

Leadership Workshops in Escuela Agricola San Francisco, Paraguay: Today for Tomorrow

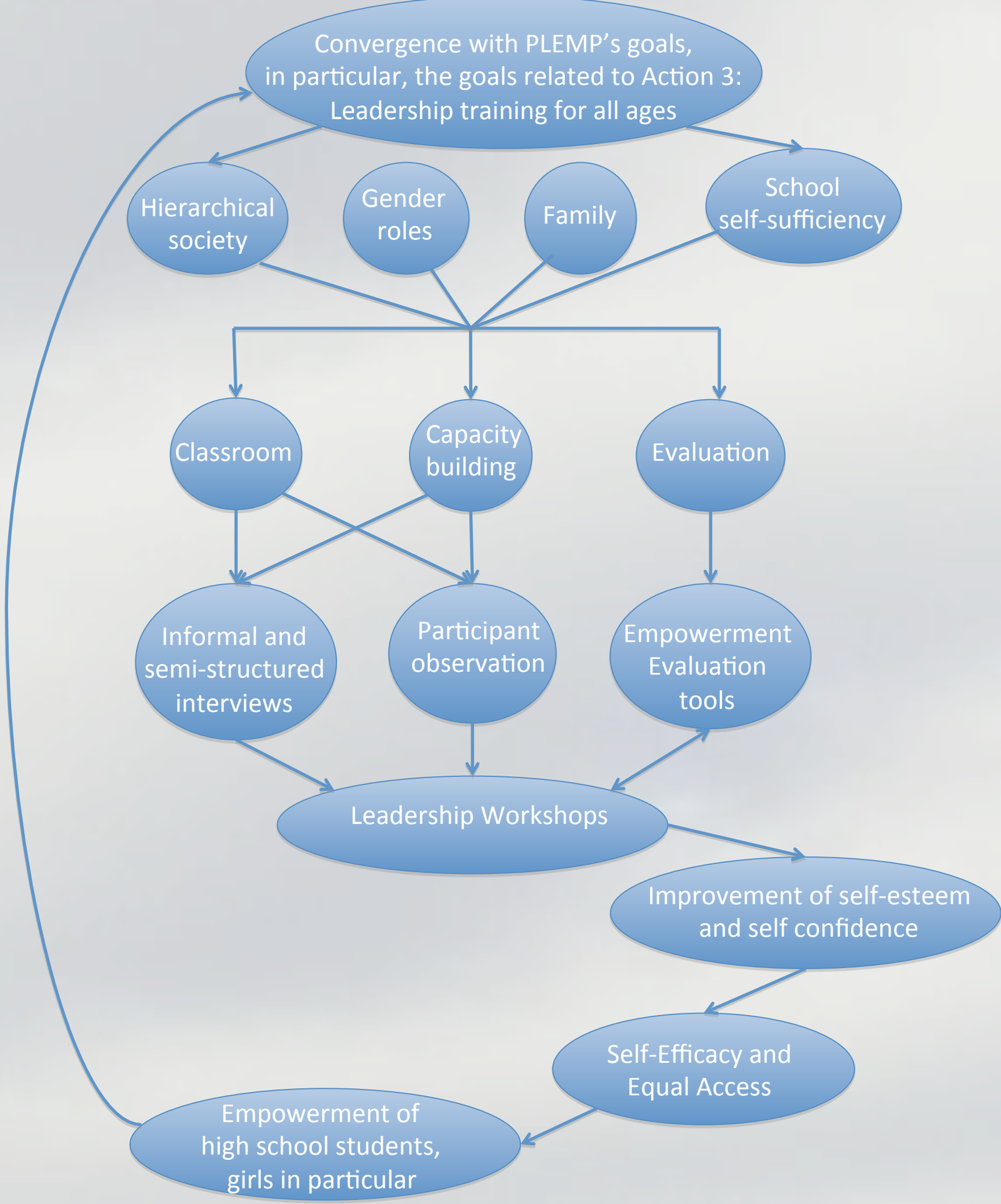
by Antonia Lliteras Espinosa, alliteras@ufl.edu



1. Background

- Dictatorship from 1954- 1989 left Paraguay with high inequality (2% of the population own 77% of the land) and high levels of poverty (20% of the population live under poverty line).
- Agriculture is one of Paraguay's main economic activities.

Fundacion Paraguaya's model of self-sufficient schools strives to achieve economic independence of its agricultural high schools through the creation of microbusinesses operated by students. The objective is to learn to diversify resources and skills by doing and to finance all economic needs of the educational facility.



