lessons and materials address a wide range of issues relevant to the broad theme of this Handbook. Most of the issues are generally applicable but countries can make adaptations as may be necessary to make the materials relevant to each specific country or regional situation. Where the socio-cultural and demographic context for which the material was originally prepared is not necessarily unique and is broadly representative of the situation elsewhere, the materials can be used without any extensive adaptations.

Secondly, some of the materials selected have already been field tested in the context of population education programmes dealing with social science, home economics, etc. It is certainly an advantage to use materials which have already been field tested.

Thirdly, the materials are illustrative of a range of teaching and instructional approaches which teachers may wish to adopt in dealing with this issue. There is no single method or approach which is intrinsically superior to all others; a mix of approaches might best cater to the learning interests of any target group, especially those coming from different socio-economic, religious, cultural and family life backgrounds. Some of the case studies which are included, for instance will help to relate actual life situations to the conceptual and theoretical discussions which take place in the classroom context.

Part One:

Women Education and Population

Effects of education and employment on women

LESSON ONE

SUGGESTED GUIDE FOR USERS

1. **Title of story:** Deeva Jagaya (A Candle is Lit)
2. **Purpose:** To enable the learners to understand the advantages of education and employment of women.
3. **Messages:**
 - a) Education of girls and women is important.
 - b) Employment of women leads to better family living and better understanding in the family.
 - c) Education and employment of women lead to the enhancement of the socio-economic status of women.
 - d) Education and employment of women lead to demographic changes in age at marriage, spacing, family size and ultimately fertility reduction.
4. **Target audience:**

Semi-literate rural out-of-school youth.
5. **Suggested teaching-learning activities:**

Ask the learner whether:

 - a) education has been given to the girls/women in their family/ community.
 - b) education of girls and employment have any relationship. If so, in what manner education helps women in getting gainful employment.
 - c) there is any difference in family size between those families in which women are educated and employed and those in which women are uneducated and without gainful employment.
 - d) education and gainful employment of women lead to better family life.
 - e) equal status to women leads to economic prosperity of the family.

- f) there is any difference attached to the significance and value of male and female child in his community.
- g) he/she agrees that having two daughters in his/her family would have the same significance and value as having two sons.



A CANDLE IS LIT

Dinu and his wife, Ratna were living in the village with their five children. Their fourth child was a daughter named Beenu. They had about three and a half acres of farm land. The land was not adequate for their family needs as they couldn't grow adequate food and vegetables. The children could not get schooling. They had to work hard to earn their daily bread and butter.

The brother-in-law of Dinu was an employee in a bank in town and used to visit them once or twice in a year.

When Beenu was 10 years old, she noted that her three elder brothers who were helping their father in farming had no schooling. She found that her maternal uncle, Jagat, who visited them every year and was an employee in the bank – was better off economically. She knew that uncle Jagat also requested her father to send her brothers to him for education but her father was not inclined to do so as he thought that it would affect his family income.

When Beenu was 13 years old, her Uncle Jagat visited the village of Rampur and brought along his wife, Maya. Beenu found her Auntie Maya reading magazines and writing letters to her friends during her stay in the village. Beenu developed a good acquaintance with her Auntie Maya. She expressed to her Uncle and Auntie her keenness to learn how to read and write. Her Uncle Jagat promised to help her. He therefore approached the village Panchayat to start a functionally literacy class for women. He was informed that in order to start a functional literacy class, proper accommodation for a Women's Centre was needed and 15-20 women and girls willing to join the centre were needed. It was a difficult task to convince the other women and girls to join the centre. However, with the active support of the village people, within a year, a functionally literacy class was started. The attendance was very low and therefore, after sometime, a tailoring class was also added. This improved the attendance at the centre. Since Beenu was very enthusiastic to learn literacy and tailoring, within a short period, she started reading, writing and sewing clothes. But other women and girls were irregular in attending their classes and after a period of about 10 months the centre could not continue any more.

Now Beenu started writing letters to her Uncle Jagat and Auntie Maya in the town. Many times her Auntie Maya requested Beenu's father that she should come with her to stay in town for some time. Her father who in the beginning was reluctant, agreed this time and sent her for a few months. Now she was 16 years old. However, her father was in search of a good boy for her marriage.

Beenu, while staying in the town with her Uncle Jagat found that women went to offices and work in the shops and help their families economically. It was a big surprise to her. Beenu was amazed to see that the women appear to be very well off. Moreover, Beenu observed that there was almost no difference between men and women. She tried to find out the reason for this and concluded that the women received a good amount of education first. Beenu then decided to complete her education. She discussed with her Auntie Maya the possibilities of passing the condensed course of middle school examination.

After some time a message came to the town from Beenu's father. The message read that Beenu was urgently required in her village as negotiations for her marriage were going on. She was brought to the village but was in dilemma as to what to do. She wanted first to complete her education and while coming back, she had requested through her Auntie Maya to tell her Uncle Jagat that he should tell her father of her desire to pass the middle school condensed course examination. Her Uncle Jagat could very well understand the feelings of Beenu.

In the village, Dinu had hoped to marry Beenu off soon. He discussed the marriage plan of his daughter with his brother-in-law, Jagat, who disclosed that Beenu had the desire to complete her education first. Dinu was angry and said that Beenu had already learned how to write letters and could read books and magazines. She was able to maintain her day-to-day accounts. What more did she need to know? Her Uncle Jagat very patiently discussed Beenu's desire to complete the condensed course for completing middle school examination first. There was a lot of confusion in the house and ultimately, Beenu was called to express her desire. She very convincingly and humbly presented her desire to her father and uncle that after passing the examination she wanted to revive a tailoring class in the village which could not be successful earlier and had to be abandoned. By this time her mother had joined the discussion. She was reluctant to agree to the postponement of the marriage. But Jagat argued that the marriage of Beenu was no doubt very important but her desire for self-study was equally important. He ultimately persuaded his sister and brother-in-law to postpone the idea of marriage and took the responsibility of arranging everything to pass the condensed course for middle school examination.



Uncle Jagat arranged the necessary papers, books, materials for Beenu. At the first attempt she could not complete the course as there was no one to guide her and she had to assist her mother also in the day-to-day household activities. In the second year again she prepared hard for the examination, but this time she went to stay with her Uncle's family for about three months prior to the examination. Her uncle helped and guided her in her preparation for the examination. Fortunately, she passed the middle school examination. It was a big thing for this village that a girl passed the middle school examination. The women who, in the beginning, were critical of Beenu's decision, began to appreciate her decision. Dinu, her father, was also happy but now wanted to arrange her marriage. Now Beenu was 18 years old. She desired that she be given a teacher training course as she wanted to start a school in the village.

Her Uncle Jagat again helped and brought the necessary papers for a teacher's training course. She was admitted and was able to complete her teacher training course. After completing her training, and when she came back in the village, people were generally surprised and women in particular were enthusiastic. After sometime she made personal contacts with all the women and girls of the village and communicated the idea of a women's club called Mahila Mangal Dal. With the active support of the women of the village, she organized a women's club. She mobilized the women folk of the village to provide education to their children. Thus, a need was felt. With the people's help and government assistance, a school was built and she started the formal and non-formal education work in the village. The Literacy Centre which was earlier abandoned was again started with the active support of the women and girls. People of the village were happy that the centre would now be working on a permanent basis.

Beenu was already 23 years of age. Her father was worried about her marriage as he was getting older and older. Now Beenu was also not reluctant for her marriage. Ultimately her father found a young man, Mohan, 26 years of age who was teaching in a nearby village school. With great happiness her marriage was solemnized.

In her husband's house, she was happy and had very cordial relationships with her sister-in-law mother-in-law and other family members. The family was leading a very happy life. Hardly six months had passed when she started feeling an urge to do some work and so she consulted her husband and mother-in-law, Malti. Malti was not in favour of her going outside the house. Her husband, Mohan, was not against her working. He discussed the matter with the village head and convinced him that it was important to impart basic literacy and skill training to the women. The idea was accepted by the people. Beenu taught literacy and tailoring in her own house.

In the beginning, there were five women learners. Later, as many as 17 came for the class. After a year or so, the need was felt very much and a permanent centre for non-formal education was built by the villagers. Beenu was appointed to take charge of the centre. She developed a lot of love and affection for the women. Later, she was elected the President of the Women's Club which she had organized in the village. She was also nominated as a member of the village Panchayat.



Three years of Beenu's married life passed. Once her elder sister-in-law suggested to her to consult a doctor to find out why she was not yet pregnant. She smiled and told her that she and Mohan could have the child whenever they desired. She disclosed that they were adopting family planning. Later, Beenu and Mohan took a decision to have a child. After Beenu was pregnant, she started visiting the Primary Health Centre for check-up and necessary immunization. The mother-in-law knew that Beenu was pregnant. Exactly after a normal period of pregnancy, Beenu was admitted at the Primary Health Centre for delivery. In the family, the mother-in-law and other members were very keen to know the results of the delivery. They were waiting very impatiently. They had brought sweets and a drum beater in case a male child was born. The nurse came out of the delivery room to tell them that a female baby was born. The news was not welcomed by the mother-in-law but Beenu's husband who was also present, said that they (Beenu and himself) welcomed the female child. After all Beenu's and Mohan's wish for a child, whether male or female, had been realized. So sweets were distributed.

Beenu and her husband were very regular in following the schedule for all types of immunization for the baby. Beenu breastfed the baby. After an interval of five years, Beenu and Mohan decided to have another child. Beenu underwent prenatal care. She was healthy and doing her work well. Her husband was very happy. They had a comfortable house. They had all that they needed. They also had social status. After a normal delivery, Beenu and Mohan had another female baby. But they welcomed the baby in the same manner as in the first one. Beenu's mother-in-law insisted that they should attempt for the third child in the hope of having a son. Beenu convinced her mother-in-law that a boy or girl is of equal significance. Beenu then went for tubectomy.



LESSON TWO

LEARNING MATERIALS

Core Message	:	Enhancement of the Status of Women
Sub Message	:	Educated mother: better quality of life
Major Concepts	:	An educated mother can help in the total personality development of her children
Content	:	The contribution of an educated mother in the development of her children's personality
Idea	:	The role of an educated mother in the development of her children's personality
Grade	:	3 or 4
Subject	:	Moral Education
Time Required	:	45 minutes
Method	:	The textbook presents 4 pictures, each with an appropriate dialogue. The dialogues tell a story, with some exaggeration and humour. The students are required to discuss each picture and to comment on the dialogue. The teacher guides the students to reach a conclusion about the role of the educated mother.

Picture 1 : The husband is a director in a factory, the wife is a teacher. They are discussing at home.

Husband : Our children always disturb you. If I am away for a few days, it is likely that everything will become disorderly.

Wife : Yes, our children are afraid of you only. You are the pillar of our family.

Husband : Hm, hm.....

Picture 2 : In the evening: the husband reads a review, the wife prepares teaching materials for the following day; the children are studying.

Son : Papa, please explain this difficult math assignment.

Father : Later, I am busy now.

Mother : Quiet, my son ! Papa is busy. Can you think work on your own for now ? I will check what you have done.

Mother : (One hour later) I have finished my work ! Now show me, my son. What do you think about the problem ? That's good ! The approach to your

- solution is right, but check your answer again. Now, that's right. All right!
- Father : (After finishing the review) My son, do you have anything to ask me ?
- Son : No, Papa. I wanted to ask you about my math homework, but I have managed to do it by myself.
- Father : That's good !

- Picture 3* : On Sunday: the mother and the children manage the house
- Mother : (To the father): Today, can you help me rearrange the furniture ? I would like to make our room tidy.
- Father : Tidy ? Yes, why not ? But next week please. Today I must accompany my guests to visit our factory.
- Mother : (After the father leaves)
Father is occupied. My children must help me rearrange the furniture and decorate the room. Perhaps we can arrange it ourselves. It's not necessary to wait for a week.
- Daughter : Yes, Mama. But this afternoon will you not teach me the art of embroidery?
- Mother : Sorry, my love. This afternoon I have a meeting with the parents' committee in your primary school. But surely we will do the embroidery soon.
Now, my son, you must continue with the work. Hang this picture on that nail on the wall. My daughter must prepare the lunch. It's late. I'll help you.

- Picture 4* : The family is seated at the table
- Father : Hello ! Where is the Divinity who made our room look tidy and clean so quickly ?
- Mother : (Smiling) That's our children, Divinity
- Children : Oh no ! Mama guided us.
- Father : Good. But I am hungry. Begin please ! Oh, this beef steak is very nice. What do you think my children?
- Children : Yes, very nice !
- Mother : That is the work of our daughter.
- Daughter : But Mama finished it.
- Father : Excellent ! We are happy to have an excellent Mama.
- Children : Yes, Mama is an excellent support to our family.
- Mother : That's wrong my children. Papa is our pillar.
- Father and children : "But long live, Mama !"

Questions and Explanations

Discussing each picture, the teacher asks a student to comment on the picture and the dialogue. He raises questions for the entire class.

Picture 1: 1) What did the husband's statement mean ?

- He doesn't think that the children should disturb their mother often. (In reality they love their parents and need their assistance).

2) What is the attitude of the wife ?

- She loves her husband and respects him.

Picture 2: 3) What is the role of the mother in this situation ?

- She ensures that the children do not disturb her husband (even when he is reading the review).
- She has accomplished her own work (preparation of instructional materials which she has to use the following day).
- She helps her children with their studies.
- Adopting a good method, she encourages her son's efforts.

Picture 3: 4) What are the qualities of the mother ?

- She takes care of the house and teaches her children how to help at home.
- She also performs social and community service activities in the parents' committee, to support the activities of the primary school (where her daughter is studying).

Picture 4: 5) What is the attitude of the father and the children towards the mother?

- They love and respect her.

6) What is the attitude of the mother ?

- She is modest. She takes care of the members of her family.

Conclusion: The merry comment of "Long live, Mama !" shows that family life is happy if the mother is educated.

LESSON THREE

Educated Mother and Family Health and Hygiene

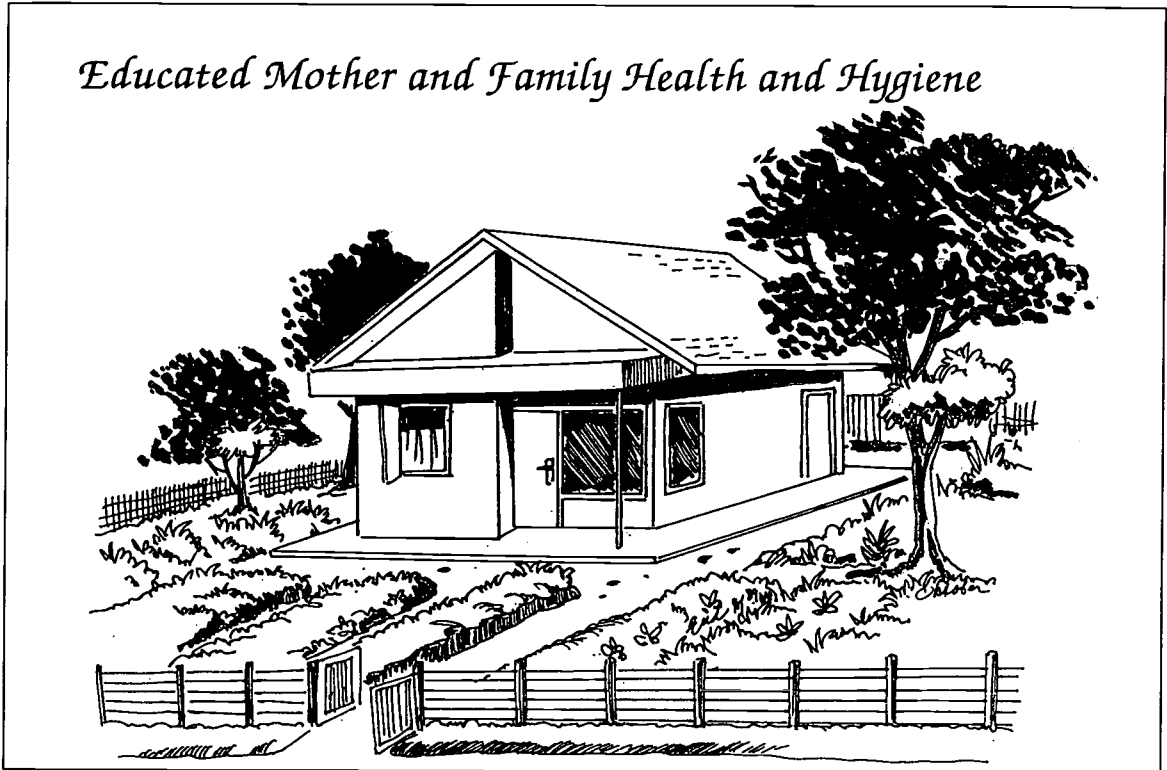


Chart 2.

Title : **Educated Mother and Family Health and Hygiene**

Message : The educated mother always keeps her house and surroundings clean.

Teaching Method :

1. Present the chart to the learners.
2. Ask these questions:
 - a) What do you see in the picture ?
 - b) What can you say about it ?
 - c) Are there many houses in your village/community like it ?
 - d) Do you know who owns them ? Have they gone to school ?
 - e) The house in the picture belongs to Ayih and her husband. Ayih is educated.
 - f) How does Ayih keep her house ?

Evaluation : Let the learners tell what the chart wants to say to them.

Educated Mother and Family Nutrition

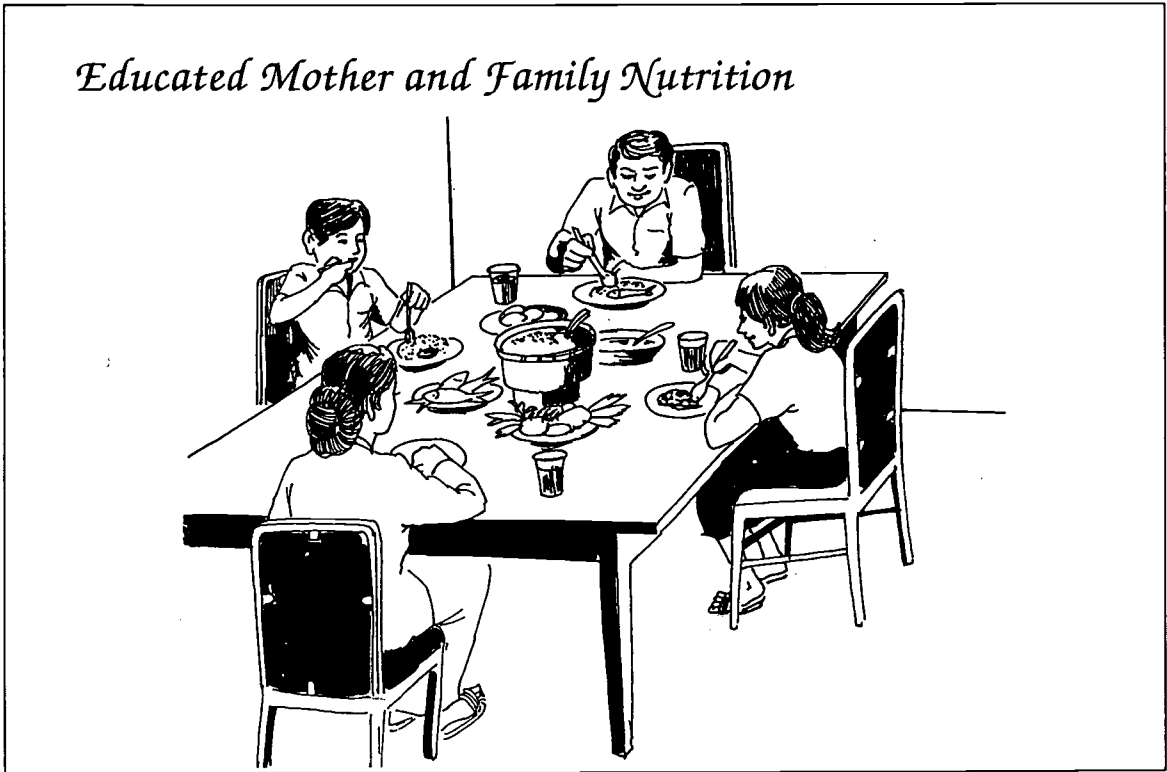


Chart 3.

Title : **Educated Mother and Family Nutrition**

Message : The educated mother prepares nourishing food for her family.

Teaching Method :

1. Show the learners chart 3.
2. Have them answer these questions:
 - a) What are Ayih and her family doing ?
 - b) What food are they eating ?
 - c) What kind of food does Ayih prepare for her family ?

Evaluation : Allow the learners to tell what kind of food an educated mother like Ayih should prepare for her family.

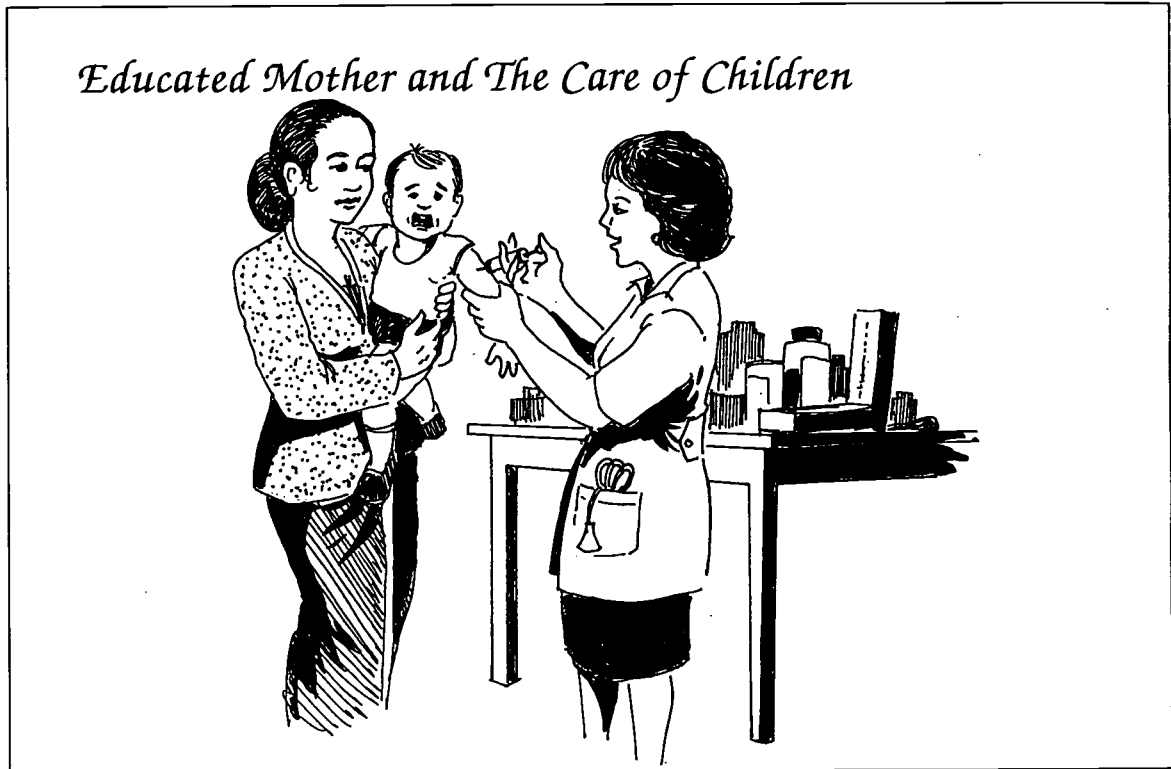


Chart 4.