2. Objectives and Activities

- Align my objectives with those of PLEMP and to help accomplish PLEMP's objectives.
- Identify the leadership needs in high school students in the Colegio San Francisco.
- Apply the self-efficacy and equal access tools designed by USAID for this project.
- Develop a curriculum for leadership and gender training workshops.
- Implement leadership workshops for high school students.
- Build the self-esteem and confidence of students participating in these workshops.
- Work in partnership with teachers or other interested staff of Fundacion Paraguaya and UNA in order to ensure sustainability of the project.

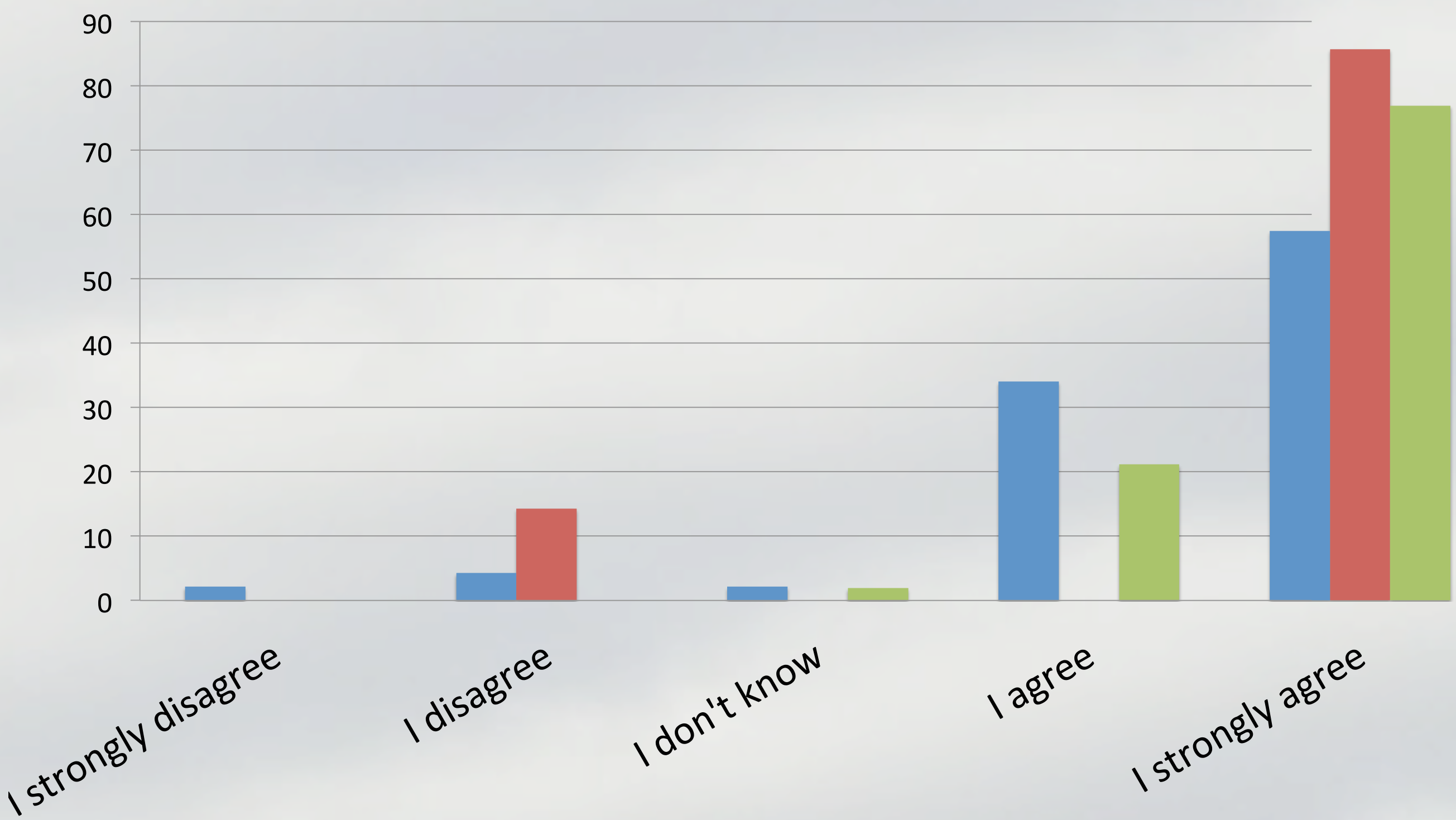
3. Methodology

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------|---|---|---|---|---|---|---|---|---|----|
| Participant observation | | | | | | | | | | |
| Informal interviews | | | | | | | | | | |
| Self-efficacy assessment | | | | | | | | | | |
| Equal access tool | | | | | | | | | | |
| Focus groups | | | | | | | | | | |