Title : **Educated Mother and the Care of Children**

Message : The educated mother takes special care of her children.

Teaching Method :

1. Let the learners study the picture.
2. Ask them to answer the following:
 - a) What is taking place in the picture ?
 - b) Why does the baby need immunization shots ?
 - c) Do you also do what Ayih is doing ?

Evaluation : Ask the learners to tell you what they learned from Ayih.

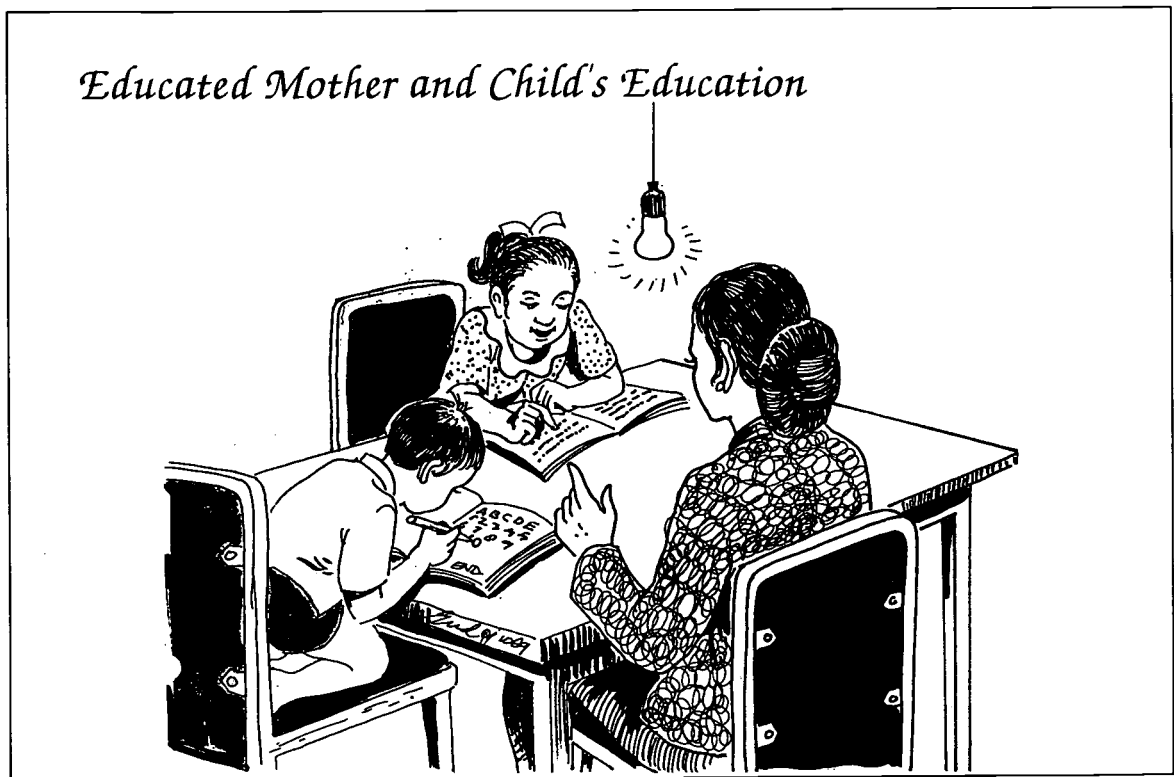


Chart 5.

Title : **Educated Mother and Child's Education**

Message : The educated mother is concerned about the education of her children.

Teaching Method :

1. Present the chart to the learners.
2. Let the learners answer these questions:
 - a) What is Ayih doing in this picture ?
 - b) Do you do it, too ?
 - c) Is Ayih able to help her children in their studies ? Why ?

Evaluation : Allow the learners to tell you how Ayih shows her concern for her children's education.



Chart 6.

Title : **Educated Mother and Community Welfare**

Message : The educated mother joins in community projects.

Teaching Method :

1. Show the chart to the learners.
2. Have them answer these questions:
 - a) What are the women in the picture doing ?
 - b) Name a project that Ayih may want the women to do.
 - c) State what the picture tells you.

Evaluation : Ask the learners to state what they learned from the picture.

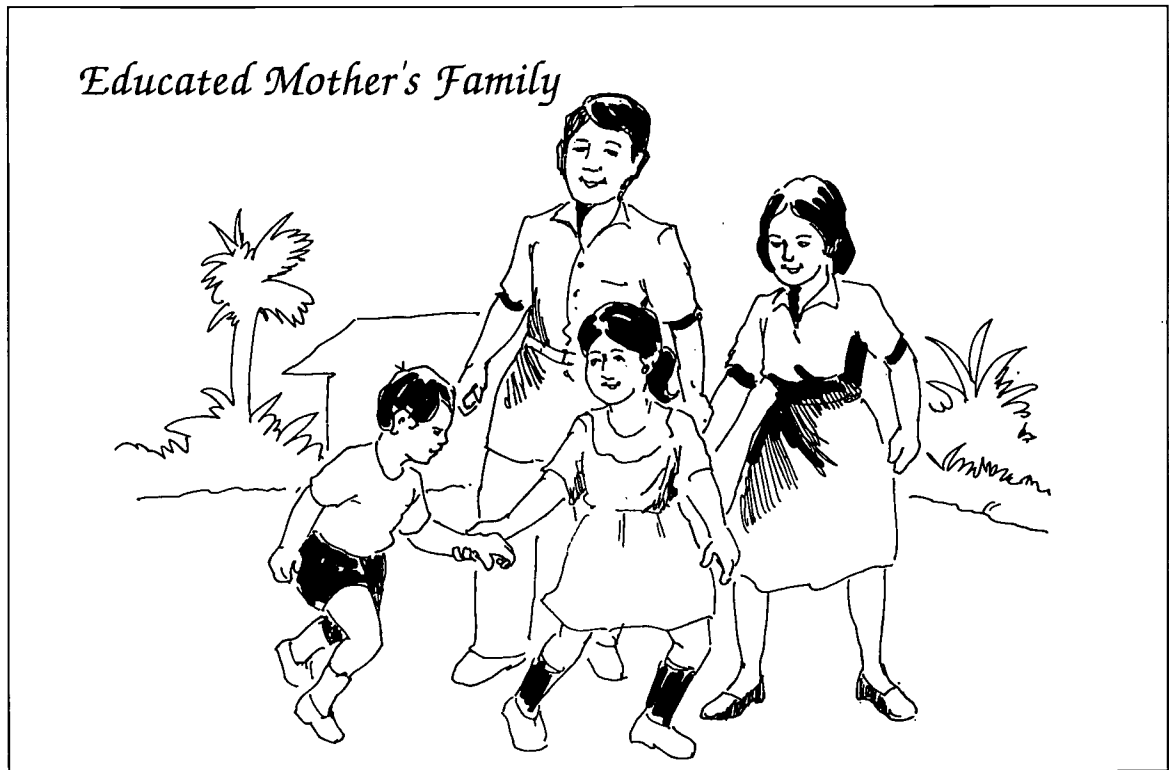


Chart 7.

Title : **Educated Mother's Family**

Message : The educated mother contributes to the improvement of the quality of life of her family.

Teaching Method :

1. Present the chart to the learners.
2. Let them give answers to the following:
 - a) What kind of family is Ayih's family ? Why do you say so ?
 - b) Is Ayih and her family's life better now ? Why or why not ?

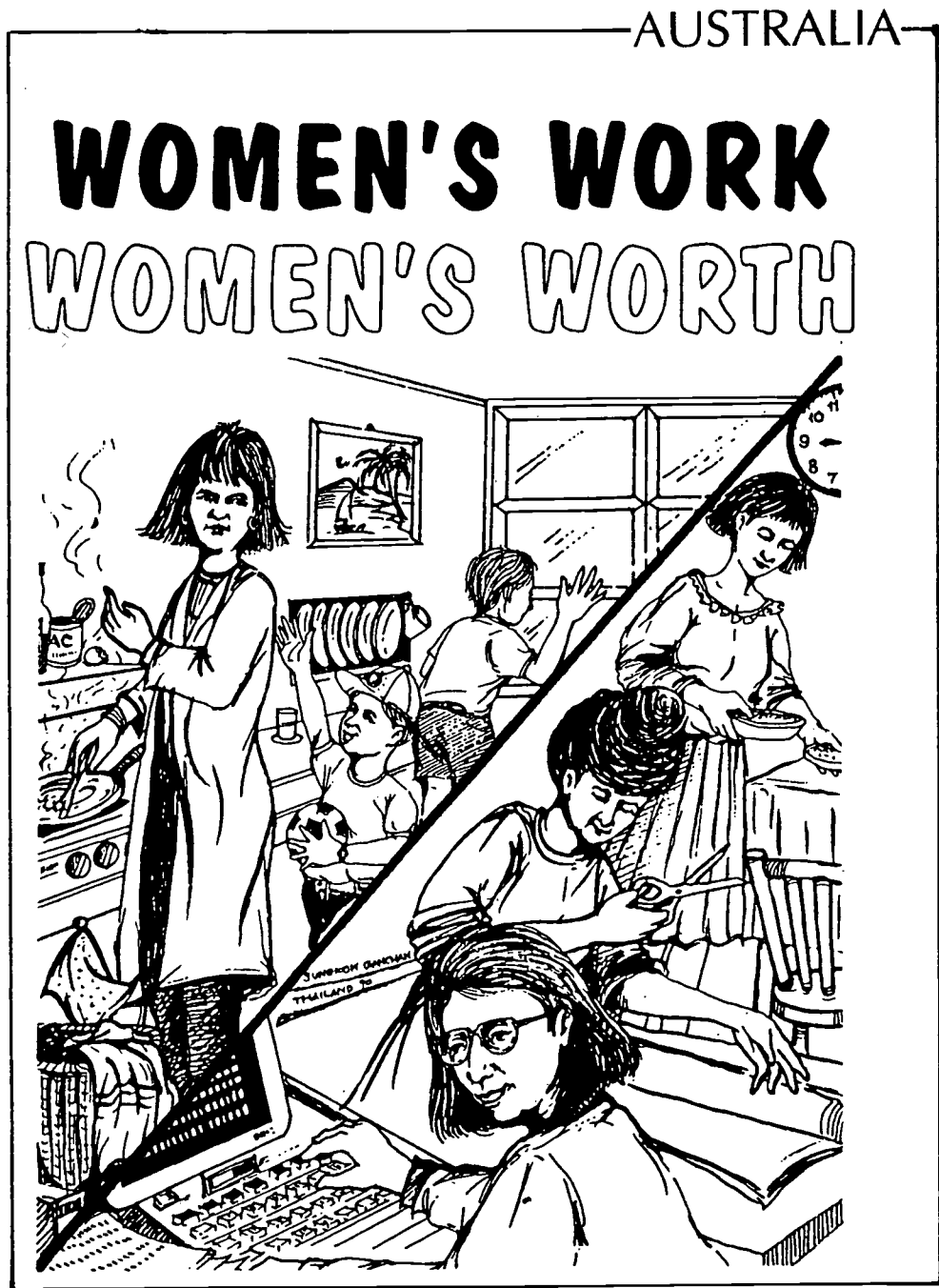
Evaluation : Make the learners name the things that Ayih has done to make life better for her family.

Part Two:

**Women Employment
and
Population**

Effects on Employment/Work on Women's Status

LESSON ONE



Source: UNESCO PROAP, Writing Workshop to Develop Reading Materials for Women with Limited Reading Skills, Chiangrai, 1-10 October 1990



What does book say?

It says women work hard at home. But they don't get paid for housework.

It says some women do two jobs – in the home and in the paid workforce.

That's a heavy load for them to carry.

The book says working women need new skills and to learn technical skills.

If you read this book there are things to think about, talk and write about.

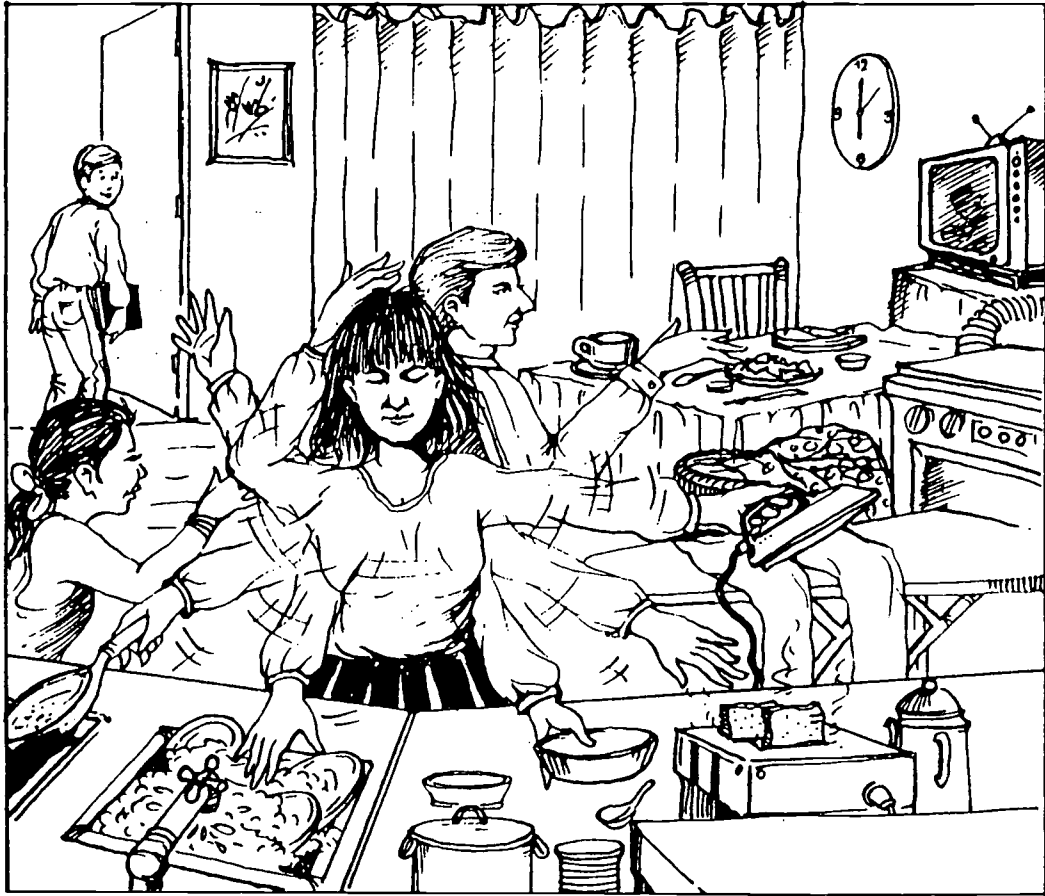
If you are a woman this book is for you!

You are important and your work is important.



How much is a housewife worth?

Read about Mahalia's day.



- | | | | |
|---------------------------------|--------------------------|---------|--------------------|
| 6 a.m. | Feeds baby | 3 p.m. | Irons clothes |
| 7 a.m. | Prepares breakfast | 4 p.m. | Collects children |
| 8 a.m. | Packs lunches | 5 p.m. | Cooks dinner |
| 9 a.m. | Takes children to school | 6 p.m. | Baby to sleep |
| 10 a.m. | Washes clothes | 7 p.m. | Serves dinner |
| 11 a.m. | Shopping | 8 p.m. | Children to bed |
| 12 noon | Feeds baby | 9 p.m. | Washes dishes |
| 1 p.m. | Has coffee | 10 p.m. | Bed with husband |
| 2 p.m. | Cleans kitchen | 11 p.m. | Baby crying-nurses |
| 6 a.m. the next day, feeds baby | | | |

Read a poem about a housewife

My Job

I am a full time housewife.
I work round the clock.
I get no pay for what I do.



I wash, cook, clean, iron and shop.
I have no holidays.
Sometimes I feel discouraged!

What does discouraged mean?
Are you a discouraged housewife? Why?

Talk and Write

- Why do women get tired of housework?
- Do you like housework? Why? Why not?
- If you were given wages for housework, how much money would you get?
- Who helps you at home?
- What do you say to someone who tells you "Women don't need wages for housework. They do it for love, not money?"
- What would happen if women stopped housework?
- Do housewives get sick pay or holidays?
- Write what you feel about housework.

"A woman's work is never done"

Two Jobs



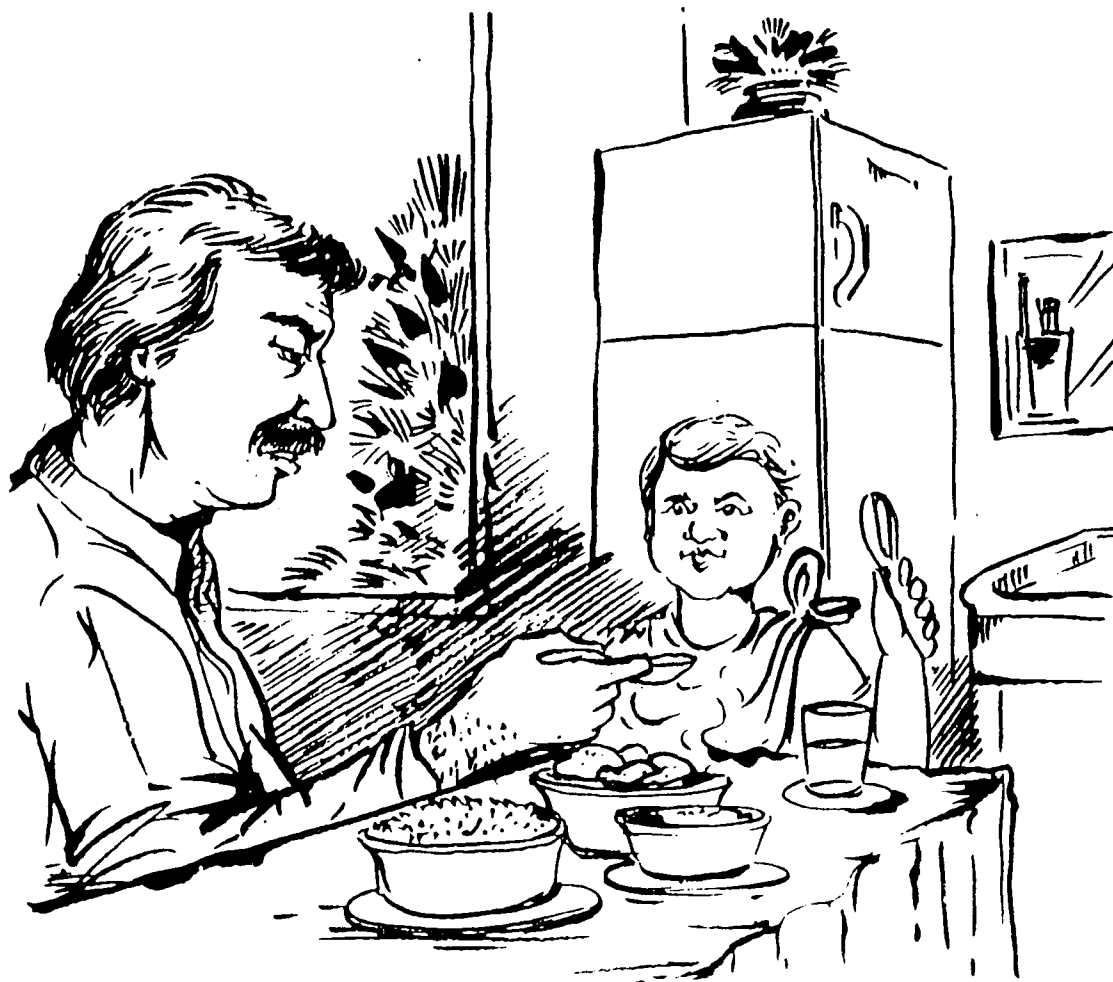
Many women do two jobs. They do a paid job outside the home.

They do an unpaid job inside the home. So they do two jobs for one wage!

Read about three women who work. Anne works at home, Graciella and Kaye work at home and go out to work.

Anne

"A women should not go out to work. That's a man's job to earn money. Women should stay home."



Graciella

Eduardo, my husband has to help with the house and the children because I have a job at night. When I leave for work he feeds the children and puts them to bed.



Kaye

"My husband left me with three children.

So I must go to work.

I'm 50 and I have worked all my life. What a hard time I've had! I've just finished a training course for older women in the workforce. I can use a computer now and I get more money because I am learning how to program computers.

I get very tired because I don't have anyone to help me with housework. The children never want to help."

Talk and Write

1. What do you think about what Anne, Graciella and Kaye say about housework?
2. What will Anne do if Bruce dies or leaves her? Will she find it easy to get a job?
3. Do you think it is a man's job to help with housework?
4. Say and write what you think and feel.
5. Which of the three women has had the hardest time?
6. Which women has gone on learning and training to get a better job?
7. Talk about if women can really choose either to stay home or work.
8. What keeps them at home?
9. What makes them go to work?
10. Women who work at home and go out to work carry a double burden.
11. What is this double burden?
12. How can they lose this double burden?

Talk and Write

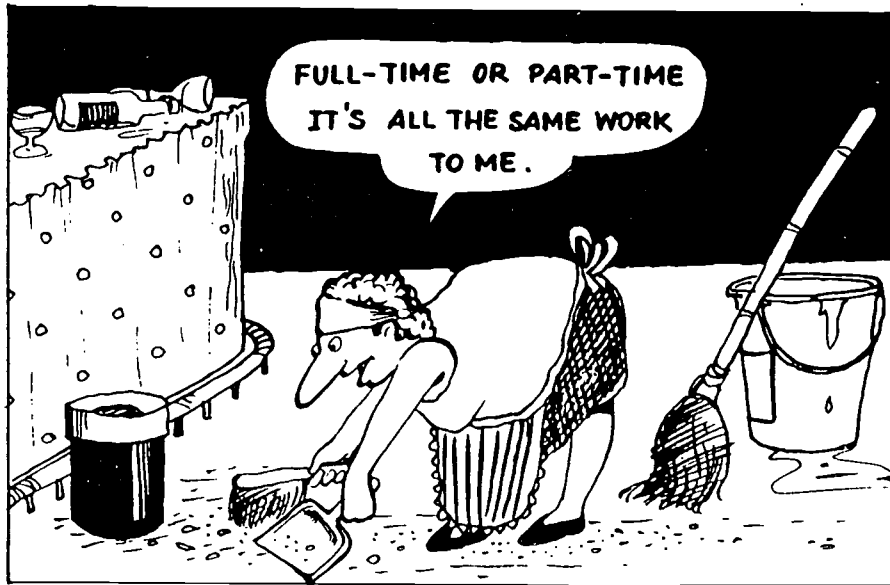
1. Do you agree with Anne?
2. What will happen to Anne if her husband dies or leaves her?
3. Why is paid work important for Kaye?
4. Do you think Eduardo should help Graciella?
5. Women who do two jobs, at home and outside the home carry a double burden.
6. Burden means weight, or load.
7. What is the double burden women carry?
8. Write your story about women's, or your double burden.

Full-time, Part-time

Read about women's full and part time work.

Many women can only work part-time.

They must look after the home and children.



Most part-time workers are women in Australia.

Most men do not have to look after home and children.

Men can work full-time.

There are not as many full-time jobs for women as men.

Part-time workers earn less than full-time workers.

Employers want part-time workers if they can get them. Why?

Women nearly always get lower wages than men. Why?