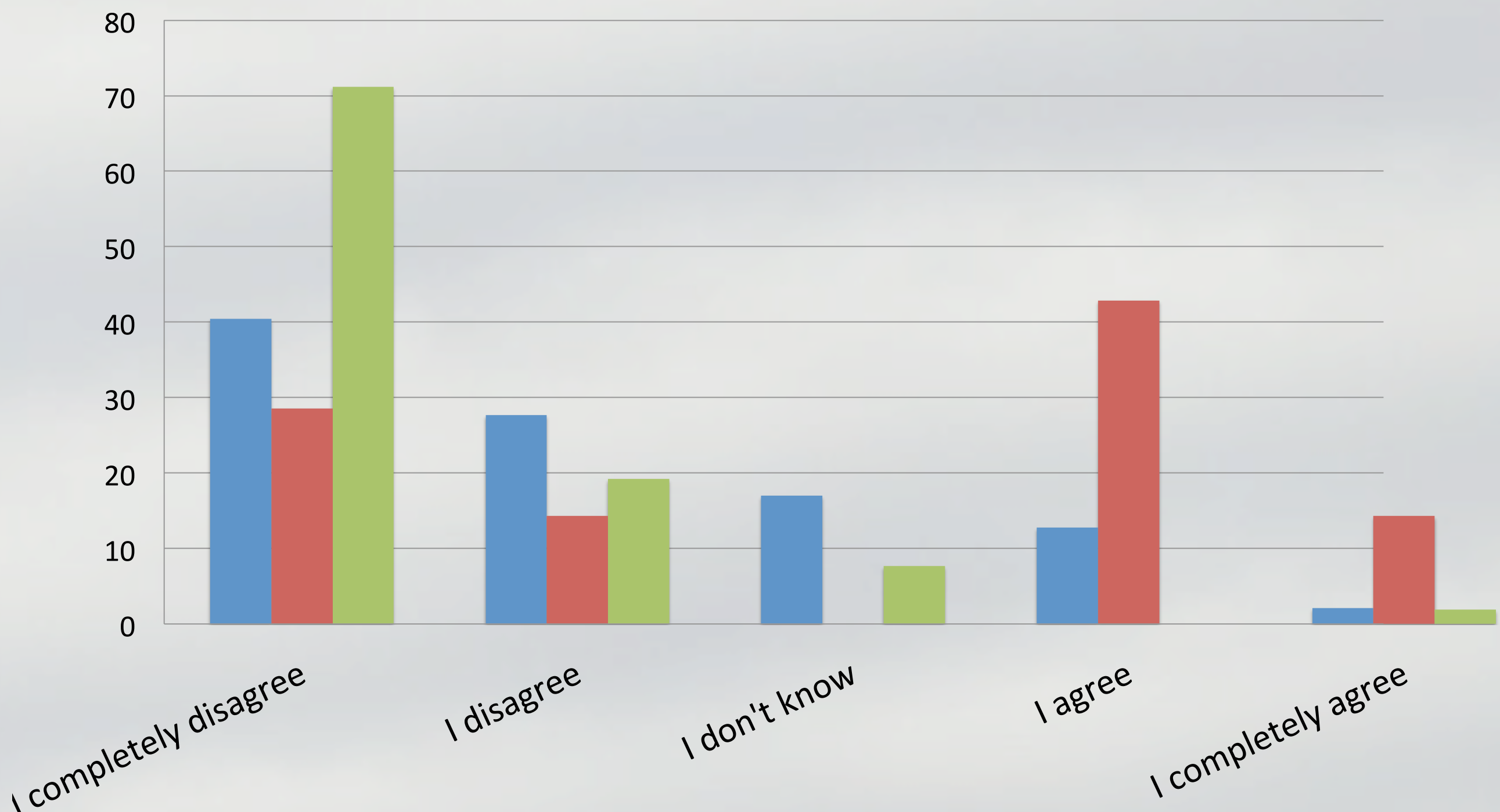
4. Data Analysis

San Francisco Belen Mbaracayu

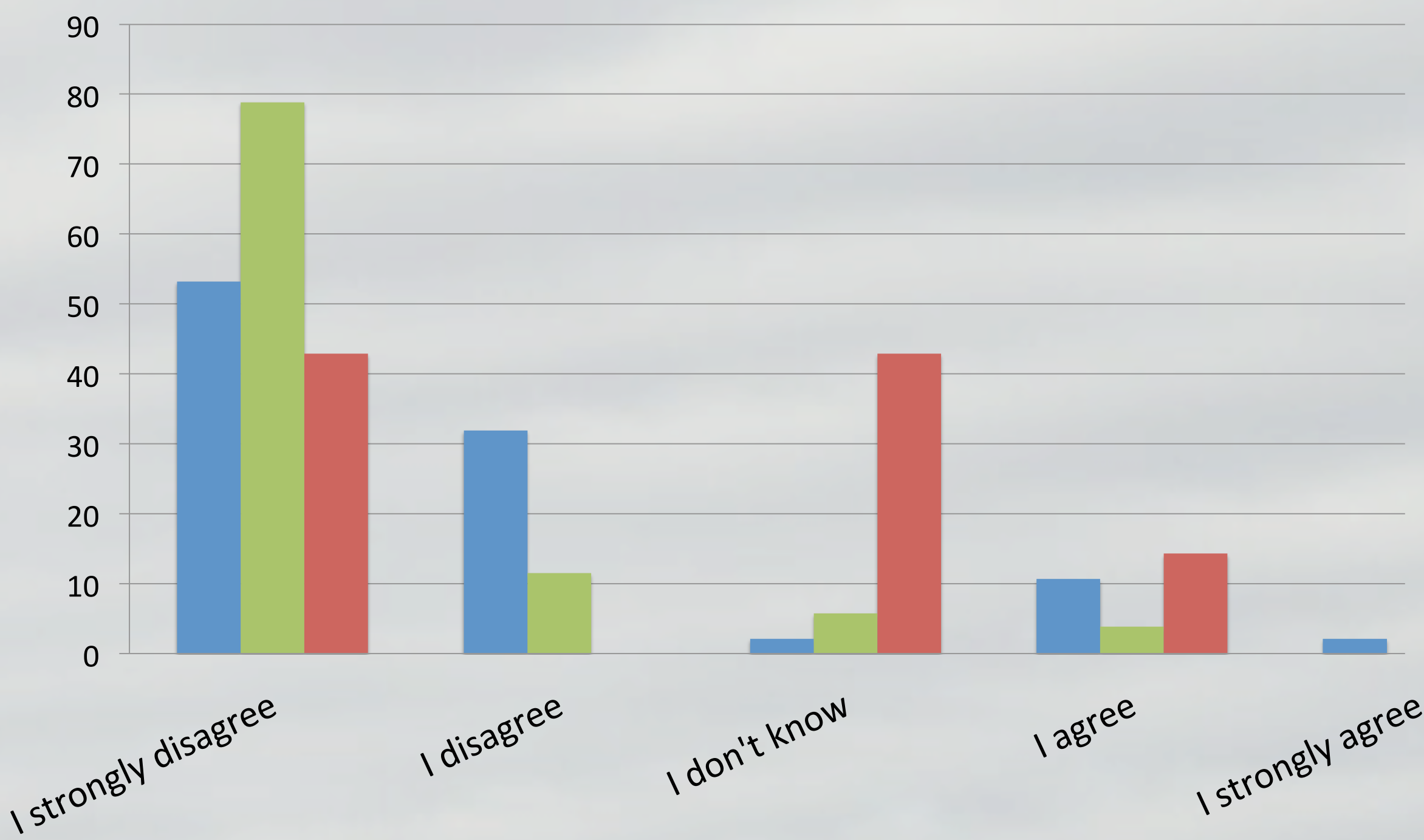
Women should have the same rights as men



If jobs are scarce, men should have them



In general, men are better political leaders



5. Conclusions

- Leadership workshops did not have statistically significant impact, however it was observed that students benefited from workshops.
- Changes should be made in how gender equality is taught in order to enhance the understanding of gender equality application of the students in San Francisco.
- Overall confidence and self-esteem is higher in Mbaracayu and Belen than in San Francisco.
- Whatever they are doing in Mbaracayu to address gender issues should be done elsewhere.

6. Recommendations

- Need to have direct communication between PLEMP and San Francisco, and other schools participating in the project.
- Work not only on the professional development of the students, but also on their personal development.
- Train someone at the schools to take over the leadership training of the students in order to ensure sustainability.