So, if women do more part-time work and if women get less wages than men, part-time women workers are the cheapest for employers to have.

That's why there are more part-time jobs for women.

That's why women do more part-time work than men.

Think and Write

Are women richer or poorer than men?

Are there more men than women who are single parents?

Why do women need full-time jobs?

What happens to part-time workers in bad times?

Tools and Technology



Some women risk losing their jobs because computers are taking over their work.

When you have machines, you don't need so many workers.

When technology comes to the workplace, women workers will lose their jobs, unless they can learn about technology.

In many countries only men and boys learn about technology.



Girls learn how to be good wives and mothers.

Girls need technology and new skills if they are not to be left out of the workplace.

Girls as well as boys must learn to use machines and tools.

These are not skills for men only.

Talk and Write

What is a skill? How do you get skills?

Is riding a bicycle a skill? How do you learn it?

Is threading a needle a skill?

How do you learn it?

Is crying a skill? Why? Why not?

Is managing money a skill? How do you learn it?

With a partner, make a list of all the skills you both have. Next, make a list of all the skills women need and use as housewives and houseworkers.

Here are two to help you begin.

1. Women plan their days. Planning and managing time are important in the workplace.
2. Women organize their families. Organization is important in the workplace.

Did you make a long list of skills women have?

With all of the things women do at home, they learn many different skills.

Some people think that housewives are more skilled and worth more than some paid workers. What do you think?



BEST COPY AVAILABLE

I must be superwoman!

Asfa's Story

Asfa, who has lived in Australia for eight years likes her job in the council. Asfa has excellent reading and writing skills but she needs to learn two new skills: note taking, report writing – if she is to be promoted and get more money. Last week Asfa's boss told her that a teacher was coming to the council offices to train Asfa and six more council workers how to take notes and write reports.

Asfa is pleased. She is a careful, thorough worker and doesn't make mistakes. She was once a lacemaker in her parents' village. Next month Asfa will go to technical college to begin a business and administrative training course. This will have in it. Computers in the Workplace:

One day Asfa plans to open her own business. She wants to earn a lot of money and take responsibility. She wants to be a boss. But for now one step at a time.



Talk and Write

Some people say "leave technology to the men." What do you say? With a partner make a list of three new skills each you would like to learn.

Should girls and boys learn the same, or different skills at school? Why?

A lot of women work as typists, or they sew garments in factories and at home. These are places and jobs where technology is taking over. What will happen to the women in these jobs?

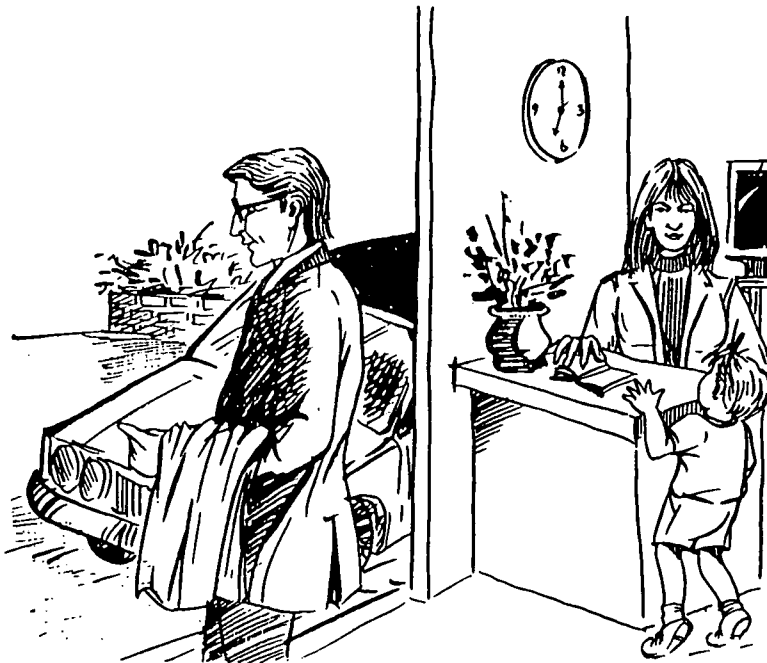
A Changing World For women

This booklet has been about women and work in changing world which needs fewer workers. The least skilled, least trained workers will not have jobs.

Women must have jobs. Women must have skills.

Read Melek's story.

She has just gained one, new, very important skill – reading and writing.



Melek's Story

I was born in Turkey.

My family was rich, but I didn't go to school. I helped on the farm.

In 1975, I came to Australia with my husband and children.

We had to find work.

I could not read or write.

I had a bad time in the factory.

The boss shouted at me.

I was frightened.

I cried at night.

Then I went to a reading and writing class.

Now I can read newspaper, books, magazines and novels.

In the past I was worried.

Now I feel good about myself.

I will look for a better job.

I have defeated ignorance.

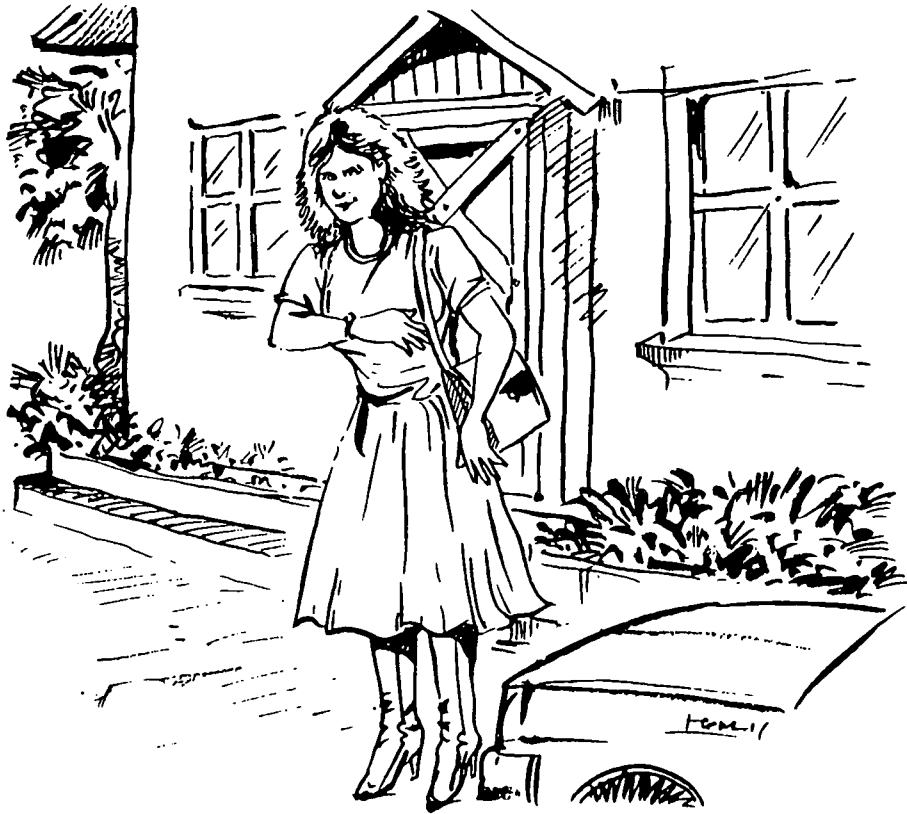


1. How do you defeat ignorance ?

What is it ?

2. How can women workers at home and in the workplace defeat ignorance about their working life and conditions ?

3. What can you say or write about your life as a working woman ?



This booklet has been about women's work and the value of their work.

It is about you and your work.

It is about the need for women to make sure there is a place for them in the new workplace and technology.

Over to you ! What's your work story ?

Tell it ! Write it ! Don't stay silent.

But who gets the money ?



FACILITATOR'S GUIDE

1. For use in a learning circle for discussion purposes.
2. To encourage women to think, talk, read and write about their experiences in paid and unpaid work.
3. To raise awareness about the need for skills training for women.
4. To empower women.
5. Method: Co-operative, dialogue, critical analysis.

The women should speak more than their teacher.

INDIA



[Source: UNESCO PROAP, Writing Workshop to Develop Reading Materials for Women with Limited Reading Skills, Chiangrai 1-10 October 1990]

Geeta has recently started working as a labourer. Six months before, she lost her husband. He died in a car accident.

Geeta has no land. She has no animals, either. Geeta is left with her young child.

Geeta talked to her friend, Kamala, about a job. Kamala introduced her to a building contractor.



The contractor agreed to give Geeta a job in construction work.



Today is payday. The contractor is going to pay the labourers.

There are 20 men and 18 women together. The men will get 20 rupees. The women will get 15 rupees.

This has been going on for years. And no one says anything about it.



Geeta remembered something her husband told her. He said there is a rule. The rule says that men and women should get the same pay for the same work.

Geeta then went to see Kamala. She wanted to know why she and Kamala are being paid less than the men.



Geeta told Kamala about the rule. But Kamala was afraid to argue with the mighty contractor.

Geeta knows it very well that she alone cannot change anything. But she does not want the same thing to happen again and again.

She is thinking about it all day.



In the evening, all women in the village sat and chatted after cooking. Geeta gently brought up the subject.

She said, "We are no less than those men. Look! We work outside just like them. We also have so many household chores. There are also the children to look after."

Meena nod. She said, "And we are more serious than men."



All women seemed very interested in the topic. Geeta sighed.

She said, "Still, we get lower wages."

Kamala told other women, "Geeta said that paying women lower wages than men is against the rule."

One old lady said, "We work as much as they do. The working hours are also the same. This is really not fair".

The women decided that they will talk with their husband tonight about that.



The next day, these women went to work with new determination. But they silently worked till the end of the next month.

The next pay day. The women refused to take less money. They told the contractor that if he does not pay equal wages for women, nobody will come back to work for him.



First the contractor said he could manage without them. He said the women workers could leave him.

Then he discovered that the men workers would also do the same. Not only that, the contractor found out that the nearby village labourers have decided the same.



The contractor had no choice. He was afraid his construction work might suffer. He had to change his decision.

The village women now get equal pay.

Geeta's determination to fight for justice and the unity of the village women and men have paid off.



Let's Think Together

1. What do you think of what Geeta did ?
2. Is what Geeta did very easy or difficult ?
3. What will happen if you and other women in your village decide to do the same thing ?
4. Think, together with your friends, about the steps that have to be made in order to bring about similar changes.
5. Write down the difficulties you expect to have in each step.
6. For each difficulty you expect, think of actions that have to be undertaken to overcome it ?
7. Maybe, you'll need to consult other people. Who are these people ? And how could they help you ?

Part Three:

**Traditional Roles and
Changing Social Roles of
Men and Women**

LESSON ONE

TRADITIONAL ROLES AND CHANGING SOCIAL ROLES OF MEN AND WOMEN

In any society there are traditional norms, customs, and beliefs which have been there for many, many years. Whenever one deviates from those norms he may be regarded as not belonging to that particular society.

These norms are gradually changing as time goes on. These changes are due to the fact that the social environment keeps changing all the time to go together with the changing world.

In most societies there are distinctions between Men/Women and Boys/Girls roles. Some societies believe that the man should be the head, the leader, and the supplier of food to the family while the woman should only do the domestic duties.

1. List down in Column A Traditional Roles of Men, Women, Boys and Girls while in Column B list down the Changing Social Roles of Men, Women, Boys and Girls in your society.

Column A. Traditional Roles	Column B. Social Changing Roles
Men	Men
Women	Women
Boys	Boys
Girls	Girls

2. Discuss:
 - a. Are these roles changing ?
 - b. Do you think they are changing for the good or for the bad ?
Give your reasons.
 - c. Which of the following would you prefer ?
 - i) To have the traditional Roles of Men/Women, Boys/Girls remain as they are *OR*
 - ii) To have them changed *OR*
 - iii) To have a mixture of the two ?

Give your reasons for your answer.

3. Present this Case Study:

Ioane and Mere had just finished their studies at the University of the South Pacific in Fiji. They both came home with B.A. Degrees. Mere was a teacher at the Government Secondary School while Ioane worked at the Ministry of Education Headquarters, dealing mainly with planning and statistical work. They had two children, a boy and a girl. The girl was 5 years old while the boy was 2 years old.

Ioane and Mere both started work at 8 a.m. and finished at 4.30 p.m. For having the same qualifications they were paid the same salary. After work they came back together. Ioane continued with his daily routine. After taking two minutes rest he went to the lounge to read the daily paper while the wife prepared tea. After having tea he went to play tennis with his friends. Sometimes after tennis they would go to the pub to drink. It was after these drinks that he would come home late.

Because the house girl had already left, Mere had to wash the children first, then allowed them to play on their own, while she prepared the dinner. When Ioane came home, they had dinner together with their children and after that, the kids went to bed. After dinner Ioane passed the time away reading the evening paper while Mere was doing the cleaning up all by herself. From the kitchen she either joined her husband in the lounge or went to bed early as she was really exhausted.

Discussion:

- a. Who is doing the most work ?
- b. Who is doing the least work ?
- c. Why is there a difference ?
- d. Do you agree that the work the mother does at home are the duties of a woman ? Give your reasons.
- e. How would you classify a man's/woman's work ? Give your reasons for doing that.
- f. What criteria do you take into account in classifying these roles ?

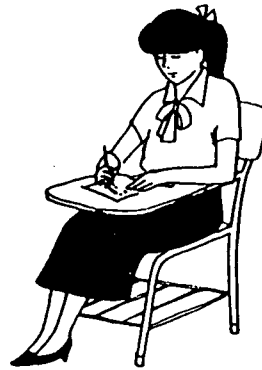
[Source: UNESCO PROAP and UNESCO Office for the Pacific States, Training in Population Education in the Pacific, 1985, pp. 138-139]

WOMEN

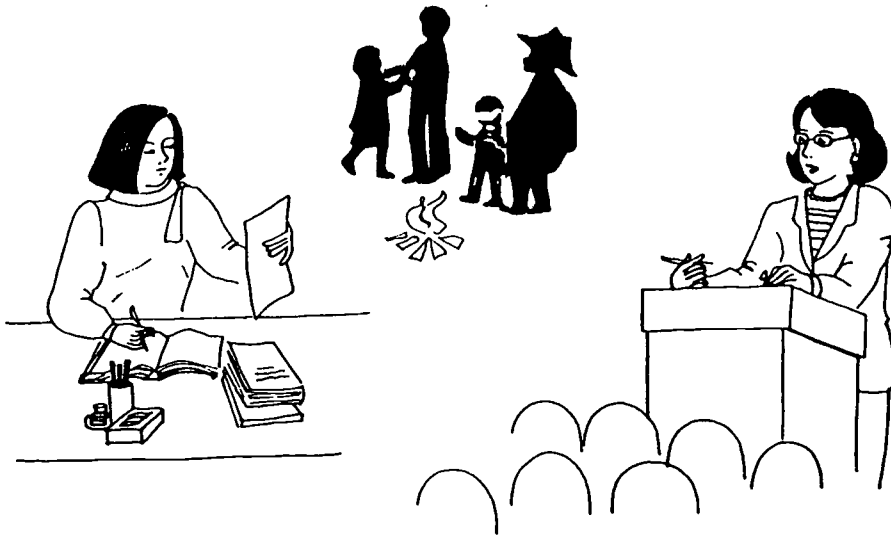
THE CHANGING ROLE OF WOMEN



POLITICAL PARTICIPATION



EDUCATION



EARNING OPPORTUNITIES

SOCIAL LEADERSHIP

LESSON TWO**ROLE EXPECTATIONS****SYNOPSIS OF THE FILM: SEX ROLE DEVELOPMENT****INTRODUCTION**

The film "Sex-Role Development" examines the influence played by sex roles and stereotypes on almost every facet of life. The film also discusses such questions as; "Are there innate reasons for different male and female standards? Is there truth in the stereotypes of 'maleness' and 'femaleness'? If so what are they? "How can sex-role stereotypes be eradicated from a society that strictly subscribes to such stereotypes?" "Is it possible to select the best male and female roles and combine them, so as to enable a person to respond in the most effective manner possible to any situation?" "Can the future generation profit from attempts to bring them up in non-sexist ways?" "Will they demand a return to traditional sex roles, or will they perhaps create different roles?" These questions, of course, have no definitive answers. The purpose of the film is to present some of many potential answers, in an effort to be an effective stimulus for class discussion and exploration.

The film opens with some examples of common sex-role stereotypes and then illustrates various ways of teaching these stereotype sex roles to children, including the use of books, television, toys, as well as through peer behaviour and the direct and indirect communication of adult expectations. In an interview sequence, Dr. Peter Bentler, a psychologist from UCLA, discusses the consequences of sex-role stereotyping. For instance, both men and women rate the quality of a piece of work that is attributed to a woman as being poorer, compared with the same work that is attributed to a man. Dr. Bentler further discusses one of the more important ideas stemming from sex-role research, that is, the concept of androgyny, with the idea that the best of the male and female sex roles can be combined, so that people can behave flexibly and effectively in any given situation. For instance, a woman can have the flexibility to behave aggressively, or a man can behave emotionally without fear of being labeled "sissy". The remainder of the film is devoted to two examples in which non-traditional sex-role philosophy pervades the socialization of particular children.

The viewers are introduced to a family with a three-year old son. The family members go about their daily activities and the parents discuss their ideas about sex roles. They feel strongly against making distinctions between "boy" and "girl" behaviour and believe that treating boys and girls equally is a goal-oriented philosophy, in which parents and others socializing agents prepare children for their adult life from the time of their birth. The parents believe that stereotyping robs the children of a wide variety of life experiences that can enrich the process of growing up.

The setting of the film moves to a nursery school that is dedicated to providing a non-stereotyped environment for children during these early years when sex-role

attitudes are being formed. The school provides similar experiences for all children, with the hope of eliminating some of the artificial boy-girl differences created by society. The aim is not to make boys and girls the same, but rather to assist the development of each child as an individual and to help each attain his or her own unique level of growth. The teachers actively teach the children to accept one another as individuals, and consciously try to bridge the gap between the non-stereotyped environment of the school and that of the larger society where sexual stereotypes abound.

The film closes with a discussion of thought-provoking questions: "What will be the reaction of future generations to our attempts at raising children in non-sexist ways?" "Will they be happier, more fulfilled individuals, or will they reject our attempts and again demand a differentiation in sex roles?"

PROCEDURE:

- Step 1 Distribute writing sheets.
Step 2 Read the synopsis of the film, "Sex Role Development" and lead a discussion on the following:

DISCUSSION QUESTIONS

1. Discuss a child's typical socializing experiences which help him or her inculcate the sex roles that will regulate much of his or her later life.
2. Discuss specific ways by which sex-role stereotypes influence personal perceptions, attitudes and expectations, as well as those we have of others. What sort of behaviour is expected of boys and of girls?
3. Recall the differences in the ways by which sons and daughters in your family were brought up. Did the boys seem to have an advantage over the girls? If so, how do you feel about this?
4. What is the role of the media in creating and perpetuating sex-role stereotypes?
5. In what ways (if any) would you like to see sex roles change? Why?
6. If you were a parent today, how would you handle the sex-role development of your child or children?
7. How can parents, teachers, and other socializing agents help children to reconcile the differences between a non-sexist environment and an environment which reinforces sexual stereotypes?
8. What steps can the society take to change traditional sex roles and to reduce current sex-role stereotypes?
9. How will future generations respond to contemporary ideas concerning raising children in non-sexist ways? Explain.

INFORMATION SHEET

ROLE EXPECTATIONS

Studies investigating sex-role stereotypes indicate that generally, men and women hold similar stereotypes of the characteristics typical of males and females: males are logical, dominant, independent, unemotional and aggressive; women are sensitive, emotional, nurturant, use intuition, and are somewhat dependent and submissive. Even more significant are findings that indicates that adult men and women see themselves as fitting these stereotypes and that health care workers tend to label the psychologically healthy person as one who conforms to these stereotypes.

It is unlikely that such personality characteristics are completely innate because in some cultures, the women are aggressive and dominant and the men are the ones who are emotional and sensitive. If there are inherent predispositions that are different for each sex, it appears that the particular culture accentuates some and masks others. In many societies, boys and girls are treated differently from the time they are born. Girls receive more affection and physical contact, are talked to more, protected more, and have more restrictions placed on them; boys enjoy more independence and more achievement demands. At age two or two and one-half, children can identify themselves as a boy or girl and they openly seek and receive information about what being a boy or girl means. A boy will grow up to be like daddy. Does he want to be a fireman, doctor, astronaut, or perhaps the president of the country? A girl will grow up like mommy, to have children and to maybe become a nurse, executive secretary or teacher as well. Boys are told not to be sissies and girls not to be tomboys. Boys are discouraged from showing their emotions and girls from being aggressive. They are even given different toys.

In public schools sex roles are further developed and reinforced. Girls are directed to the doll corner and they jump ropes and while boys are directed to the blocks and balls. Primary readers portray Mom taking care of the house and Dad going off to the office. Little girls are portrayed as observers and perpetually afraid and little boys as brave, active problem solvers. Girls are expected to be good at spelling and have pretty handwriting and boys are expected to be good at math and be interested in mechanical endeavours.

Once adolescence is reached, the motivation to be feminine or masculine is increased as a result of pressures to conform to peer group expectations. As adulthood approaches and life's options become more obvious, femininity and masculinity also become more narrowly defined. It is not until this time that girls' academic performance, previously superior to boys', tend to drop, sometimes drastically. It is "unfeminine" to be intellectually superior to boys and to compete with them. The decline in academic performance may also be due to the poor analytic ability typical of girls, which tends to become more important in the upper grades. Research findings suggest that early independence training, usually stressed more for boys, might be the key to the development of analytic thinking. For instance, studies have found relationships between parental encouragement of independence and self-assertion and their children's analytic ability and increasing IQ. Furthermore, boys who are over protected tend to develop similarly to girls intellectually, whereas girls who excel in analytic abilities tend to be those who

reject identification with traditional feminine roles. Rejection of society's expectations and role definitions is often done at the cost of conflict, tension and anxiety. However, accepting traditional sex roles also has its toll on the individual. Although there is a shortage of studies of the psychological consequences of sex-role demand on men, such consequences are obviously heavy. Men are locked into the role of being the strong, dependable, breadwinner and restricted in their expression of emotion - a dictate to deny part of themselves and one that too often results in the denial of open and intimate relationships as well. Most men do not have the option of staying in the home and watching their children grow while their wives assume the role of family supporter. Although the couple might be happier with this division of labour, it is a rare man, particularly a middle-class one, who can comfortably flaunt the demands of society. Pressure to achieve money and status is responsible for a high degree of tension, stress and anxiety and perhaps contributes to the high rate of heart attacks among middle-aged men.

Research on the psychological consequences of sex-roles for women is more abundant. Women occupy an inferior social status and a subordinate social role. Traditional unquestioning acceptance of such a position has had devastating consequences for them. Research indicates that girls' self-esteem and self-opinions become progressively poorer with age. Other studies have found that women are prejudiced against women (in a recent study in which college students were asked which sex they would prefer if they could have only one child. 91 per cent of the men and 66 per cent of the women said they would prefer a male), value "male characteristics" more than "female" ones, believe men are more suited for high status positions and minimize accomplishments if they are attributed to women. It appears that even women who are oriented toward achievement tend to have a concomitant fear of actually succeeding - at least in intellectual or academic pursuits. Sandra and Daryl Ben have described the consequences of sex roles on women very well: "When a baby boy is born, it is difficult to predict what he will be doing twenty-five years later. We cannot say whether he will be an artist or a doctor or a college professor because he will be permitted to develop and fulfil his own unique potential, particularly if he is white and middle class. But if the new born child is a girl, we can usually predict with confidence how she will be spending her time twenty-five years later. Her individuality doesn't have to be considered; it is irrelevant."

Instructor's Film Guide for "Sex-Role Development," Developed by Genevieve Clapp Pond, McGraw-Hill Films.

3.2 MALE AND FEMALE ROLES*

- Objectives** : 1. To define the meaning of sex roles.
2. To describe how different cultures look at sex roles.
3. To identify the different roles of men and women.
4. To identify the various stereotypes developed for men and women.

Time Required : 180 minutes

Materials : Magazines, scissors, glue, stories
Information sheets

* Excerpted from *Sex education: teacher's guide and resource manual*, pp. 95-106, by Steven Bignell. Network Publications, a division of ETR Associates, 1982, Santa Cruz, CA.

PROCEDURE:

1. Lecture on how various cultures differentiate the roles of men and women, based on the Information Sheet, pp. 23-24.
2. Explain the consensus of many experts on the idea that the pressure, anxiety and confusion surrounding male and female roles are core issues in most concerns related to sexuality. Male pressure to perform, female pressure to have children, male pressure to internalize feelings, female pressure to be sexy but non-sexual, and so on are factors which contribute to the high rates of unwanted pregnancy, abortion, divorce, and sexual dissatisfaction.
3. Conduct lectures based on recent studies and cross cultural comparisons on the concept of roles and stereotypes, differentiating male/female from masculine/feminine. During the discussion, the class can examine how male and female roles are formed, and more importantly, how these roles affect the lives of men and women. Have the students cite examples from their own family and school situations. Encourage them to think about how male and female roles can influence dating and sexual patterns. As a teacher, keep in mind that the adolescent years are formative years. Young people are in the midst of defining their own sexual identity, that is, what it means for them to be either male or female, and there is considerable peer pressure to conform to expected patterns of behaviour. By discussing these issues, students will better understand the fact that they can determine their "role" in life by themselves.
4. After the lecture, have the students carry out Activity 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.2.6; 3.2.7; 3.2.8; 3.2.9; 3.2.10; 3.2.11; 3.2.12; 3.2.13.

INFORMATION SHEET

MALE AND FEMALE ROLES

I. Introduction

- A. *Sex Roles* are sets of behaviour which our society determines to be appropriate for males and females.
- B. *Gender* refers to actual biological sex, either male or female.
- C. Each culture determines its own appropriate sex roles. What is accepted in one society in terms of masculine and feminine behaviour is not necessarily accepted in another.

II. In some cultures, some behaviours that we consider to be masculine are considered to be feminine, and vice versa. In other cultures, little distinction is made between the sexes. For examples:

- A. The Hopi Indians of North Central Arizona are a matriarchal society.
 - 1. Names and blood lines are traced through the mother. A family member is anyone related to the mother.
 - 2. The people are divided into clans. Each person belongs to her/his mother's clan, and all members trace their lineage back to a common mother.
 - 3. Fathers are respected and loved. They know their own children, but they spend more time with their sisters' children than with their own.
 - 4. Husbands and wives have specific duties and separate clan obligations, so they are free to come and go as they please. Women take care of household chores and child rearing while men work in the fields.
 - 5. In Hopi society, children are obedient and non-competitive; they rarely quarrel, there is no vandalism and children are never punished physically.
 - 6. "Hopi" means "people of peace". They have fought few wars and then only in defense.
 - 7. The Hopi society desires girl babies.
- B. In contrast, the Mundugumore of New Guinea are a very hostile and aggressive society of head hunters.
 - 1. Individuals trace their kinship through parents of the opposite sex.

2. Boys are raised by their mothers and girls are raised by their fathers. Both sexes are raised in exactly the same way to become independent, aggressive and fierce.
 3. Children are turned against their same sex parents and are actively disliked and unwanted. Pregnancy and nursing are disliked and avoided if possible. Infanticide is practiced.
- C. The *Arapesh* are a mountain people also of New Guinea. In this society there are few difference in sex roles for men and women.
1. Both men and women are expected to nurture all living things.
 2. Fathers participate in child rearing, and children of both sexes take care of smaller children.
 3. Aggressive behaviour is disapproved of, particularly those who *arouse* aggression in others.
 4. Parents treat boys and girls equally, and they are happy to have babies of either sex.
- D. The people of Bali, an Indonesian culture, appear physically to be the opposite of western ideas of what men and women should look like.
1. The men are "effeminate" by Western standards, their arms and legs are almost free from heavy muscles. They also have slightly enlarged breasts.
 2. Whenever there is any heavy work, 50 to 100 men gather to do what a few men in some society could accomplish.
 3. They can work long hours at a slow pace and never seem to tire; they also sing and play all hours of the day and night.
 4. The women are very boyish-looking, with slim hips and small high breasts.
- III. **Historically, in our culture the concept of masculinity and femininity are categorically differentiated. Men were considered "masculine" and women were "feminine". Today, we recognize that both men and women have some of the personality traits that had been considered as belonging exclusively to the opposite sex.**
- A. We can think of "masculinity" and "femininity" as opposite ends of a continuum.

Absolutely masculine - Most men - Most women - Absolutely feminine

- B. Most men are not "super-masculine" and most women are not "ultrafeminine". Most men do have many typically "masculine" personality traits as well as a few typically "feminine" personality traits; likewise, most women have predominantly "feminine" personality traits, along with some typically "masculine" traits.
- C. Any current discussion of masculinity and femininity in our society should acknowledge that male and female roles are in a state of transition. The distinctions between masculine and feminine behaviour are not as clear a pronounced as they were for most of us a decade ago.
- D. Any current discussion of male and female roles should also recognize that this is a value-laden topic area. While many people feel that the evaluation and change of traditional male and female roles is good, an equally significant group of people feel that the traditional male and female roles were better and therefore highly desirable, and essential.

IV. We know that children learn male and female roles by age two or three, and our culture has presumed that one is better off conforming to conventional sex role expectations. A number of academic studies, however, question the desirability of these traditional male and female role expectations.

- A. Mussen, a child psychologist at the University of California at Berkeley, studied masculinity in the late 1940's. The subjects, 17 to 18-year-old boys, were rated on a high-low masculinity scale and given the California Adjustment Inventory (a personality test). Twenty years later the follow-up interviews revealed these results about the men, then age 37-38:
 - 1. The group that had been rated as highly masculine when retested 20 years later:
 - a. They were less self-accepting and less dominant.
 - b. They had a great need to humble and degrade themselves.
 - c. They were rated as less sociable, less self-assured, less likely to be leaders and less introspective.
 - 2. The group that received low-masculinity rate during adolescence was rated as warm, bright, emotionally stable, sensitive and sophisticated when retested 20 years later.
- B. Studies of degrees of femininity in adolescent girls have indicated that "highly feminine" girls are often described as very dependent, shy, soft-spoken, yielding, child-like and gullible-all of which are associated with high anxiety and low social acceptance.

C. Another study has shown that boys and girls who conform to rigid traditional sex role stereotypes score lower on tests of intelligence and creativity. According to Sandra Bem, a psychologist at Stanford University, people who conform to rigid male and female roles tend to limit their life experiences and, therefore, don't score as well as those who can, and do, allow themselves to experience more.

V. Many studies have been done on sex differences and all of these studies have revealed a minimal amount of differences. We still know very little about genetic sex differences.

A. What we do know is that males are more aggressive physically and verbally, but *only* after age two-and-a half. Before that age, there is no *difference* between the sexes.

B. We also know that in general girls have greater verbal ability than boys from about age 11 on.

C. There are some common myths about sex differences which have not been proven:

1. Girls are more "social" than boys.
2. Girls are more suggestible than boys.
3. Girls have lower self-esteem than boys.
4. Girls lack motivation to achieve.
5. Girls are better at role learning.
6. Boys are more "analytic" than girls.

VI. Feminism

A. The "Women's Liberation Movement" appeared in the United States in the early 1960's. The *Feminine Mystique*, the classic book by Betty Friedan, illustrated the wide-spread dissatisfaction among many women about their lives and is seen as influential in stimulating examination of male and female roles.

B. Many important ideas have come from the women's movement and are reflected in significant changes in many social institutions: art, music, literature, dating customs, marriage, fashion, employment policies, etc.

- C. As women have examined male and female role stereotypes and their effects, so have men evaluated traditional definitions of masculinity, resulting in the integration of many of the traditional feminine personality traits and activities into men's.
- D. Clearly, our social institutions related to male and female roles and the family are in a state of great transition as both men and women seek balance in their lives.

SUGGESTED ACTIVITY 3.2.1**DISCUSSION QUESTIONS**

1. What are the differences between men and women? Which of these differences are biological? Which are cultural?
2. How differently are girls raised from boys?
3. Describe the way your family treats its male and female members. Who washes dishes? Who usually drives the car on long trips? Who gets to stay out later? Who mows the lawn?
4. How do schools treat girls and boys differently at school?
5. Are there jobs which you consider to be only for men, or only for women?
6. What would you do if you find your four-year-old daughter playing with a fire engine? Wear overalls to school?
7. What would you say/do if your four-year-old son wanted to wear a dress? What if he wanted a doll for his birthday?
8. What do you think of the women's movement?
9. Who has it better in our society - men or women?

SUGGESTED ACTIVITY 3.2.2**INCOMPLETE SENTENCES**

Direction: Complete the following phrases into sentences:

1. Being a woman/man makes me feel...
2. If I were the opposite sex, my life will be different because...
3. In 10 years, I will probably spend most of my time...
4. In this society, males...
5. In this society, females...
6. Having to support a family is...
7. Growing up female is...
8. Growing up male is...

9. The one thing that I would like to change about being a boy or a girl is...
10. Boys who wear earrings are...
11. Girls who ask boys out are...
12. Boys who cry are...
13. Boys who like to cook are...
14. Girls who are athletic are...

SUGGESTED ACTIVITY 3.2.3

CONTINUUMS/VALUES VOTING

Direction: Write *agree* or *disagree* after each of the following statements:

1. A woman's place is in the home.
2. It's all right for a girl to play on a male team if she's a good athlete.
3. Men should make the important decisions because men think before acting, while women act based on their emotions.
4. Husbands and wives should share equally in housework and child care.
5. Males and females are created differently and are meant to act in very different ways.
6. It's all right for a man to cry.
7. Alimony should be abolished.
8. Women are instinctively maternal and nurturing.
9. Girls should be free to ask boys for a date.
10. Most women do not want to be independent, but want a man to take care of them.
11. Women have the advantage in our society because they have protection, leisure, and freedom from the pressure to achieve.
12. It is up to the man to initiate sexual activities, but it is up to the woman to say yes or no.
13. Men have a stronger sex drive than women.
14. Men can have sex and enjoy it for its pleasure, but women need some kind of emotional involvement to enjoy sex.
15. Girls should pay for themselves on dates.

SUGGESTED ACTIVITY 3.2.4

UNCLE ANSAR'S ADVICE COLUMN

Dear Uncle Ansar:

I hope you don't laugh at me, too. We had a special day last week called "Career Futures Day" where everybody had to talk about the kind of career they would like to have. I've always wanted to be a dancer, modern or ballet; but in my presentation I said that I wanted to be a lawyer, because I did not want to be called a sissy. Recently, I found out that the Physical Education (PE) Department is going to offer a modern dance class next semester. I'd really like to take it, but I don't want to be the only guy in the class. When I talked to my PE coach about it, he just laughed and told me to play basketball instead since I stand 6'4". What should I do?

Tall and Frustrated

SUGGESTED ACTIVITY 3.2.5

MASCULINE/FEMININE

Define the word "stereotype". On the blackboard draw two columns - one with the heading "masculine," the other, "feminine." Ask the class to brainstorm and to list all the stereotyped characteristics they associate with either sex. What are the classic definitions of a "real man"? What are the classic definitions of a "real lady"? The class can carry out this activity together or in male/female groups. Discuss the results and synthesize the ideas of the students.

SUGGESTED ACTIVITY 3.2.6

COLLAGE OF SEX STEREOTYPES

Have each student bring a few magazines to class-family, men's, women's or children's magazines. Form small same-sex groups and give each group magazines, scissors, glue, etc. Have the male group make a collage depicting the "Woman," by cutting pictures from the magazines. Ask them to list the characteristics most commonly associated with women. Have the female group do a similar collage and list, focussed on the "Man".

Depending on the size of the class, display the collages and have the girls review the boys' work; and vice-versa. If the class is too large, have a female group join with a male group to discuss each other's work.

SUGGESTED ACTIVITY 3.2.7**QUICKIE**

On the blackboard, draw a circle and a square of equal size.

Ask the class which one is male and which is female. Explain. Draw straight lines and squiggly lines, letters of the alphabet, numbers, and almost any abstract design.

Discuss how the students decide which drawing represents what, and what that appears to indicate.

SUGGESTED ACTIVITY 3.2.8**FAMOUS PEOPLE**

Have the class list 10 famous people.

Have the class list 10 famous people from your country.

Have the class list 10 famous women from your country.

Discuss the results.

This exercise is best carried out right before the lesson on male and female roles is presented. The first two lists will be predominantly male. The third list will take longer to complete and will probably be heavily weighted with movie/TV stars. Discuss what that implies.

Variation

Ask the class to list 10 famous politicians or 10 famous scientists. You can also ask the class to list 10 famous male movie/TV stars and 10 famous female movie/TV stars. Then discuss what qualities make a woman a star as opposed to the qualities required of a man.

SUGGESTED ACTIVITY 3.2.9**THE SURGEON'S DILEMMA**

This exercise series is a fast way of getting the students to look at their own assumptions about male and female roles. The procedure is very simple. Without explaining your purpose, distribute copies of the story below. Tell the students they have five minutes to read the story and solve the problem. They should not share their solutions with anyone else.

Here's the story;

A father and his son are driving to a baseball game. On the freeway, they meet a car accident. The father is killed and the boy is brought to the hospital in an ambulance. They immediately wheel him into the operating room. The surgeon looks at the boy and becomes quite upset. "I can't operate on this child! He's my son!"

How is that possible? The solution: The surgeon is the boy's mother. An alternative version would have a mother and child in the accident, with the mother being killed. The nurse in the emergency room would be the child's father.

SUGGESTED ACTIVITY 3.2.10

MALE AND FEMALE ROLES AND LANGUAGE

The purpose of this exercise is to assist students in recognizing the role which language plays in strengthening sexual stereotypes through connotation and denotations of meaning.

Procedure:

1. Ask the student to go over the different word pairs. How are the words used?

Mr.	_____	Mrs.
Lord	_____	Lady
King	_____	Queen
Prince	_____	Princess
Wizard	_____	Witch
Bachelor	_____	Old Maid
Master	_____	Mistress
God	_____	Mother Nature
Landlord	_____	Landlady
Patron	_____	Matron
Sir	_____	Madam

2. Ask the students to explain and discuss the different implications and connotations of each word, depending on whether it is the male or female indicator. How does wizard differ from witch? Master from mistress? Mr. from Mrs.?
3. Discuss whether language strengthens sexual stereotypes? (use of male pronouns, such as chairman, mankind, etc.) Should society attempt to change a language that reinforces sexual stereotypes?

SUGGESTED ACTIVITY 3.2.11

BECAUSE I AM...IF I WERE...

This activity will help the student explore and clarify his/her concepts of male and female roles. It is particularly helpful in exploring how rigid male and female roles can limit an individual's self-expression. Students also gain a greater understanding of the concerns of the members of the opposite sex.

Procedure:

1. Divide the students into two groups: male and female.
2. Give each group two large sheets of paper and a felt pen.
3. Have the male students respond to the phrase, "Because I am a man, I must..." and the female students, "Because I am a woman, I must..."
4. Next, have them respond to the phrases, "If I were a woman, I could..." (for the boys) and "If I were a man, I could..." (for the girls).
5. Enrich the group discussions by asking questions, such as:

Do any of the "musts" seem unfair?

Do they have to be that way?

Is there any way to allow some of the "clouds" to happen, without necessarily being a member of the opposite sex?

What prevents people from trying out the "coulds"? What are their fears?

Which of these responses are most powerful and most widespread in our society?

What things on the list are you most glad of? Proud of?

Which would you not like to see changed?

SUGGESTED ACTIVITY 3.2.12

COMPARING FEMALES, MALES AND HEALTHY PERSONS

Prepare three copies of the following list. Label one page "Male"; another page, "Female"; and the third page "Healthy Person". Give the students a set each. Describe the list as a sort of continuum. Ask the students to indicate which set of adjectives accurately describes the word at the top of the page. They should check the appropriate space. For example, if a student feels that a male is very aggressive, he/she should check space one. If the student feels that the male is non-aggressive, he/she should check space five. If the student feels that the male is neither, check space three.

After the class has completed the three lists, tally the results and discuss. Ask the class which adjectives were the most difficult to classify. Was it easier to do the list for Male? Female? Or Healthy Person? How did the description of the Healthy Person compare with that of the Male and Female?

Alternatively, the class can be divided into three small groups, with each group given the same list. One group will describe Male, another the Female, and the third a Healthy Person. The groups will need to reach a consensus in order to select the appropriate adjective score. After the groups have finished, they will return to the large group for discussion and comparison of lists.

	1	2	3	4	5	
Aggressive	_____	_____	_____	_____	_____	Nonaggressive
Independent	_____	_____	_____	_____	_____	Dependent
Unemotional	_____	_____	_____	_____	_____	Emotional
Objective	_____	_____	_____	_____	_____	Subjective
Dominant	_____	_____	_____	_____	_____	Submissive
Not excitable	_____	_____	_____	_____	_____	Excitable
Active	_____	_____	_____	_____	_____	Passive
Competitive	_____	_____	_____	_____	_____	Non-competitive
Logical	_____	_____	_____	_____	_____	Illogical
Direct	_____	_____	_____	_____	_____	Indirect
Feelings not easily hurt	_____	_____	_____	_____	_____	Feelings easily hurt
Adventurous	_____	_____	_____	_____	_____	Cautious
Never cries	_____	_____	_____	_____	_____	Cries easily
Leader	_____	_____	_____	_____	_____	Follower
Self-confident	_____	_____	_____	_____	_____	Unsure
Ambitious	_____	_____	_____	_____	_____	Not Ambitious
Handles ideas	_____	_____	_____	_____	_____	Handles feelings
Not concerned about appearance	_____	_____	_____	_____	_____	Concerned about appearance
Not talkative	_____	_____	_____	_____	_____	Talkative
Blunt	_____	_____	_____	_____	_____	Tactful
Unaware of other's feelings	_____	_____	_____	_____	_____	Aware of other's feelings
Untidy	_____	_____	_____	_____	_____	Neat
Loud	_____	_____	_____	_____	_____	Quiet
Tough	_____	_____	_____	_____	_____	Tender

SUGGESTED ACTIVITY 3.2.13**MALE AND FEMALE ROLES IN LITERATURE AND TELEVISION**

Both literature and the media can be used to facilitate discussion on male and female roles. The images of men and women, as reflected in novels, short stories and poetry, as well as those presented on television and the theater, serve as mirrors which we can use to view ourselves and others. When presenting the class with a piece of literature or when discussing a television movie which deals in some way with the roles of men and women, ask them to consider the following questions:

How do you relate to the characters?

Do the roles of the men and women seem realistic?

Can you identify with the characters?

Do they reflect the traditional roles of men and women? How?

What are the goals of the men and women?

Do the characters fulfil your expectations in terms of what you feel a man should be? A woman should be?

Were you influenced by what you read? How does it affect your opinion about men and women?

Part Four:

Equal Treatment for Males and Females

LESSON ONE

SUGGESTED GUIDE FOR USERS

1. **Title:** Boy or Girl
2. **Format:** Booklet-story
3. **Message:** A child of any sex is an asset to the family if he or she can be educated properly and reared with care.
4. **Purpose:**
 - a) To clarify among out-of-school youth the existing population-related beliefs and values such as preference for a son and
 - b) To develop in out-of-school youth rational attitudes towards these beliefs and values.

5. **Target audience:**

Participants of the non-formal education programme with at least grade V level education.

6. **Methodology of presentation:**

The material can be used in two ways: (a) The instructor may read the story aloud to the learning group; or (b) the story may be distributed to youth for self study.

The instructor will hold a discussion with the training group and will raise the following questions:

- a) Why did the husband and wife prefer a son than a daughter?
- b) Is there anything wrong in having a daughter?
- c) Can daughters be treated as equal to sons? After the discussion the instructor may highlight the conclusion and clarify the son preference values if not covered during the discussion?



BOY OR GIRL

Everybody was waiting for the birth of the baby. Since she started conceiving, Rehana and her husband Rafiq have hoped for a son because Rehana had already given birth to two daughters. Now, she wanted a son. But when the baby girl was born, both Rehana and Rafiq were very much disappointed as it was the third daughter in a row. Rehana started to cry. Her mother-in-law came out from the labour room with a look of sadness. The neighbours of Rehana were whispering about Rehana's ill luck. All preferred a male child for Rehana because they believed that only a son can look after the parents in their old age.

The village health visitor, Promila, who had helped in delivering the baby understood the situation. Promila thought to herself, "Now is my chance to make them realize that a daughter is just as valuable as son." So, Promila, with great joy and excitement told Rehana, "Congratulations, Rehana, you have a very beautiful daughter."

Rehana cried aloud, "Oh God, what happened? I never wanted a daughter. Please give me a son!"

A neighbour of Rehana, who had attended to her in the labour room also expressed her negative attitude about the baby girl.

Promila became surprised and expressed her feeling to Rehana. At this particular moment Rahima, a friend of Promila, entered the room and heard them talking.

Rahima is an adult education worker. She came to see Promila to enquire about another patient's condition. However, having heard Promila and Rehana talking about Rehana's third baby girl, Rahima could not control her patience and started talking to Rehana.

"Look Rehana, the baby is your daughter and there is no difference between a son and daughter. I know that you have two daughters and now you have the third one. All are your children."

Rehana began. "But you know, sister Rahima, I could not give any son to my husband. He will not love me any more. In our old age, who will take care of us?" tearfully said Rehana.

"Do you think that only a son can take care of their parents?" asked Rahima.

"Yes, because they work and earn," Rehana replied.

"But, Rehana, you can educate your daughters to enable them to work outside the home and earn for you. They too can take care of you in your old age," Rahima countered.

In the meantime, Rehana's mother-in-law entered the room and joined the discussion. In disbelief, she said, "How can a daughter be equated with a son. Boys are strong, they work hard. They can earn and can be educated."

"Yes, Madam," Rahima replied, "You can rear your daughters as you would your sons. Give them better food, proper education and teach them the work in and out of the home. Then you will find no difference between a son and a daughter. So do not be upset with the baby girl, she is your child as well and your future lies in her. Take care of her and love her and she will take care of you and love you too."

"This is a good theoretical sermon but the real life is somewhat different," Rehana's mother-in-law replied. "You see, I have spent almost my whole life and have seen families without sons suffering in their old age. I would not like my son to suffer in his old age. That is why I would like to see that Rahana and Rafiq have a son."

"Oh, I see!" said Rahima. "Madam, you may have seen families with poor resources and uneducated girls. But look at me, I have two sisters only. All of us graduated from high schools and are now working. With our income we helped our parents to build a new house for the family. We also saved enough money to send our parents on a pilgrimage. We are really leading a very happy life. At the same time we see our neighbour who have four sons. Two of them are married and working in the city. One has gone to the Middle East and had married there. The fourth is doing nothing and most of the time he quarrels with his parents. Their mother came to our house and told my mother - 'how lucky our family has been in having daughters who have been looking after their parents'. My mother told them that their sons must have been sending them money and so they must be also happy. But our neighbour replied that these days, sons, after their marriage, don't seem to care much for their parents anymore. It is much better to have daughters as they continue to remain thoughtful of their parents and mindful of how they can help them."

At this point, Rehana's husband dropped in. Rehana's mother-in-law briefed her son about the conversation which she had with Rahima, the adult education worker.

"Rahima, may be right," said the mother-in-law. "Maybe your daughters will prove more helpful. Therefore, let us submit ourselves to the will of God Almighty and welcome the new arrival." While saying this, she lifted the baby girl in her arms and showed her to her son.

"She is beautiful," said Rafiq. "I shall try to educate my daughters so that they can grow up as well informed citizen, get some job so as not only to support themselves but also the older members of the family, like parents and grandparents," Rafiq continued.

On hearing about the conversation between her husband and mother-in-law, Rehana was very much relieved and happy that she and her baby girl will now be welcomed in the family.

Years passed by and Rafiq true to his words provided opportunities to their daughters to go to school. All the daughters turned out to be very hard working. They were very good students in the school and got good jobs after their high school graduation. They are all happily married. Rehana and Rafiq now live with their younger daughter and her husband. They are all leading a happy life.

One day the same adult education worker met Rafiq and asked,

"Rafiq, how have you been and what are you doing now in your old age?"

Rafiq said, "I would like to thank you for guiding me at the time when my third daughter was born. You were absolutely right when you said that the daughters, like the sons, can be as good security in old age for the parents. I reluctantly believed you at that time. But I can now say with confidence that daughters are as good as sons as security in old age for the parents."

He once again thanked the adult education worker and invited her to visit them in their daughter's home. The adult education worker thanked him for the invitation and promised to do so in the near future.

LESSON TWO

Core Messages	: Enhancement of the Status of Women.
Sub Message	: Equal treatment of male and female in socio-economic, political and cultural activities.
Major Concepts	: Men and women have equal rights and responsibilities.
Content	: Equal opportunity for women in all fields: educational, economic, social, political and cultural.
Idea	: Prominent women in the Asia-Pacific region and their roles.
Grades	: 5 - 6
Subject	: Social Studies
Time Required	: 45 minutes

A write-up about the lives of prominent women. The learning materials consist of : 1) Portraits; 2) Video tapes; 3) Questions on the contents; 4) Explanations for teachers; 5) Conclusion.

1. We can present the lives of prominent women in different careers: a teacher, a doctor, a politician, an artist, and an athlete. We know them through newspapers. They are prominent. Some are internationally known, like Mrs. Indira Gandhi, Mrs. Bandaranaike, Mrs. Aquino, Mrs. Bhutto, Mrs. Nguyen Thi Binh, the women champions in the 1989 SEA Games, or the teacher-winners of the Kovalevskaia prize, women pilots and cosmonauts, and so on.

The teachers may select from among the prominent women in their respective countries. They may include

- teachers
- representatives in the National Congress/Parliament.
- famous pianists/artists/musicians
- champions in the 1989 SEA Games.

These women represent the talent and ability of women in different areas, sometimes in difficult, areas.

2. Photographs of the selected prominent women may be obtained.

Showing one portrait after another, the teacher asks the students some questions, such as:

1) Do you know her (her name) ?

1. A prominent teacher

2) What do you know about her life ?

(Office, age and working position)

2. A representative
in the National
Congress

3) What do you know about her level of
education and competence in her field?

(teacher, stateswomen)

4) What do you know about her
achievements?

5) What can you say about her
relationship with the students (in case
she is/was a teacher), with the people
(in case she is/was a politician), with
her colleagues (in case she is a
representative), and so on.

3. A pianist

(This question demands the utilization
of films, video or slide presenting the
women's activities and her connection
with her professional associates.)

4. A champion in
the 1989 SEA
Games

6) What do you know about the life (or
the family life) of these distinguished
women? (her husband, children, her
family management, etc.)

7) What do you think about the role of
prominent women ?

- Are their roles easy to follow ?
- Discussion of the relationship between
the work, career and family life of
prominent women.

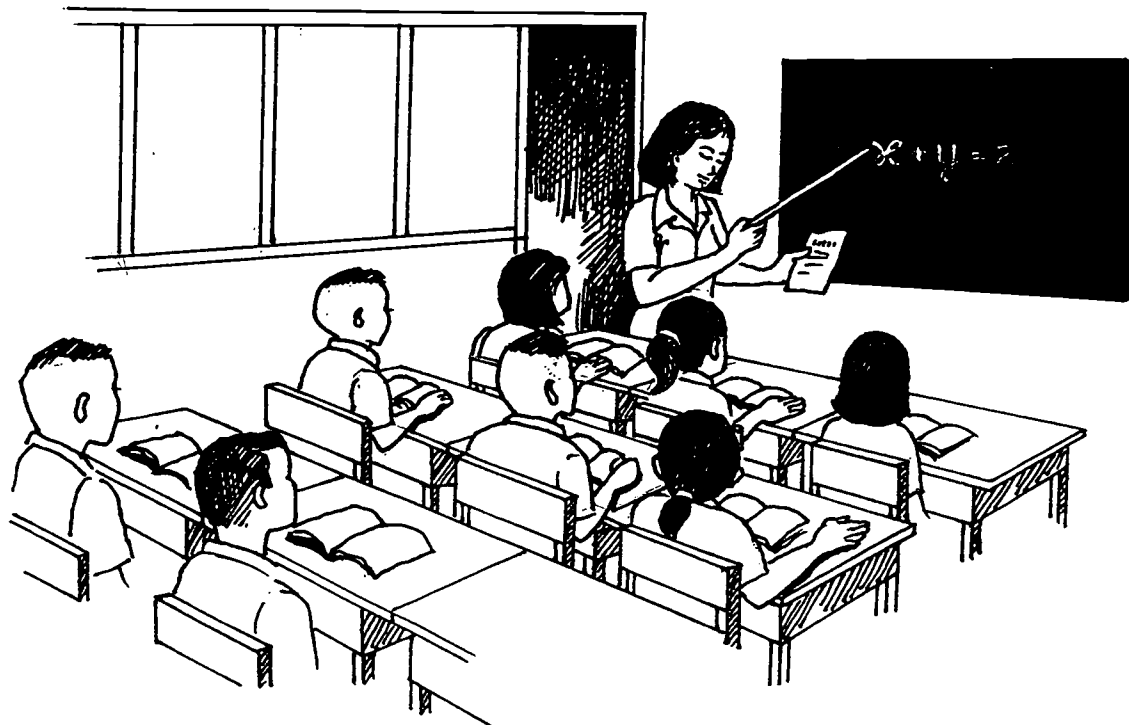
3. Explanation of questions (for teachers).

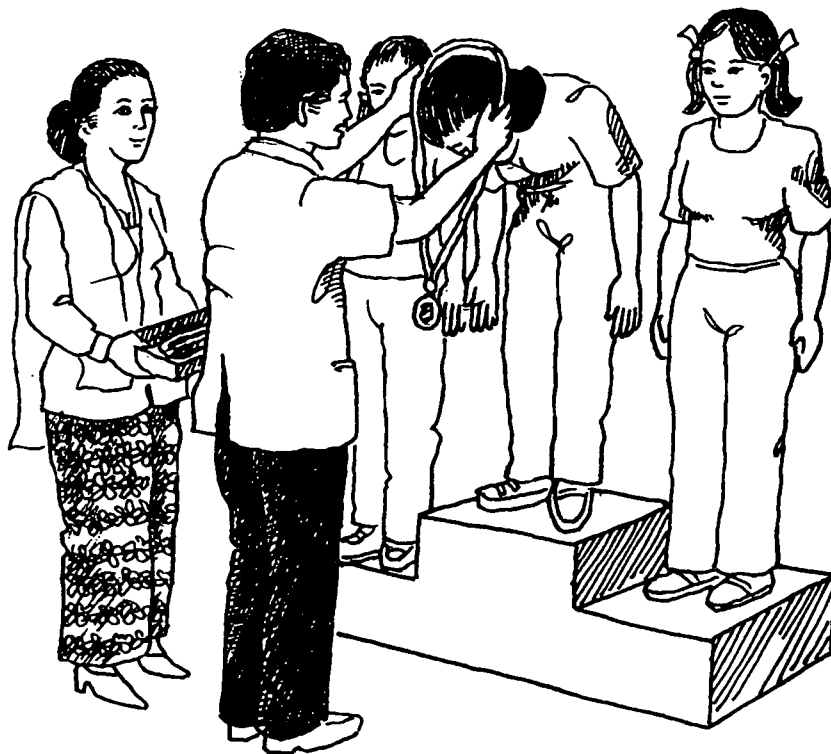
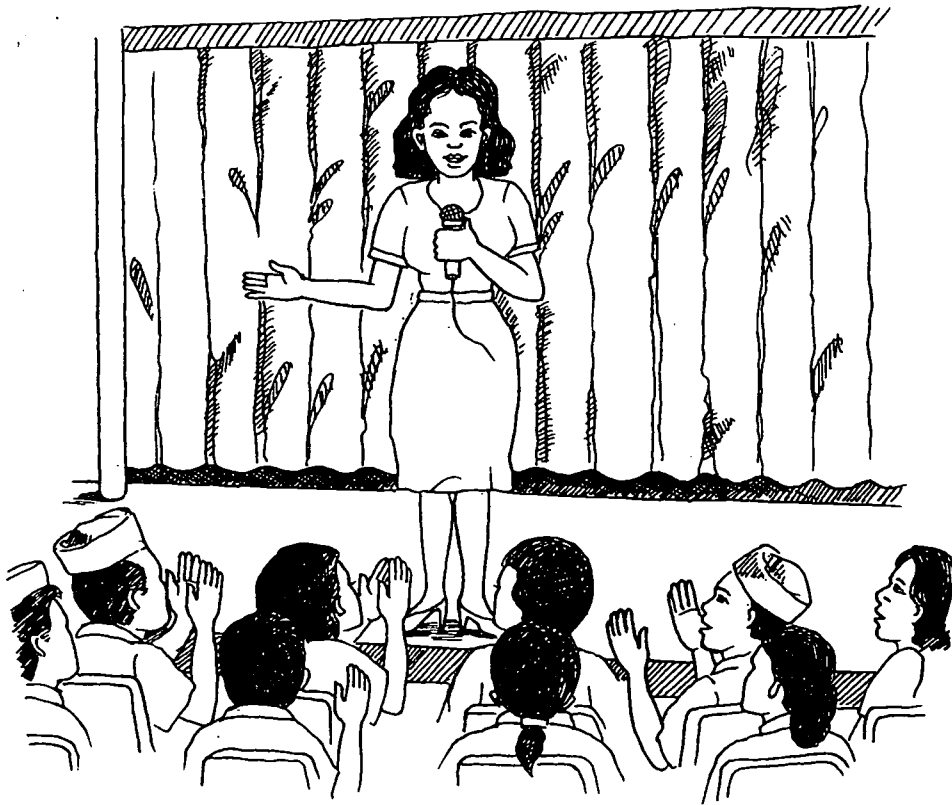
1) The teacher states the names of the women in the portraits,
providing information about their profession and positions of each
prominent woman selected for the lesson.

2) The life of prominent women.

- Her office : Municipai Theatre
- Her age : The teacher may not know this, but she can ask the
children to find out by consulting available literature or asking
their parents.

- Her profession, eg.
 - + She was a student in secondary school from to
 - + She was a student in University from..... to
 - + She became Director of the School X from..... to.....
 - + She was Minister from..... to.....
- 3) Her studies or professional activities.
- Her period of study in secondary school and in university
 - Her research work (teacher), ability to manage (Minister), or her exercise programme (artist, athlete)
- 4) Her performance, her achievements
- Cite her main achievement in her profession : her prize-winning work, her prizes, and decorations.
 - Some examples of distinguished persons.
- 5) Her associations with people
- Why must we pay attention to this aspect ? Because by studying this aspect, we can appreciate the attitude of the people towards prominent women and the effects of their achievements. Tell according to the film or video.
- 6) Her family life
- The artist and the athlete are still young and unmarried. They live harmoniously with their families.
 - The teacher and the stateswoman pay attention to family management, particularly in the educational activities of their children. The people agree that their children are well educated.
- 7) The role of women :
- Equal opportunity to women in all fields.
 - Their achievements are not easy and simple. They must study with vigour and exert more effort to become prominent. They must also object to discrimination between the sexes, to achieve their aim.
 - Because they are women, they are expected to rationally manage their family, have a harmonious family life, and become winners in their careers.





LESSON THREE

Core Message	: Responsible Parenthood
Sub Message	: Sons and daughters are equal.
Major Concept	: Equal treatment and opportunities for sons and daughters can improve the quality of life of the family and the society.
Content	: Sons and daughters need equal treatment by their parents.
Objective	: To develop an understanding and appreciation of the importance of boys and girls.
Materials	: 4 pictures
Time Required	: 1 hour
Subject/grade	: Social studies. Grade 5

Procedures

Step 1 Build the story from the pictures

The teacher says : " I have some pictures to show and we have to build the story from the pictures."

The teacher shows the first picture. The students try to tell the story while the teacher helps them.

The teacher does the same for the second, third and fourth pictures.

Step 2 Develop value of parents' treatment.

Divide the students in 4 groups. Each group is given a picture. Let each group discuss the members' reactions to the picture. If they like it, explain why. If they dislike it, ask how they would want the story to be. Each group then reports to the class.

Step 3 Review the needs and treatments preferred by the children.

The teacher asks, "Do these pictures show different treatment by the parents of their sons or daughters? Please think and write your own needs and the treatment you would like to receive from your parents. Cite around 7-18 answers.

Each student does the above exercise.

Step 4 Needs of sons and daughters.

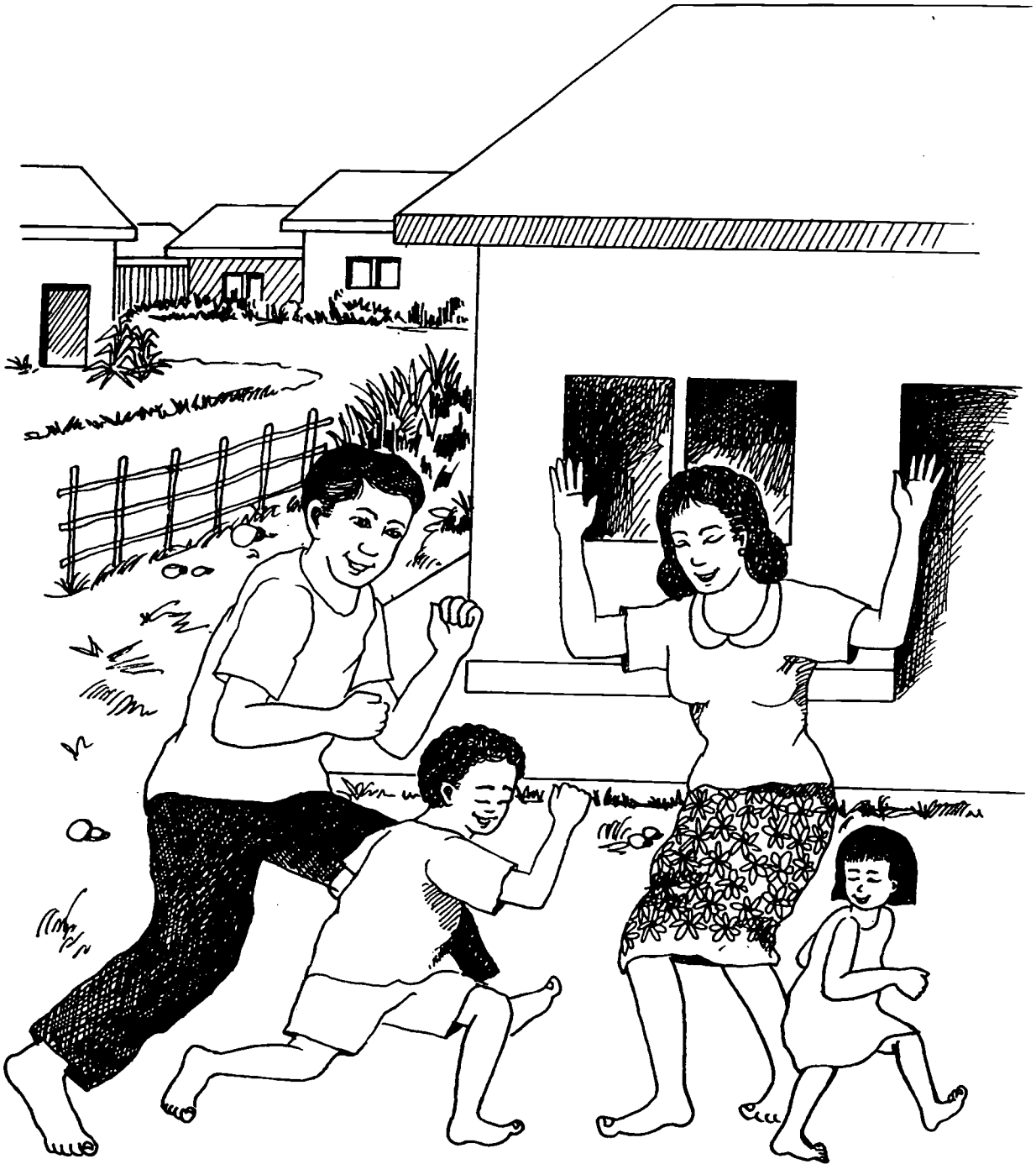
Divide the students into 2 groups, boys and girls. Let the members of each group identify their needs, citing no more than 10 answers. Each group then reports to the class.

Step 5 Sons and daughters need equal treatment

The teacher may discuss equal needs of sons and daughters and provide appropriate guideline. The conclusion will be drawn with the help of the class, stating that "Sons and daughters need equal treatment by their parents and when we become parents we should treat our sons and daughters equally".



Daughters are often left to do most of the household chores



Boy and girl children should be given equal attention



Male and female children should receive equal amount of food



Male and female children should receive equal education

LESSON FOUR

Title	: Teacher of the Holy Prophet Muhammad (PBUH)
Class	: V
Subject	: Islamiat
Major Topic	: Responsible Parenthood
Core Message:	Sons and daughters are equally valuable.
Objectives	: The students should be able to: <ol style="list-style-type: none"> 1. Recite a preaching of the Holy Prophet. 2. Describe how the Holy Prophet (PBUH) showed love to his daughter, Fatima. 3. Give an example of actual cases in the community where both sons and daughters are treated equally.
Content	: Teachings of the Holy Prophet

Before the birth of the Holy Prophet, the people used to bury their daughters alive over the birth of a son. The Holy Prophet preached that sons and daughters are equally valuable and useful. The Holy Prophet loved his daughter, Fatima, very dearly. The teachings of Holy Prophet tell us that if we educate our sons and daughters alike they can be both useful.

Method

1. The teacher should demonstrate the relationship between the subject and the teachings in the Holy Quran.
In this way, the teacher can easily explain Islamic teachings why sons and daughters are equally valuable.
2. As further help, the teacher should also display pictures of a male and a female doctors. Brought up with equal concern and care, male and female children are equally valuable and beneficial for the parents and country.
3. The teacher can also cite examples of educated women who render valuable service to their parents and the country.

Evaluation

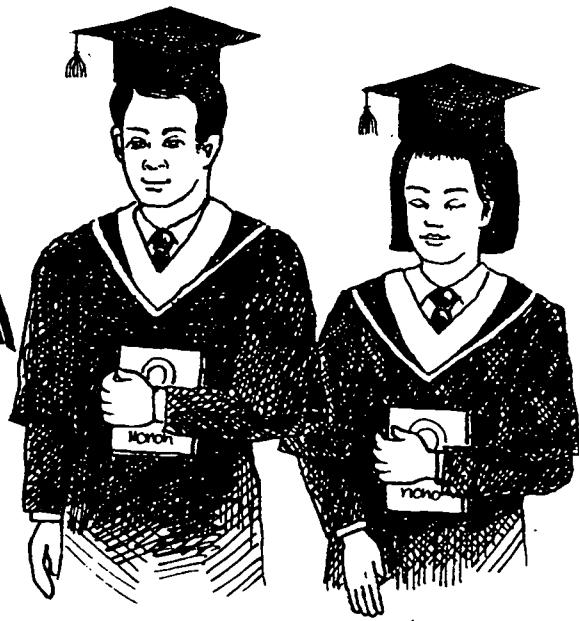
The following questions should be asked.

1. What does your father do for a living ?
2. What does your mother do ?

3. How many brothers and sisters do you have ?
4. Do your sisters go to school ?
5. In which classes are you and your brothers in ?
6. How did Fatima Jinnah help the Quaid-e-Azam in the founding of Pakistan?
7. How are your sisters helpful to you and your parents ?
8. Do you love your sisters and brothers alike ?
9. Name some male and female doctors and teachers whom you know.
10. Recite one teaching of the Holy Prophet on the importance of the upbringing of daughters.
11. Describe an event showing the Holy Prophet's love for his daughter, Fatima.
12. Mr. Aslam and Rashid will tell their own experiences about the need to bring up sons and daughters equally as they see in their neighbourhood.



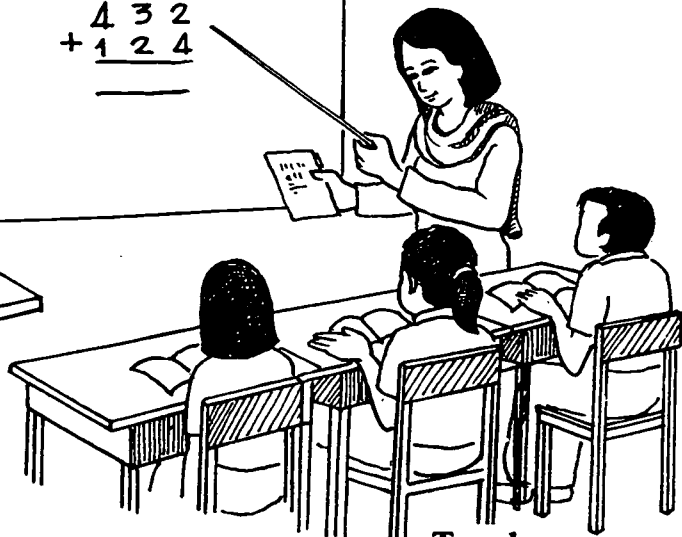
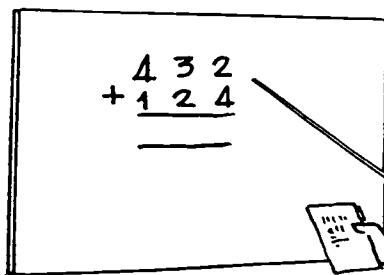
Go To School



Graduation



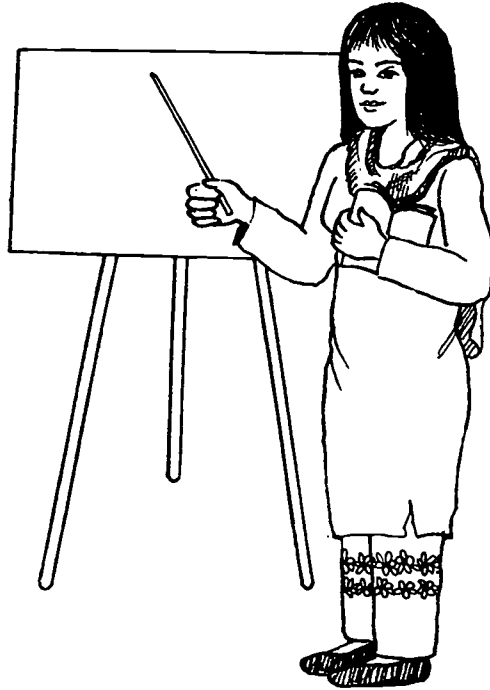
Doctor



Teacher



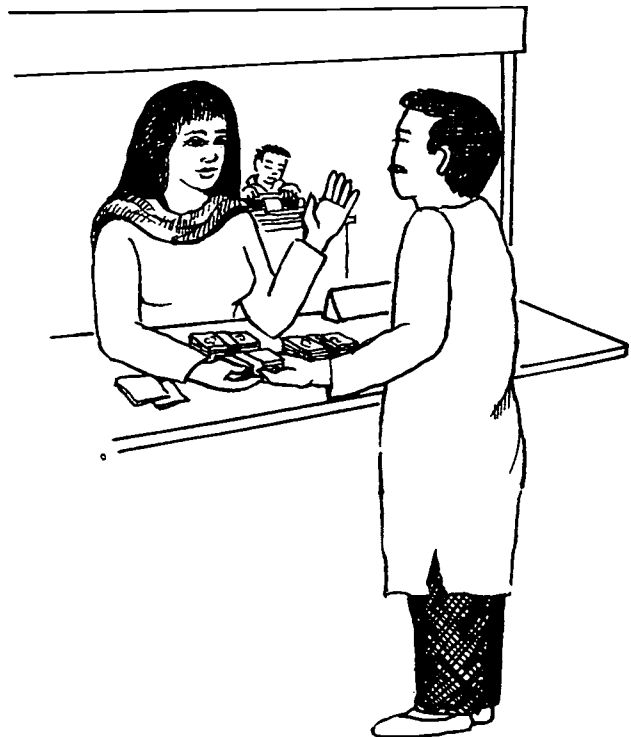
Doctor



Teacher



Office work



Bank

Part Five:

**Women and Family Planning
(Marriage, Family Size,
Communication Between
Husband and Wife)**

I. WOMEN AND MARRIAGE

LESSON ONE**TEACHERS' GUIDE**

Placement: Subject area: Social studies/civics
Grade/Age: Grade IX, age group 14 or 15.

Message: Late marriage is in the interest of the health and welfare not only of the would-be mother and her children but also in the interest of the family, community and society.

Overview: Late marriage presumes fuller growth of a woman in terms of her physique. She is more mature physiologically, mentally and emotionally to understand and respond more effectively to the needs of a baby before and after delivery. An educated woman is economically self-reliant and better equipped to enrich family life socially and culturally. She can contribute more to the society through her active participation in social, cultural, economic and political activities. Simultaneously, late marriage helps to reduce the effective marital fertility span, better space the births and contribute to the reduction of fertility rates of society.

Objectives: The textual lesson/chapter/unit will be able to:

1. Realize the importance of family as the basic unit of the society;
2. Recognize the universal concern for strengthening and protecting this social institution;
3. Realize the disadvantages of early marriage with a possible risk to the life of the mother, the baby or even to both of them;
4. Explain the concept of fertility span of a woman and possible reduction of marital fertility span through delayed marriage;
5. Conceptualize the message of case studies of countries like Sri Lanka where fertility has been reduced through late marriage;
6. Explain how education can help in delaying marriage and consequent reduction in total fertility rates;
7. Show evidence that late marriage may help to reduce maternal and infant mortality rates;
8. Explain how educated mothers can contribute to the quality of life of the family as a whole;
9. Describe how, in addition to bearing children, many women today can do work previously reserved for men;
10. Recognize the need on the part of males to change their attitudes towards women, their aspirations and changed role;
11. Realize that males by delaying marriage can better qualify themselves to choose better partners in life; and

12. Recognize that by delaying their marriage both the males and females can help their family and share the burdens of their parents.

Children should be helped to:

1. Form opinions, views, values and attitudes favourable to late marriage;
2. Appreciate the changed roles and aspirations of women as individual members of the society;
3. Believe in equality of sexes and equal freedom in choosing their life partners, and
4. Develop habits of sharing domestic responsibilities with women in everyday life.

Teaching hints: The teacher may select some teaching techniques from the following:

1. Begin by discussing with children, marriages taking place in their locality, the way life partners are selected, the age at which boys and girls marry and the relation between marriage and family.
2. Draw students' attention to the importance attached all over the world to the universal declaration of human rights in this regard.
3. Encourage children to think about their expectations in regard to their life partner. This may provide ground to bring in the idea of adequate preparation for marriage and hence the need to delay marriage. This can be done better through (a) mixed; and subsequently, (b) separate groups of boys and girls to ensure their fuller participation and involvement in the subject.
4. One group may then be required to discuss advantages of late marriage and another group disadvantages of early marriage. The third group may suggest ways and means to ensure late marriage and needed changes in the values and attitudes of both males and females.
5. Use newspaper items, cartoons, slides, posters, charts and diagrams to make discussion more tangible and keep within the scope of the lesson.

Test items

I. Cognitive

Direction: Tick (✓) the correct or the most appropriate alternative in each of the following 10 items:

- 1) If a woman marries at the age of 15, her reproductive period would be about:
 - a) 20 years
 - b) 25 years
 - c) 30 years
 - d) 35 years

- 2) If a woman marries at the age of 28, the effective fertility span would be:
 - a) 27 years
 - b) 17 years
 - c) 22 years
 - d) 32 years

- 3) The surest way to ensure late marriage is through:
 - a) legislation
 - b) punishment
 - c) education
 - d) reward

- 4) The marriage is considered a great occasion in one's life because:
 - a) it is celebrated with great pomp and joy
 - b) it is the most important landmark
 - c) it strengthens the basic unit in society
 - d) in its absence the society might not grow

- 5) "A healthy mother is a cornerstone of a happy family." Which of the following is not associated with this?
 - a) delivering babies each year
 - b) spacing of children
 - c) having fewer children
 - d) minimizing infant mortality

- 6) In certain societies, there is a practice of arranged marriages because they think:
 - a) it is not merely a union of two persons but of two families
 - b) partners cannot be expected to take objective decisions
 - c) marriage or family is a social institution
 - d) it ensures adequate dowry from the other side

- 7) Of the four alternatives provided, which one is less significant? Late marriage is desirable because it ensures:
 - a) adequate time to receive education
 - b) economic independence
 - c) less number of children
 - d) freedom to choose one's partner

- 8) Early marriage has disadvantages such as (i) risk to life during first delivery; (ii) too many deliveries in quick succession; (iii) less time to receive adequate education; and (iv) deprivation of economic independence. Which one of the following is correct?
- a) (i) and (ii)
 - b) (ii) and (iii)
 - c) (iii) and (iv)
 - d) (i), (ii), (iii) and (iv)
- 9) Infant mortality refers to the:
- a) number of children who die before reaching the first birthday
 - b) number of deaths of children in a given community
 - c) the number of children who die before reaching the age of five years
 - d) the number of still births
- 10) Which of the following is not common to both females and males:
- a) earning to support a family
 - b) headship of a family
 - c) bringing up of children
 - d) bearing children

Answers

- 1. (c)
- 2. (b)
- 3. (c)
- 4. (b)
- 5. (a)
- 6. (a)
- 7. (d)
- 8. (d)
- 9. (a)
- 10. (d)

2. Affective

Direction: Read the following statements carefully and tick (√) the appropriate column to express your position correctly.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Do not Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. One must marry not below the age of 25.					
2. Selection of life partner is solely one's personal concern.					
3. Early marriages should be prohibited by law.					
4. Rearing of children is the exclusive responsibility of women.					
5. Working of women outside the home is desirable.					
6. Men and women have equal rights to marriage, during marriage and its dissolution.					

Marriage: The founding of a family

The universal declaration of human rights includes the clause. "The family is the natural and fundamental group unit of society and is entitled to protection by society and the State". [Article 16 - (iii)] From the words 'universal declaration', it is clear that all countries of the world agree with this statement.

Marriage and family. The family is a social institution or a unit whose core consists of a man and woman who commit themselves to live together and share all their joys and sorrows. They want to perpetuate themselves and their happiness through the children they bear and rear. Children become instrumental in strengthening the bonds of love and affection between parents who no longer remain only husbands and wives but also become fathers and mothers. Very often, in moments of depression, parents think that life is worth living for the betterment of their children, if not for themselves alone.

A family is formally founded when a grown up man and woman begin to live together as a husband and wife. The formal declaration of this solemn resolve by the two to the society is called *marriage*. Since this is an important decision and a landmark in the life of the partners with a great social import, this occasion is celebrated in various ways, very often with pomp and joy in different societies.

In many societies, it has been customary to have marriages arranged by elders namely parents, relatives, neighbours and friends. To them, marriage is also a union of two families. They would arrange marriages of the young boys and girls with great care taking into account various pros and cons. Over a period of time, this practice came to be supplemented by consulting would-be husbands and wives and seeking their consent before finalizing the marriage proposals.

In many Asian societies, there is a growing awareness of the fact that young adults, given a chance, can make right decisions in choosing their life partners. While doing so, they can keep in mind their own temperament and expectations. Whatever the mode of selection of partners, the families have to perform the same functions to the best of the ability of both the partners.

When to marry. In India, according to the scriptures, some two to three thousand years ago, among the Aryans, both men and women used to spend almost 25 years in equipping themselves adequately before they married and founded families. There has been an equally long period it was thought desirable to enter into marriage at as early an age as possible. Even girls of eight to ten years used to be "married off". Grown up daughters perhaps came to be looked upon as a social and economic liability.

In view of the above, we need to consider the question of age at marriage more systematically and in the context of entirely changed circumstances, in the present day world.

The law makers in India passed a law about 50 years ago, to ensure that parents did not marry off their daughters before they were 14 years of age and boys were 18. Only a few years ago, the situation was reviewed and amended so that girls may now marry only when they are 18 and boys at least 21. What has prompted and compelled Indian legislators to arrive at this decision? Let us consider the rationale.

Responsible parenthood. Marriage in every society is a great personal and social responsibility. One of the natural results of founding a family is the bearing and rearing of children. It is a joint responsibility of both the parents to plan things beforehand and make every provision for the future. Have you noticed how the male and female birds build their nest together before the female lays eggs? Have you observed they hatch them together taking turns? Have you noted how both of them feed their young ones?



Source : Teacher's Guide on Population Education Trade 1 (Revised for Muslim Filipinos). Ministry of Education & Culture. Population Education Programme Manila, 1978.

Healthy mother, a cornerstone of a happy family. A would-be mother should be physically fully grown up and healthy enough to shoulder the arduous responsibilities of pregnancy and rearing a baby. It is generally believed that this can be expected after a girl is 20. Physical fitness alone is not enough. Mentally, she should be mature enough to understand and respond to the needs of the baby, before and after its birth. The physical and mental conditions of a mother have a profound influence on the health and temperament of the child in her womb. Hence the would-be mother should have the emotional balance which comes only with age and maturity.

Dangers of early marriage

A girl who happens to marry at an early age runs the risk of developing complications during her first delivery. This may affect both the mother and the child, and the consequences could be fatal to either or both of them. Thus, in the interest of the mother and the child to-be, it is essential that the age at marriage is not lowered.

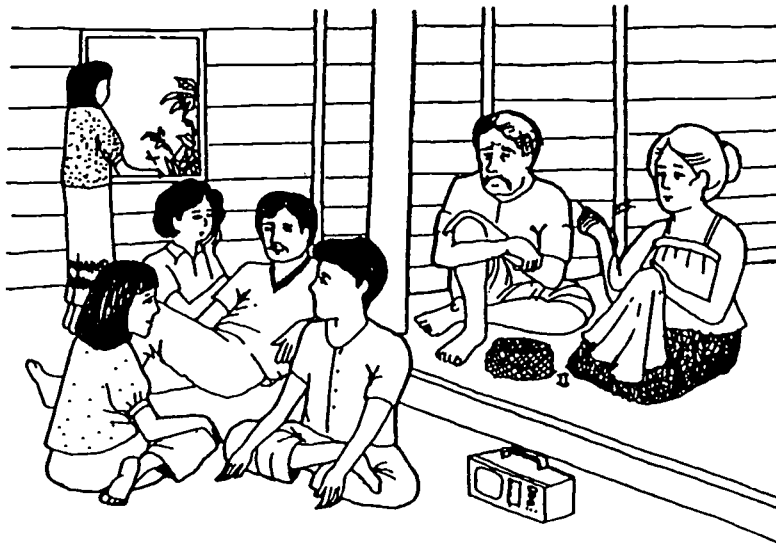
Women who marry early run another risk. The period during which women are capable of bearing children is known as the fertility span. It generally ranges between the age of 15 to 45 years. Within this total fertility span, the earlier years carry greater potential for child bearing as compared to the years towards the end of this period, say after 35. In view of this biological reality, it would be most desirable, personally and socially, to enter into marriage reasonably late.

Let us follow in part the life stories of two women, Siriporn and Ladda in our neighbourhood. Both of them were born in 1934. It means that both of them are now 50 years old. Ladda from the village Sankamphang, after completing five years in schools had to marry. This happened when she was hardly 15. On the other hand, Siriporn who was born in Chiangmai and became a university graduate

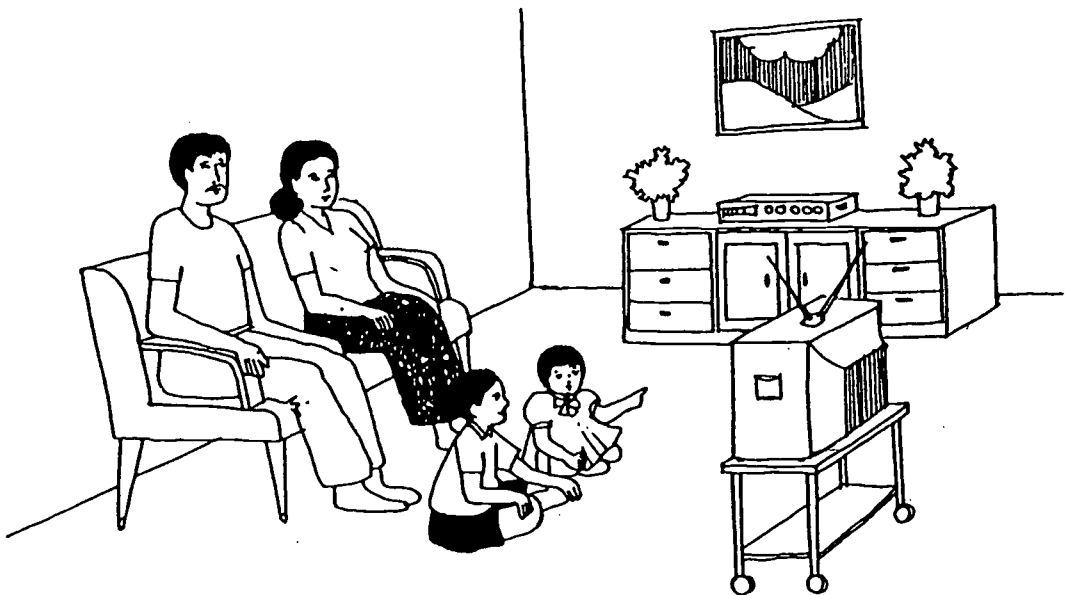
married in 1959. She was then 25. Two years after her marriage, she was blessed with a baby.

By this time, Ladda was a mother with five living children. Her first child had died soon after birth. It was, indeed, a very, very painful and sad experience for her and the entire family.

Today, both Ladda and Siriporn have a completed family. While Ladda, with great difficulty, managed only to stop after five living children; Siriporn took a wise decision to stop after two children. She found no difficulty in obtaining her husband's consent. Look at the pictures of the completed families of these two women.



Ladda and her family. Why do Ladda and her husband look so worried.



Siriporn and her family. What must have helped Siriporn to keep herself in the best of spirits and health? Compare her with Ladda.

Why marry late? Compare these two families. List the similarities as well as the differences between the two. From the above story, do you think that it is in our hands to cut down the effective fertility span? As Siriporn has shown, one practical way to do it is to marry late. What Siriporn practised owing to facilities available in urban areas some years back is also possible today in rural areas. Don't you think that health and well being are of equal concern no matter whether you live in a city or a village?

Let us have a look at the experience gained by an Asian country, Sri Lanka. The majority of Sri Lankans are Buddhists. Knowing the significance of late marriage, Sri Lanka has shown that it is possible to encourage more and more girls and women to delay their marriage. In the Table below, one may see the difference brought about in just 25 years.

Year	1945	1971
Age group 15-19	23.9%	10.3%
Age group 20-24	68.4%	45.9%

As a result of this rapid change in Sri Lanka the mean age of marriage is 23.5 for females and 28 years for males. Don't you think that Sri Lanka has been moving in the right direction?

Impact of late marriage on the population situation. What is the impact of this on the population growth of Sri Lanka? The overall growth rate of population came down from 2.7 in 1963 to 1.4 by 1974. The reasons for this success are due to two factors: One is the postponement of marriage by actual increase in the age at marriage. This other is the efforts by married couples to have less children through the use of various family planning methods. It is interesting that 60 per cent of the success is attributed entirely to raising the age at marriage. Owing to this the deaths of women during delivery have also been halved from 2.4 to 1.2 per thousand. This phenomenon of mothers' deaths during deliveries is called *maternal mortality*. It is expressed per thousand deliveries per year.

The proportion of females in the total population for the last several decades was unfavourable in Sri Lanka. In 1871 there were only 46.9 per cent females. This was because their life expectancy at birth was very low compared to that of the males. The female population rose to 67 per cent in 1976 and their life expectancy at birth to 65. Thus, it is now women who live longer than males.

Late marriage also helps to a certain extent in reducing infant mortality. This is, of course, not the only factor, but it is interesting to note that the infant mortality rate which was once 141 per thousand live births has drastically come down to only 45 in 1975, and 37 in 1981.

Mothers who plan and space births. Women who produce less children certainly help their countries or societies which cannot afford big populations and high population growth rates. But more importantly, such women help themselves

and their families. They run less risk to their lives, health and well-being as against those who undergo a series of deliveries in quick succession.

Pregnancies, deliveries and nursing of babies one after the other without a reasonable break or a pause expose these women to various health hazards. They run the risk of becoming victims of various ailments and disease like malnutrition, anemia or nervous breakdown. These in turn lead to further complications in many cases. Such sickly women fail to contribute fully towards the happiness of their family.

So far only one aspect has been considered, namely the health of the mother and its impact on nursing children. This is because "health is wealth". The health of the pregnant and nursing mother lays the foundations for the health of the new generation.

Women are also individuals and equal partners. There is another problem. A girl who gets married at an early age loses almost all her options but to be a housewife. Her life is confined only to being a wife and a mother. These roles are certainly very important, but in addition, women can do much more. They can pursue habits of their choice and cultivate skills that give them occasions to express themselves provided they receive adequate education. Such educated and knowledgeable women develop confidence in themselves. They are able to share their domestic and family responsibilities in a more effective manner. They can discharge their role as wives and mothers more creditably. Their knowledge about personal and social hygiene, sanitation, nutrition and common diseases help them to take care of themselves and their infants and toddlers. To this extent, they can lay the basic foundations of happiness one expects to derive from family life.

Correspondingly, the society would be able to avoid the great human wastage that otherwise takes place in societies like ours. For example 120 children out of every 1,000 born in India do not survive to celebrate their first birth anniversary. In Thailand, 54 children out of 1,000 live births die in their first year. How does it compare with Sri Lanka? In many industrially advanced countries it is less than ten per thousand.

Women now participate in every walk of life. They work in educational institutions, dispensaries, hospitals, courts, factories, farms and plantations, shops and business establishments, police services, in civil aviation and also in civil and defence services. They have reached the poles and climbed Mount Everest, the highest mountain peak in the world. They have travelled even in space. Think of a few great names like, Florence Nightingale, Madam Curie, Mother Teresa, Lady Baden Powell, Smt. Indira Gandhi and many others.

Today, working women help in increasing the income of their families, opening up new avenues for the family members. When both the adult family members - mother and father - earn, it increases the total income of the family. More importantly, the per capita income of the family, and to that extent that of the country, also goes up. This is their contribution in raising the standard of living of the society as a whole.

Women with their enhanced economic worth and independence grow in social status as well. This opens up new vistas for them to contribute in social, economic, political, cultural and other spheres of life. They thus become equal partners in social, economic, cultural and other development at every level - individual, family, community, society or country and the world at large. Even if it is so, perhaps the most significant thing in this regard is the acceptance of a woman as a person and an entity in herself and not a mere appendix to her husband or a family.

What is expected of husbands. When women marry late after adequate education and preparation for life, it goes without saying that men too have to follow suit and utilize this extended time to prepare themselves to shoulder manifold family life responsibilities. Such a long preparation would enhance their capabilities to have better socio-economic prospects in life and also a matching life partner.

It is, indeed, very good that wives are expected to take up a new role of working outside the home. Thereby, they can contribute materially to the well-being of the family and society in various ways. This, they are supposed to do, by and large, in addition to their traditional role of bearing and rearing children. Would it be wrong if one expects husbands as well to change their outlook and habits? They can and must help women in various ways both in and outside home.

Husbands must realize that working wives are expected to do domestic work in the home before they leave for their places of work. After their working day they are again expected to look after their husbands and children at home the moment they step into the house. Is it not fair that husbands share various things which traditionally wives were expected to do in the past? For instance, this may include, among other things, preparing children to go to school on time. Fathers can lend a hand in helping their children do their homework for example.

Late marriage on the part of elder children would also help them share their parents' responsibilities and economic burdens, particularly in helping young brothers' and sisters receive a better education.

Exercises

1. Answer the following questions:
 - a) What constitutes the core of a family?
 - b) In what ways do the birds care for their young?
 - c) What is the natural expected culmination of a marriage?
 - d) Why do parents aspire for children?
 - e) What role do small children play in respect of family ties? Explain.
2. Things to do and find out:
 - a) In spite of state laws regarding minimum age at marriage, find out why many persons marry much earlier.
 - b) Collect three or four case studies of those who married at a very early age some 15 to 25 years back. How do they compare with those who

marries late?

- c) What do you think about the universal declaration of human rights' article about family and marriage?
- d) If you are a boy, find out what qualities would make you a good husband and a good father. If you are a girl, find out what qualities would make you a good wife and a good mother. You may do this in groups and then arrive at a consensus in your class.

3. To think and ponder over:

- a) Of the two parents in a family, whose role, in your opinion, is more important and difficult?
- b) At what age would you like to marry?
- c) What conditions would you like to fulfil before you decide to marry?
- d) Do you think that States should pass laws to lay down a minimum age at marriage for boys and girls? Why?
- e) Write an essay on equality of sexes expressing your honest opinions freely and frankly.
- f) The article No.16 of Universal declaration of human rights states:
 - i) "Men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution."
 - ii) "Marriage shall be entered into only with the free and full consent of the intending spouses."Either hold a debate on these issues in your class, or write your comments putting across your views clearly.
- g) Do you think arranged marriages would be necessary when people go in for late marriages?

Source: UNESCO PROAP, Learning Experiences in Population Education, Vol. 11 (for the Formal Education System), Bangkok, 1985, pp. 31-38.

II. FAMILY SIZE (INCLUDING ATTITUDES TOWARDS CHILDREN, AGE AT MARRIAGE, NUTRITION, HUSBAND'S ATTITUDES, INCREASED OPPORTUNITIES FOR FARM AND OFF-FARM EMPLOYMENT OF WOMEN, EDUCATION, PRESSURE ON LAND RESOURCES AND MIGRATION, NEED FOR INCREASED PRODUCTION, AND CLOTHING NEEDS)*

* The lessons in this section have been reproduced from *Introducing Population Concepts in Rural Women's Programmes*, (Economic and Social Development Paper No. 17) pages 1-22, Rome: Food and Agriculture Organization of the United Nations, 1981.

LESSON TWO

Topic 1. Family Size and Traditional Attitudes Towards Children

You Know that most of the villagers have many children. Having many children is important to them because:

- They do not know how many of their children will survive, so they keep on having them.
- Children provide additional hands to work on the farm.
 - a. The girls help their mothers take care of the younger children and help carry water and firewood;
 - b. They assist in gathering and processing food and in selling this in the market. They also take care of the animals;
 - c. They boys help in irrigating, fishing and harvesting.
- Children are expected to take care of their parents in their old age.
- For the mother, childbearing is a sign of womanhood. It is her means of getting approval from her husband and from the community and of gaining influence in the household.¹⁰
- Children give women the love and affection that they often do not get from their husbands, especially in societies where women have a very low position or where husbands are away much of the time.
- Children are a means of continuing the family line and carrying on customs and traditions.
- In some cultures, children are a sign of God's blessing and also a sign that the parents are doing what God wants them to do.
- They give the family social status.

Children have different values in different cultures. In some countries, they are valued more as a source of love and companionship. In other countries they may be more important as a source of help and old-age security.

Here are some ideas to start women thinking about smaller families. These ideas can easily be made part of your extension education programmes.

- More children now live longer because health services in the rural areas are much better.
- These days, raising a child costs a lot. Each one will need food, clothing, school supplies, medicines and other things.

- It will take many years before a child can earn any income. Children below the age of 11 generally cannot contribute much to productive activities in the villages.
- Children who are going to school cannot be so much help at home.
- The farmer will probably not need so many children to work on the farm as the land available becomes smaller and he learns improved methods of farming.
- Today, children can no longer be expected to serve as old-age security for their parents because there are many inducements to leave the farm such as work opportunities in the towns or cities.
- At present, it is not just having money but also having well-educated and healthy children that gives social status to a family. This would be difficult to get if there are too many children in the family.

Some points for discussion:

- 1. How much does it cost to raise a child before he or she contributes economically and becomes productive?**

List the items that are usually needed by children. You could include the following:

- **nutritious foods**
 - **clothing, school fees and school supplies**
 - **costs of illness such as medicines**
 - **marriage celebrations, gifts, dowry**
 - **other religious ceremonies**
 - **a piece of land.**
- 2. What do you consider a sign of success in your village?**
 - 3. What are the advantages of having fewer children? What are the disadvantages?**
 - 4. What are the feelings in your village about having a few children?**

Topic 2. Family Size and Age at Marriage

Lives of rural women are often dictated by traditional practices such as at what age to marry and why they are chosen as marriage partners.

The average age at marriage for women in countries all over the world is from 16 years to 24 to 25. However, in some villages, girls are expected to marry at the age of 12 or 13, often to men chosen by their parents.

In places which depend mainly on agriculture, women are chosen as marriage partners usually to carry out two functions: to produce children and to attend to activities related to the farm and the family. In such societies, families are the units of production and women bear the burden of producing future helpers for the farm. The earlier they are married, the sooner this will be possible.

In places where women have very low status, their position in the eyes of their husbands, their relatives and the community may depend mostly on the number of children they have. If they have no children, they may even be divorced by their husbands. Thus, they usually keep on having children.

If women start having children at 16 or 17, and have them at frequent intervals, they usually have many children by the time they reach their thirties.

Women who marry at 22 or 24, are likely to have fewer children than those who marry at 12 or 13. Each five-year delay may sometimes mean one child less for a woman.

Consider this case of a Nomad woman from Tunisia: Married at 13, a total of 11 children at age 35.

Another woman (from Sri Lanka) : Married at 12, first child at age 13, a total of 9 children by age 35.

Contrast this with the cases of two women from China where average age at marriage in rural areas is 22 - 23 for women and 27 - 28 for men.

One woman: age 32, has two children.

Another woman: age 33, has two children, first child at 23.

Some important ideas to consider

When a rural woman marries late, it may be because:

- She has had some schooling or is still going to school.
- She is employed and wants to go on working.
- Her family is too poor to provide for her dowry.
- She has to help take care of younger children in the family.

What are the possible benefits when a woman marries late ?

- She will be better prepared physically and mentally to take care of a family by the time she gets married.
- She will have time to get training for employment.
- If she has training, she will have better chances to earn money for buying things her family needs.

Some points for discussion:

- 1. At what age do women in your village generally marry?***
- 2. Why do women in some places marry at an early age?***
- 3. Does age at marriage affect the number of children women have?***

Or is it spacing of births that affect the number of children women have ? Or both.

- 4. On what basis are women in villages usually chosen as marriage partners?***

Topic 3. Family Size and Nutrition

Food, shelter, clothing and health are basic needs of a family. It would, therefore, be relevant to talk about family size in relation to nutrition and health problems. These are problems of major concern to most village women.

In the course of your home economics extension programmes, you will be talking to rural women from different socio-economic classes. Most of them will likely be women who spend more of their time in household work and who have time to attend outside activities. You may have to use greater effort to reach those women who are busy with farm work.

As you talk about food and nutrition and child care, you could encourage them to think of having smaller families by including the following ideas.

There is a saying in the villages that if one pot can feed four children, it can feed ten. But we know that children need a certain amount of food energy each day so that they will grow up healthy and thereby work productively on the farm. If food that is enough only for four people is shared by ten, then the quantity of food taken in by each one suffers.

Main point to emphasize:

When rural families have many children at close intervals, the amount of available food may soon not be enough. More children will have less to eat. That is why many of them die at an early age.

What happens when there are many children and births follow each other too closely?²⁰

- Children born soon after a previous birth usually weigh less than those born two to four years after the previous child. Their chances of living long or of having good health are less than those born with normal weight.
- Babies who have to give up mother's milk early because another baby is coming will probably not get enough of the food they need. And the food they get may not be clean and safe and may make them ill.
- For instance, if babies are given milk powder instead of mother's milk, it is very important to mix the right amount of the powder with clean, safe water. Otherwise, they could get very sick and die.
- If children do not have enough nourishing food when they are very small, they will be weak in body and in mind.

If a woman spends too much time taking care of her sick children and has less time for the farm work, there will not be enough money and the family will have more debts.

It seems that a father and mother would be happier to have a few healthy and clever children rather than 10, of whom some die and others are sickly.

When nutrition is improved, more children have a chance to live healthy lives and parents no longer feel that they need to have many children.



Some points for discussion:

1. **What are the advantages of breast-feeding? What are your attitudes towards breast-feeding?**
2. **Discuss the problems of providing nutritious foods for children in large families. Suggest ways to lessen the problem.**
3. **Compare a family of eight children and a family of three children, both with the same income and means and find out how much money is needed for food for each person in each family.**

Children should have enough nourishing food each day so that they will grow up strong in body and mind.

Topic 4. Family Size and Husband's Attitudes

Many of the traditional practices surrounding rural women keep them from accepting ideas for improving their conditions.

For instance, many of them do not have the power to decide how many children they should have or how often they should have children. They usually accept their husbands' decision on this matter because:

- The community expects this of them.
- Having children strengthens their position in the family.

Many men do not want their wives to limit the number of their children.

- First of all, they usually are against practices that seem to threaten their feelings of masculinity. For them, having many children is a sign of virility.
- They feel that they should be the ones to decide. If women have a say in whether to have a child or not and when, this will mean going against the superiority of men.
- They are afraid that freedom from having children will encourage women to have relations with other men.
- They believe that women's main function is to have children and to go against this would be contrary to accepted practice.
- They say they can support their children.

Husbands and wives in many villages do not talk to each other on matters concerning child-bearing because of social custom. Even if women might want to have children at longer intervals, say four or five years, they are afraid to bring this up to their husbands. Or some husbands may be in favor of having fewer children but hesitate to talk about it with their wives.

It is also social custom that usually gives rural men control of family income. Even if they spend most of their income on drinking and gambling, as many do, wives are not supposed to complain.

Improvement in family conditions should be the result of decisions made by both husbands and wives. Both of them should, therefore, understand how births, deaths and other changes in their family affect their social and economic conditions.

As part of your home economics extension, nutrition or other programmes, you could suggest sessions where husbands and wives could share ideas together.

You could point out to the husbands the benefits to be gained from having fewer children at longer intervals. For instance:

- The wives will have more time to attend to their husbands.

- Their children will have better food, clothing and educational opportunities.
- The wives can help their husbands in agricultural work and earn extra income which could be used to improve their lives.
- These days, the man who can raise a few healthy and well-educated children is considered a successful and virile man.



Sharing of ideas between husbands and wives could lead to acceptance of new ways to improve their social and economic conditions.

Some points for discussion:

- 1. What are the advantages for both husband and wife if they have only a few children?***
- 2. How should family income be used?***
- 3. What happens to the family income if there are many children?***

Topic 5. Family Size and Increased Opportunities for Farm and Off-Farm Employment of Women

Many rural women need opportunities for farm and off-farm work which will give them some income.

Large numbers of them are heads of households and have only their own earnings to support themselves and their children. About one out of three households are headed by women throughout the world. In some countries about half the number of households are headed by women. This may be the result of death, divorce, or migration of husbands.

Then there are rural women whose earnings are an important part of the household income. These may be wives of poor farmers who have no land of their own and have to depend mainly on wage labour.

These women will likely be encouraged to have fewer children if they have access to income-generating activities and if they can see that these activities will enable them to control their lives and to survive as heads of households. For these women, programmes that focus on work outside the home rather than on household responsibilities will be relevant, such as programmes that teach pottery making, carpet weaving and other income-earning skills.

If you are involved in such programmes, you may find opportunities during training sessions to bring up the following ideas:

In these changing days tools and simple machines can replace human labour but a woman still has to learn new skills that are needed in her home or farm work so that she will have a chance to earn some money.

However, it takes time to learn new skills required for certain jobs.

A woman with a large family to care for does not have time to spare. She thus loses the income that she could have earned and her family remains poor.

Or if she does get a job, she may have to take time off frequently to give birth or to take care of a sick or nursing child. This lessens her chances of getting work on a continuing basis and does not bring in adequate income for food, clothing and daily needs.

What might happen when a woman is employed?

- She gets some extra cash that enables her to buy more food, clothing and household items.
- She may see that if she has only a few children or does not have them at close intervals, she will have more time for her job and assurance of earning more money. This is especially true for jobs that take the woman away from the home.

- She makes decisions regarding her work and her income. This gives her self-confidence.
- She gains higher status in the family and in society. She may also gain the right to share important family decisions with her husband.
- Young unmarried rural women who are earning some income will be seen as useful to their parents. Their marriage will likely be postponed for some years. And if parents see the value of girls, they may give equal preference to sons and daughters.

It should be noted, however, that access to income-earning activities will not by itself motivate women to have fewer children. They should also be able to control their income. There should be services to take care of their children while they work. They should be able to control the marketing and pricing of their products. Their earnings should be commensurate to their effort and skills. Then they can feel that they are no longer dependent on men. And they will not need to have as many children as they can.

As you try to encourage village women to learn skills, it will be useful to keep in mind the following:

- They are usually so busy with house and farm work that they do not have enough time for other activities.
- Their work is even further increased at times by machinery, new farm implements and improved methods of farming.

Some points for discussion:

- 1. How do women, men and children in the village spend their time?***
- 2. What skills can women learn if they have many children to care for?***
- 3. How can the household chores of the village women be lessened and child care responsibilities be shared?***
- 4. What labour-saving devices can be found in the village? How do the women use the time released through such devices?***
- 5. What type of take-home work would you suggest so that women can still earn some income?***

Topic 6. Family Size and Education

Many village fathers and mothers now feel that it is important for their children to have an education.

You can approach the relationship between family size and education from two aspects:

1. You can show rural women that they can give their children more educational advantages if they have small families.
2. You can point out to rural women the benefits they and their daughters will gain from schooling. As conditions in their lives improve, women may begin to see that having many children could keep their families from attaining their goals.

How does family size affect education of children? Some ideas to consider:

- Even if schooling is free, it involves many other expenses - for clothing, books and other supplies. If the family is large, some of the children may not be able to go to school; or the family may have to give up buying other needs for the home and the farm so that they can send their children to school.
- It is easier to educate fewer children who are spaced some years apart. They would not reach school age all at the same time and the father would not be overburdened with school fees and expenses.
- If the mother has time to rest before another birth, she can attend to each of her children and give them a better start in their schooling.
- These days, children without education will find it difficult to look after their parents because it is usually the educated ones who get good jobs.

What are some of the results when a woman has schooling ?

- She may understand and better accept new ideas which help her to improve her family and also help her acquire status in the community.
- She gains confidence and can take part in village organizations. She might even organize and lead groups to increase family income or increase efficiency of women's work or conserve resources.

These activities could take the place of child-bearing in helping her gain status in her village.

In one village, although the people believed in the importance of having large families, a young woman with only one child was selected by the other village women to head the local women's organization because she was the most highly educated among them. This woman had the chance to get higher education because

she had only one child.

- When a young girl has the opportunity of going to school, she usually gets married at a later age. She then starts having a family perhaps at 18 or past 20 rather than at 13.
- An educated girl could talk with her husband on an equal basis about the home and the farm and could, therefore, take a more active part in making decisions. Then, perhaps, she could also decide with her husband on the number of children they should have.



Girls with schooling will be able to take a more active part in making decision about the home and the farm.

Some points for discussion:

1. Ask the women to give examples of village women who have improved their conditions because of education and having fewer children.
2. Ask the women their ideas on how girls' education can help them, their children and their lives.

Topic 7. Family Size, Pressure on Land Resources and Migration

In many villages, the main problem is the growing pressure on land resources. They are more people, yet less land on which to grow food. This provides a logical approach for pointing out the benefits of having a few children.

The small farmer and his wife usually have only about two hectares of land from which they have to provide the food, clothing and other needs of the family. They get very little money, just one third of what the average workers in the country get. As their children increase, it becomes more difficult to support them. It is even more difficult for those who have no land and depend on farm labour for work.

As you talk to the women in the cooperatives and other agricultural programmes, you can present the following ideas:

- If the farm is small and there are many children, it will be further divided into smaller portions with each succeeding generation.
- If there are many children on a small farm, there will not be enough work for all the members for the family.
- Many men and grown-up children cannot get work in the fields or elsewhere because each year, more children become old enough to look for jobs. So they leave the villages to look for work in the towns or cities.
- When the men or the older sons leave for other places, the women are left as heads of the household. This means increased work and responsibilities for them.
- The women have to take care of the family farm without improved agricultural skills, attend to the children and all other matters regarding household. They cannot depend on their husbands to send money regularly because it is sometimes a problem to find work in the urban areas.
- If the land they farm is in their husbands' names, the women cannot make legal decisions. Neither can they make decisions on what crops to plant or whether to hire workers.

Some points for discussion:

- 1. What are the reasons why the fathers or the older boys leave the village for towns and cities, and how do the women feel?**
- 2. How is village life affected when men leave for towns and cities?**
- 3. When the husband leaves for the town, how does the woman cope as the head of the household?**
- 4. List the advantages and disadvantages when a rural family moves to a town or city.**
- 5. If land is fragmented among many sons, what agricultural food production practices can they follow for economic gains?**



When men leave to work in other places, women are left as heads of households. This means increased work and responsibilities for them.

Topic 8. Family Size and Need for Increased Production.

In many countries, especially in regions of shifting cultivation, women do about 60-80% of agricultural production work. This usually means that they are not only the major food producers for their families but also have to help their husbands with the major or cash crops. Some women contribute nearly half of the income of households through subsistence farming, food sales, processing and trade.

These women will likely be interested in ways to increase their production especially if they have many children to feed. You might meet them through agricultural cooperatives or through resettlement programmes. You could then start them thinking about having smaller families by showing them what they will need to make their farms produce more food.

Some important ideas to consider:

To improve production, what do rural women need?

- They need access to better seeds, pesticides, fertilizers and modern equipment. But these things cost money. If they have many children to feed, clothe and care for, where would they get extra income to improve food production?
- They need to learn skills for improved agricultural operations, for post-harvest practices and storage. But technical training and information on agriculture are usually given by the extension services to men because it is assumed that only the men are farmers. And because women are too busy with their work in the home and the farm, they do not have time to attend training courses and demonstrations and try out improved packages of agricultural practices. They therefore do not get the chance to increase their competence and efficiency.
- They also require access to credit for investment in production and other needs such as small machines that will save them hours of labour. But they often do not have the right to borrow money because of the laws. Land reform acts in some cases make conditions even more difficult for women. When the farmers are made owners of lands, the titles are given to men as heads of families. And because the women cannot own land, they cannot be members of agricultural credit associations. They cannot take advantage of rural credit programmes.
- Women also need knowledge in regard to health and good nutrition so that they will be strong enough to carry out the back-breaking tasks in farming. If a woman gives birth frequently and at close intervals, she will become weak. She will not be able to work efficiently on the farm.



Rural women would like more opportunities for training so they can increase food production.

Some points for discussion:

- 1. When women and their husbands have to buy things needed by the many members of the family, how does this affect their capacity to improve agricultural production?**
- 2. When rural families budget their resources, what portion do they allocate to farming and what portion to family needs? Do women in your group feel that they are allocating enough money for family needs?**
- 3. If food production increases with improved agricultural practices, how will this affect storage space in the house, especially for those with large families?**
- 4. How can agricultural extension services help women acquire training in improved agricultural techniques? Also, how can cooperatives assist women in getting credit and marketing facilities?**
- 5. Could one of the activities of the cooperative be the provision of child-care facilities (nursery schools or cheches) for women who are busy with agricultural production, marketing of surplus food production and other income-generating activities? What other organizations, such as the village school, could also provide such child-care facilities?**

Topic 9. Family Size and Clothing Needs.

Clothing in addition to food and shelter is one of the basic needs of a family.

- If satisfies physical needs by protecting the body against weather changes such as cold, heat and rain.
- It satisfies social and psychological needs. For example, a person feels happy and confident if dressed appropriately and neatly for work, training classes, going to market or religious and cultural functions.

The clothing needs of a family are influenced by the climate, cultural values and the size of the family.

Some resources are needed to provide clothing for the family such as:

- Money to buy clothing or materials.
- Time, skill and energy to sew or remodel clothing.
- Time to care for clothing by washing and mending.

Important ideas to consider:

These are ideas you can talk about in your home economics and extension programmes to help women think about the advantages of having fewer children and more resources for better family life.

- With each additional child, a family needs more money to buy clothing and more time and energy to make and take care of clothing.
- If there is only a little money, it is difficult to provide adequate clothing for many children. Each member of the family will then have only one or two outfits which will be hard to keep clean and tidy.

Some points for discussion:

- 1. Ask the women to make a list of clothing items needed by their families. Are the needs of each family member met within the available income?**
- 2. What factors do they consider when they make decisions to buy clothing? What are the effects of the decisions on the family members?**

[Source: FAO, *Introducing Population Concepts in Rural Women's Programmes*, Rome, 1981, pp. 6-22]

III. SAFE MOTHERHOOD

LESSON THREE

What Every Family and Community Has a Right To Know About Safe Motherhood

Note to communicators

Every day, more than 1,000 women die from problems related to bearing children. The six prime health messages of this chapter can help to save the majority of those lives and to prevent many serious illnesses.

But to make full use of this knowledge, women need the support of their husbands, their communities, and their governments.

Governments have a particular responsibility to train people to assist at childbirth, to make available routine prenatal services, and to provide special care for women who have serious problems during pregnancy and childbirth.

Safe Motherhood

Prime Messages

1. The risks of childbirth can be drastically reduced by going to the nearest health worker for regular check-ups during pregnancy.
2. A trained person should assist at every birth.
3. To reduce the dangers of pregnancy and childbirth, all families should know the warning signs.
4. All women need more food during pregnancy. All pregnant women need more rest.
5. Spacing pregnancies at least two years apart, and avoiding pregnancies below the age of 18 or above the age of 35, drastically reduces the dangers of childbearing.
6. Girls who are healthy and well-fed during their own childhood and teenage years have fewer problems in pregnancy and childbirth.

Safe Motherhood

Supporting Information

- 1 **The risks of childbirth can be drastically reduced by going to the nearest health worker for regular check-ups during pregnancy.**

- Many of the dangers of pregnancy and childbirth can be avoided if the mother-to-be goes to a health centre as soon as she believes she is pregnant. A health worker will help the woman to have a safe birth and a healthy baby by:-
 - Checking the progress of the pregnancy so that if problems are likely the woman can be moved to a hospital for the birth
 - Checking for high blood pressure, which is a danger to both mother and child
 - Giving tablets to prevent anaemia ('thin blood')
 - Giving the two injections which will protect the mother and her newborn baby against tetanus
 - Checking that the baby is growing properly
 - Giving malaria tablets where necessary
 - Preparing the mother for the experience of childbirth and giving advice on breastfeeding and care of the new-born
 - Advising on ways of delaying the next pregnancy

2 A trained person should assist at every birth.

- A trained birth attendant will know:-
 - When labour has gone on for too long (more than 12 hours) and a move to hospital is necessary
 - How to keep the birth clean and reduce the risk of infection
 - How to cut the cord cleanly and safely
 - What to do if the baby is being born in the wrong position
 - What to do if too much blood is being lost
 - When to call on more expert medical help
 - What to do if the baby does not begin breathing straight away
 - How to help the mother to start breastfeeding immediately after the birth
 - How to dry and keep the baby warm after delivery
 - How to help the mother prevent or postpone another birth

3 To reduce the dangers of pregnancy and childbirth, all families should know the warning signs.

- With any pregnancy, it is important to ask the advice of a health worker about where the baby should be born and who should attend the birth. If a family knows that a birth is likely to be difficult or risky, it may be possible to have the baby in a hospital or maternity clinic. Or it may be possible to move, temporarily, closer to a clinic or hospital so that the mother is within reach of medical help.
- So it is important for pregnant women, their husbands, and other family members to know the signs which indicate that extra care, and regular visits to a health worker, are needed.

Warning signs before pregnancy begins:-

- An interval of less than two years since the last birth
- Mother-to-be is less than 18 or more than 35 years old
- Mother-to-be has four or more previous children
- Mother-to-be has had a previous baby weighing less than 2 kilograms at birth
- Mother-to-be has had a previous difficult or caesarian birth
- Mother-to-be has had a previous premature birth
- Mother-to-be has had a previous miscarriage, abortion or still birth
- Mother-to-be weighs less than 38 kilograms before pregnancy
- Mother-to-be measures less than 145 cm in height

Warning signs developing during pregnancy:-

- Failing to gain weight (at least 6 kilos should be gained in pregnancy)
- Paleness of inside eyelids (should be red or pink)
- Unusual swelling of legs, arms, or face

Four signs which mean get help immediately:-

- Bleeding from the vagina during pregnancy
- Severe headaches (sign of high blood pressure)
- Severe vomiting
- High fever

4 All women need more food during pregnancy. All pregnant women need more rest.

- The husband and family of a pregnant woman should ensure that she has extra food every day and more rest than usual during the daytime, especially in the three months before the birth.
- A pregnant woman needs a variety of the best foods available to the family: milk, fruit, vegetables, meat, fish, eggs, pulses and grains. There is no reason to avoid any of these foods during pregnancy.
- If possible, a woman should be weighed as soon as she knows that she is pregnant. It is important to gain weight every month during pregnancy, and to try to gain a total of 10-12 kilos before the baby is born.
- A pregnant woman can damage her unborn child by smoking tobacco, drinking alcohol, and using narcotic drugs. It is particularly important not to take medicines during pregnancy unless they are absolutely necessary and prescribed by a trained health worker.

5 Spacing pregnancies at least two years apart, and avoiding pregnancies below the age of 18 or above the age of 35, drastically reduces the dangers of child-bearing.

- One of the most effective ways of reducing the dangers of pregnancy and child birth for both mother and child is to plan the timing of births. The risks of child-bearing are greatest when the mother-to-be is under 18 or over 35, or has had four or more previous pregnancies, or when there is a gap of less than two years since the last birth.
- Avoiding births by having an abortion can be very dangerous. Illegal abortions carried out by untrained persons kill between 100,000 and 200,000 women every year.

6 Girls who are healthy and well-fed during their own childhood and teenage years have fewer problems in pregnancy and childbirth.

- Safe and successful childbearing depends most of all on the health and readiness of the mother-to-be. So special attention should be paid to the health, feeding, and education of adolescent girls. The first pregnancy should wait until at least the age of 18.

[Source: UNICEF, WHO and UNESCO, Facts for Life: A Communication Challenge, UNICEF, New York, no date, pp. 7-13]

LESSON FOUR

What Every Family and Community Has a Right to Know About Timing Births

Note to communicators

It is not yet widely known that birth spacing is one of the most powerful ways of improving the health of women and children. Births which are 'too many or too close' or to women who are 'too old or too young' are responsible for approximately one third of all infant deaths world-wide.

The four prime health messages of this chapter can therefore help to prevent the deaths of over three million children and 200,000 women each year.

If today's knowledge about the timing of births is to fulfil its potential for saving lives and improving health, then family planning services will have to be made available to all.

Timing Births Prime Messages

- 1 Becoming pregnant before the age of 18, or after the age of 35, increases the health risks for both mother and child.
- 2 The risk of death for young children is increased by about 50% if the space between births is less than two years.
- 3 Having more than four children increases the health risks of pregnancy and childbirth.
- 4 Family planning gives couples the choice of when to begin having children, how many to have, how far apart to have them, and when to stop.

Timing Births Supporting Information

- 1 **Becoming pregnant before the age of 18, or after the age of 35, increases the health risks for both mother and child.**
 - Every year over half a million women die from problems linked to pregnancy and childbirth, leaving behind over one million motherless children. Most of these deaths could be prevented by acting on today's knowledge about the importance of planning pregnancies.
 - For health reasons alone, no girl should become pregnant before the age of 18. A woman is not physically ready to begin bearing children until she is about eighteen years of age. Babies born to women younger than

eighteen are more likely to be born too early and to weigh too little at birth. Such babies are much more likely to die in the first year of life. The risks to the mother's own health are also greater.

All girls should be allowed the time to become women before becoming mothers. In societies where many girls marry at an early age, couples should use family planning to delay the first pregnancy until at least the age of 18.

- After the age of 35, the health risks of pregnancy and childbirth begin to increase again. If a woman is over the age of 35, and has had four or more previous pregnancies, then another pregnancy is a serious risk to her own health and that of her unborn child.

2 The risk of death for young children is increased by about 50% if the space between births is less than two years.

- For the health of both mothers and children, parents should wait until their youngest child is at least two years old before having another baby.
- Children born too close together do not usually develop as well, physically or mentally, as children born at least two years apart.
- One of the greatest threats to the health and growth of a child under the age of two is the birth of a new baby. Breastfeeding stops too suddenly, and the mother has less time to prepare the special foods a young child needs. Also, she may not be able to give the older child the care and attention he or she needs, especially during illness. As a result, the child often fails to grow and develop properly.
- A mother's body needs two years to recover fully from pregnancy and childbirth. The risk to the mother's health is therefore greater if the next birth follows too closely upon the last. The mother needs to give herself time to get her strength and energy back before she becomes pregnant again.
- If a woman becomes pregnant before she is fully recovered from bearing a previous child, there is a higher chance that her new baby will be born too early and too light in weight. Low birth-weight babies are less likely to grow well, more likely to fall ill, and four times more likely to die in the first year of life than babies of normal weight.

3 Having more than four children increases the health risks of pregnancy and childbirth.

- After a woman has had four children, further pregnancies bring greater risks to the life and health of both mother and child.

Especially if the previous births have not been spaced more than two years apart, a woman's body can easily become exhausted by repeated pregnancy, childbirth, breastfeeding, and looking after small children. Further pregnancies usually mean that her own health begins to suffer.

- After four pregnancies, there is an increased risk of serious health problems such as anaemia ('thin blood') and haemorrhage (heavy loss of blood). The risk of giving birth to babies with disabilities, or with low birthweight, also increases after four pregnancies and after the mother reaches the age of 35.

4 Family planning gives couples the choice of when to begin having children, how many to have, how far apart to have them, and when to stop.

- Most health services can provide several methods of safe, effective family planning. No one method of timing births is suitable for, or acceptable to, every individual. Couples should ask advice about the most suitable means of family planning from the nearest trained health worker or family planning clinic.
- Spacing births at least two years apart, and avoiding pregnancies before the age of 18 and after the age of 35, can help to ensure that each baby is born healthy and strong.

[Source: UNICEF, WHO and UNESCO, Facts for Life: A Communication Challenge, UNICEF, New York, no date, pp. 7-13]

LESSON FIVE

MOTHER AND CHILD HEALTH AND WELFARE

Mother and child health and welfare involves mainly the improvement of their health needs through immunization, nutrition, better sanitation, breast feeding and prevention of common ailments.

Every child is an extra dependent and continues to be so for many years to come. When family size increases within a short space of time, the burden on the parents is much greater, and the children are the ones who suffer because their basic needs cannot be adequately met.

Mother and child welfare involves the making of decisions, e.g., how many children a couple should have, how many years before the birth of each child, whether they have enough resources to meet the changing needs of each member, etc.

Objective: At the end of this session the trainees will be able to identify the needs of the mother and the child and how these needs change.

Content	Method/Approach
<p>Needs of Mother</p> <ol style="list-style-type: none"> 1. Physical - nutrition, shelter, clothing, health 2. Mental needs - love and security, attention, education, etc. 3. Social needs - recreational, learning to live with others, adjustments 	<ol style="list-style-type: none"> 1. Break the group into smaller groups to discuss the needs of the mother. 2. After the groups have listed the needs of the mother, now assume that the mother is pregnant and show these needs have changed.
<p>Needs of the Child</p> <ol style="list-style-type: none"> 1. Nutrition 2. Care and attention 3. Emotional needs 4. Education 5. Shelter 6. Health 7. Clothing 	<ol style="list-style-type: none"> 1. Ask the trainees why nutrition is so important in children and expectant mothers. 2. Place them in smaller groups and plan a family menu for the week which includes breakfast, lunch & dinner to meet the nutritional needs of mother and child. 3. Now ask the trainees how each of the other needs could be met and why they are important. 4. Ask how the nutritional and other needs of the mother and child are related to the number in the family.

Content	Method/Approach
Social & Welfare Services <ol style="list-style-type: none"> 1. Maternity benefits 2. Mother & child benefits 3. Health services available e.g., family planning, antinatal care, child clinics 	<ol style="list-style-type: none"> 1. Overview of maternal and child welfare benefits and services available in the country. (Resource personnel). 2. Ask trainees if these are adequate and easily available. 3. What are the problems?

Read Situation:

Bringing a child into the world means taking complete responsibility for the physical, emotional and social welfare of a new human being from the time it is conceived until the next 20 years or so. Not only are the parents responsible for the one child but they have the same responsibility to all other children.

Now hand out the list of needs below and discuss how the child's needs changes through his development.

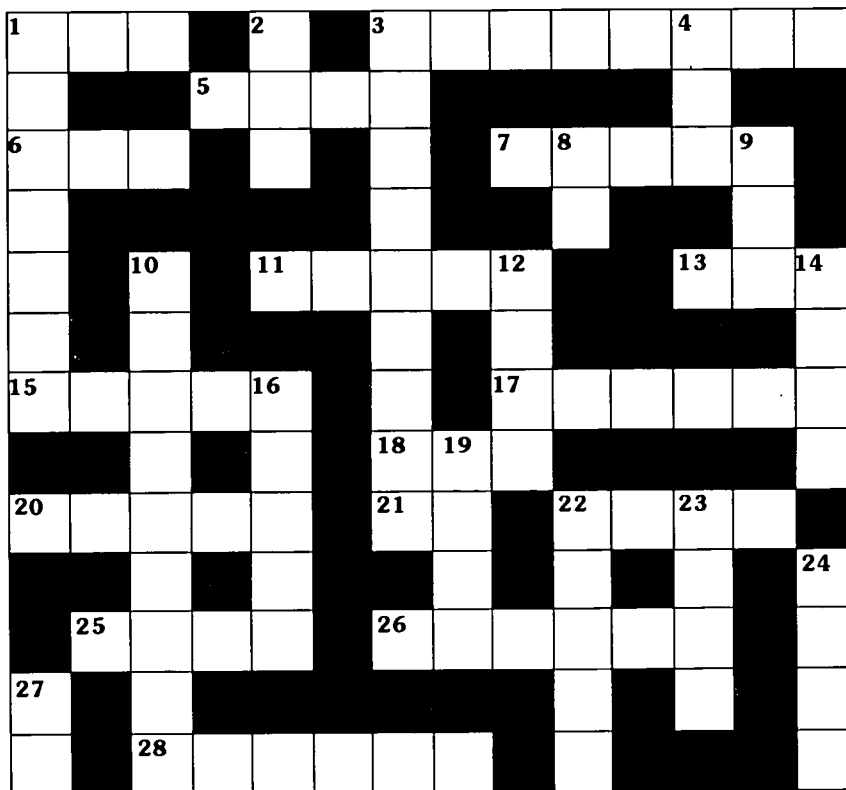
Needs	Foetal stage	Baby	Pre-school	Primary school	Secondary school
Nutritional Needs					
Care & Attention					
Educational Needs					
Need for Shelter					
Health Needs					
Need for Clothing					

Questions for the Trainees:

1. Is it the responsibility of the parents to plan each child so that each should receive the same care as the other ?
2. If the couple decides to marry at the age of 20 and have 5 children, how far apart should they space each child and why ?
3. How does family size affect the needs of each child? Do they change ?
4. How does family size affect the resources available to meet the needs of each child ?

[Source : UNESCO PROAP and UNESCO Office for the Pacific States, Training in Population Education in the Pacific, 1985, pp. 151-153]

LESSON SIX



ACROSS

1. Often this type of education is misconstrued as Population Education.
3. This is important to enhance the status of women.
5. In a family a man is invariably considered to be in this position.
6. Legal restriction on marriage is based on this factor.
7. Main concern of UNICEF.
11. Another word for mortality.
13. This event helped to focus more attention on children.

DOWN

1. Planning of this in a proper manner will benefit both parents and children.
2. This can be done better in smaller families.
3. An important investment in life.
4. Owing to malnutrition most children will be in this state.
8. In laws this includes 'she'.
9. This type of care centres will give more opportunities to mothers to work.

ACROSS

15. In some societies they get less food than boys in the family.
17. An important participant in the decision-making process in a family.
18. A small family does not necessarily mean that it should be restricted to this size.
20. The most populous country in the world.
21. Should women be discriminated against for certain types of jobs?
22. Women who become pregnant at a very young age may face this.
25. An effective contraceptive.
26. A famous women's conference was held here.
28. Child birth within this interval can be hazardous.

DOWN

10. Important determinant of population growth.
12. Women should not be confined to this place.
14. In small size families mothers are in a better position to do this.
16. This size of families must be encouraged at all times.
19. How many countries have produced more than two women prime ministers?
22. A mother can do this better if the children of her family are properly spaced.
23. The impact of an anti-natalistic policy on population growth.
24. Breast-milk is the best for him/her.
27. Do babies born in developing countries have the same life expectancy as those in developed countries?

Answers**Across**

1. sex; 3. equality; 5. head; 6. age; 7. child; 11. death; 13. IYC; 15. girls; 17. mother; 18. one; 20. China; 21. no; 22. risk; 25. pill; 26. Mexico; 28. yearly;

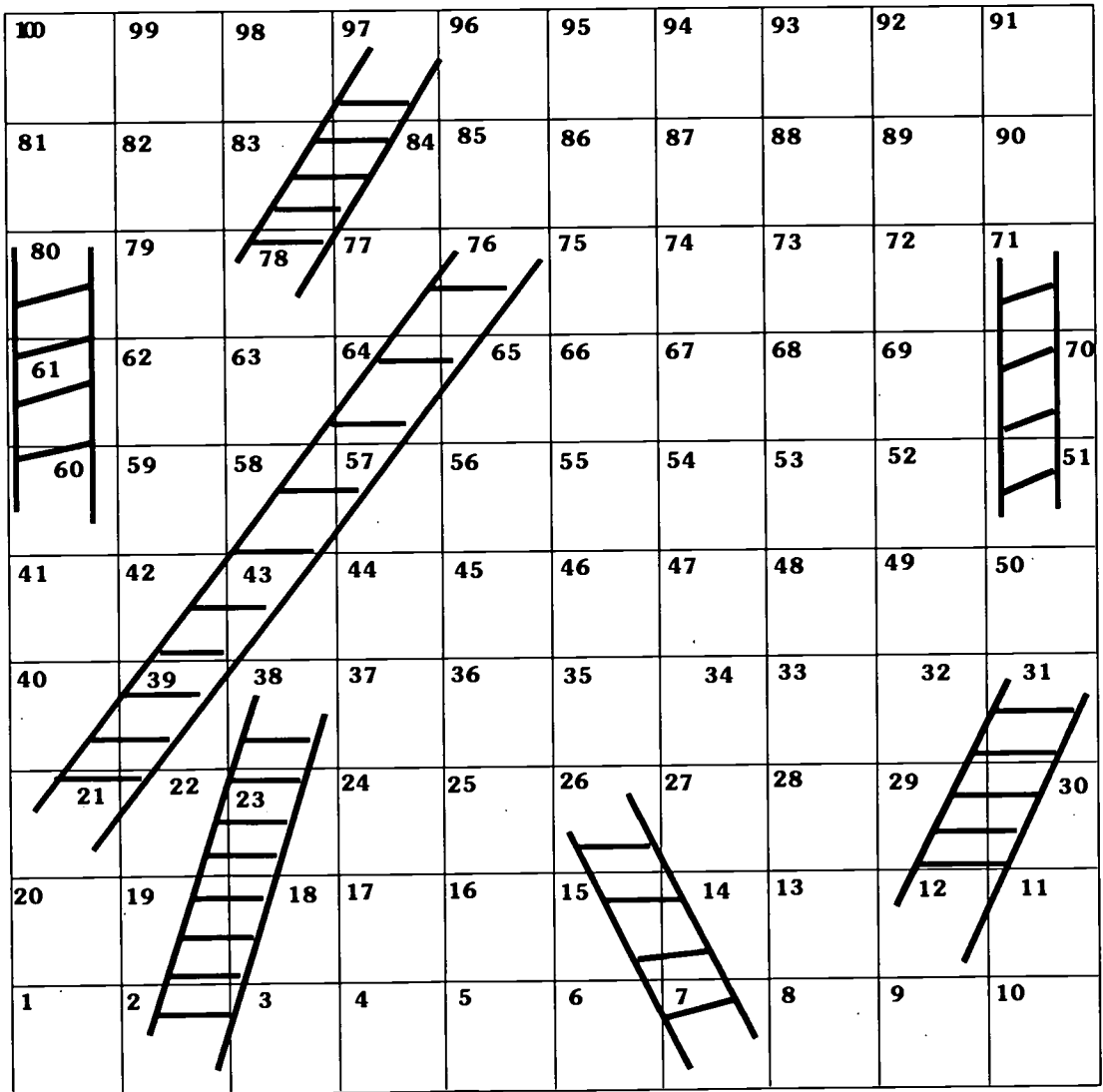
Down

1. spacing; 2. fed; 3. education; 4. ill; 8. he; 9. day; 10. fertility; 12. home; 14. care; 16. small; 19. none; 22. raise; 23. slow; 24. baby; 27. no.

LESSON SEVEN

HURDLES AND LADDERS

- a game on women's issues



Instructions: This game can be played by two or more players. All what you need is a dice. The hurdles represent issues that bring about problems for women and for the family; the ladders represent approaches to accelerate your way towards a happy family life and a better quality of life.

LESSON EIGHT

CASE STUDIES

Case Study One

Six year old Shariya from a family of six was confused as to how her little friend Tania from a family of two was having a better life than she did and was having all the nice things that she has been deprived of. Parents of both came from the same social background and the fathers worked in the same capacity. Tania's mother was educated while Shariya's was not.

Shariya inquired from Tania as to how she was so lucky to possess the lovely things she did not have. "Well", replied little Tania proudly, "My Mum said that their main concern is few and healthy children, whereas your Mum and Dad think only of their enjoyment". After a pause, Tania exclaimed "Having a Big Family is not the only thing in life"!

Angry little Shariya ran home and said to her parents: "Do not be selfish and think only of your enjoyment. After all having a big family is not the only thing in life". The baffled parents who were in the process of discussing having another baby put their minds to what Shariya said and realized the gravity of the problems they would have to face by having yet another child. They learnt a lesson from their little daughter who was influenced by the daughter of an educated mother and decided to stop having any more children and to seek family planning advice from a clinic.

- 1. What do you think is the ideal family size for your country?**
- 2. If your country's economic and social conditions improve do you think that you would like to see larger families?**
- 3. Why did Tania's mother and Shariya's mother view family sizes differently?**

Case Study Two

It was the village carnival. Manel and Nelun along with their parents looked forward to it very much. As for their neighbours, the Perera family with six children, it was just another day, if not a day of misery as those children knew that owing to their financial difficulties they would not get any of the nice things from the carnival. Eventually both families decided to go, even though the latter knew that enjoyment would be a 'far cry' for any of them. The Chief Guest at the carnival was the doctor from the clinic who decided to make use of this opportunity to deliver a talk on proper planning and spacing of children in a family. He could not believe his eyes when he saw the size of the children in the Perera family. The youngest two suffered from malnutrition. His main concern was families of this nature, and therefore, in delivering his speech he stressed the importance of the size of a family by limiting children to a maximum of two to three and spacing births at three or four

year intervals. He complimented Manel's and Nelum's parents for the good health of their children. He also stressed the importance of nutritious food and good health care not only for the children but also for their mothers.

The Perera family was embarrassed but it was still not too late to stop with six children. Mr. Perera was under the mistaken belief that the only way in which he could prove his virility was by having at least eight to ten children. On returning home Mr. and Mrs. Perera decided to stop with six children. The advice of the Doctor was an 'eye opener' for them to realize that the health and well being of their children as well as themselves should be the paramount consideration in planning a family.

- 1. In what ways will a large family affect the health of the children?**
- 2. "The best way to prove a man's virility is by producing a large family." How far is this statement true?**
- 3. List the names of the families that you know in your community who in your opinion have (a) too large families; (b) too small families, and (c) the ideal size families?**

Case Study Three

Rita married at the age of 15, an age at which she was neither physically nor mentally fit to bear children. After seven years of marriage she gave birth to five babies. Her youngest child weighed only 4 lbs. and doctors gave up hope of saving her life as well as that of her infant. Eventually they both survived but Rita is extremely weak and frail and is not in a position to attend to her household work. The two youngest children suffer from malnutrition and her husband Sunil is unable to earn more money to feed the family. Sunil considered that it was an honour to produce a large family so that enough children will be around someday to carry his coffin. Rita pleaded with him to attend a family planning clinic, and to seek advice, but he did not listen to her. Instead he remarked that "Children are a gift from God" and that they would be punished if they did not accept them.

The entire family continues to suffer under these circumstances, but these does not seem to be a way out for them unless Sunil himself changes his mind and takes appropriate action. There is hardly any communication between him and his wife on important issues and she has to always 'play second fiddle' to him in every matter.

- 1. On what matters should there be a close dialogue between husband and wife?**
- 2. In what ways would Rita's health have deteriorated by having too many children?**
- 3. What are the causes of malnutrition and what remedies are available to combat it?**

Case Study Four

Kamala, a lecturer in a University, married Sarath, a wealthy landed proprietor, who has not had much of an education. Sarath suffered from a complex about the fact that he was not well educated like his wife and could not command the same respect that his wife did in the circles in which they moved. He did not allow Kamala to participate in making decisions. He was unaware of any family planning and was interested in producing a large family.

During the first six years of their marriage four daughters were born and he forced Kamala to have more children until such time a son was born who, in his words, will be "an heir to the throne"! Finally two sons were born to them and he often discriminated against his own daughters. The sons were given more food and he also believed that it was necessary only to educate them. Kamala suffered in silence, but had absolutely no say in financial or other matters.

Kamala realized that she, as an educated woman, had made a terrible mistake by marrying an uneducated man of wealth. Even though she repeatedly begged of him that six children were more than enough he often turned a deaf ear to her. Initially he wanted only an heir to his throne, but later he changed his mind and thought that wealth could provide every happiness to his children. Kamala found it difficult to attend to her husband and children as well as to continue her career as a lecturer. Her health deteriorated after her seventh confinement and she soon became like a 'vegetable', unable to make any use of her education and talent.

- 1. What was the initial mistake that Kamala made?**
- 2. How would you have handled this situation if you were in Sarath's position?**
- 3. What should be the paramount consideration in planning a family of this size?**
- 4. Do you think that Sarath is unjustified in discriminating against his own daughters vis-a-vis his sons? If so, please state your reasons.**
- 5. In your opinion what measures could they have taken to avoid having such a large family?**

Case Study Five

Vani was a 13 year old intelligent girl who liked to continue her studies. There were six more children in her family and her mother who worked as a 'maid' in a Hotel found it hard to cope with all her domestic work. Vani's father is a carpenter who did not earn very much. The parents had the option to remove from school either Vani or her 12 year old brother who was totally disinterested in his studies. The parents were of the view that their son's education was more important and Vani was removed from school to shoulder the responsibilities of the family.

When Vani reached the age of 15 she was given away in marriage to a 40 year old store keeper who was a widower. Vani's parents felt that he will be a good partner for Vani who herself had no option but to reluctantly agree to this marriage. Vani's husband has two daughters by the previous marriage and wanted at least four more children especially one or more sons. Vani's first child was very weak and died after a few weeks and so did her fourth child. Unfortunate Vani became the victim of unwise and unjustifiable decisions of the parents.

- 1. In your opinion should it be Vani or her brother who should leave school if faced with a situation like this?**
- 2. How justified are Vani's parents in giving her away in marriage at such a young age?**
- 3. What plan of action will you develop to ensure that the kind of situation will not arise in respect of girls like Vani?**



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