

Development of an educational program for rural woman leader's activity in local committee

Gyung Mee Gim

Jin Young Lee · Dae Yong Whang · Yoon Ji Choi · Kyeong Ha Kang
Rural Development Administration, Rep. of Korea
The 12th IRSA, KINTEX, Goyang, Korea

<Abstracts>

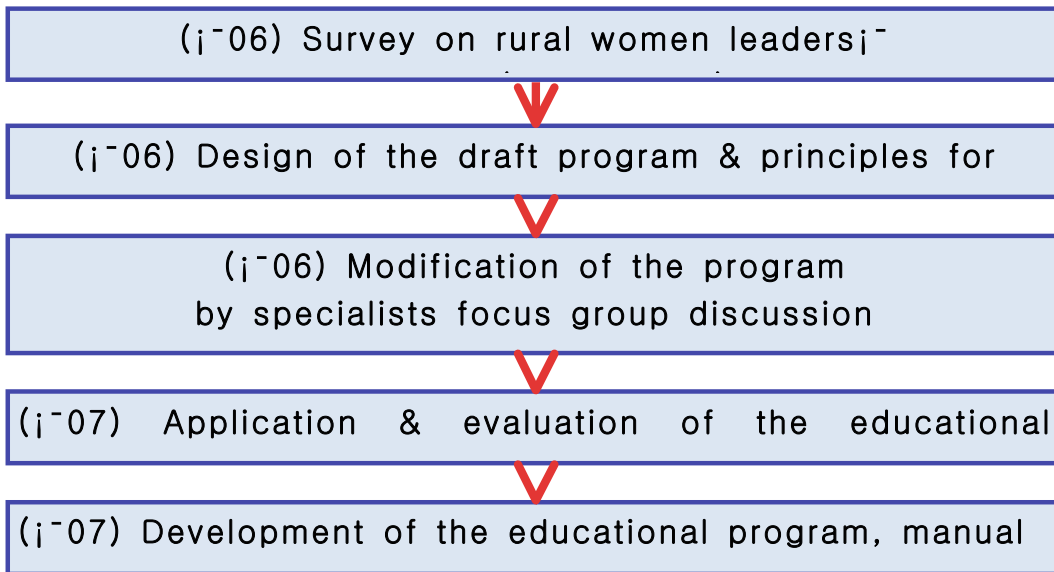
During last decades, the ratio of rural woman leader's participation in several local committee has been increased from below 10% to 30% and over. But rural woman leader as a board member of that committee has faced some problems. Sometimes rural woman leader let her be in chaos to discuss for a topic related to local agricultural issues involving gender issues. Most of them were used to pass a chance to speak their opinion on the issues by reason of lack of self confidence, speech skill, knowledge on that issues, etc. Therefore, in this study, it was identified problems of woman leader's activity in a committee board, and suggested 2types of educational programs for them through assessment of their needs in 2006, and evaluation of the educational program effects through application to 51 woman leaders in a county agricultural technology center. After that, it was marked at high level score in satisfaction of participants.

I. Objectives

The objectives of this study were as follows; to find out the bottlenecks to activity, to develop an educational training program for promoting of rural women leader's activity, to evaluate the effects of new program through application to rural women leaders at a field.

II. Methods & Procedures

To meet the objectives of this study, it was executed by survey, case interview, specialists focus group discussion.



III. Major Results

1. Characteristics of subjects

Category	Response
Age	Average 52.2years old
Educational attainments	High schooling and over 46.7%
Decision maker in home	Myself 13.1% (general rural women 6.5%)
Growth target	Owner of their own farm 38.3% Taking a charge of nationwide group 18.3% A board member of agricultural cooperatives 37.1% A member of a committee 33.3% A member of national/local assembly 43.4%
Action in pattern	Volunteer 74.0%, Driver 12.5%, Creativity 5.8

Doing in style	Generalist 45.3%, maintainer(as like farmer) 45.3%, specialist 3.8%, hunter 1.9%
----------------	--

2. Barriers and needs of women leaders

Category	Response
Barriers	Shortage of information & knowledge of policies related to rural women Lack understanding of topic & issues on discussion Difficulties of speaking on one's turn Lack Persuasive speaking or one's power of persuasion Anxiety of making an error of judgment for rural women
Educational needs	Planning policy program for rural women Procedures of political program planning & execution Decision making, Speech and presentation skill Making budget & fundraising Role and mission of governmental organization Understanding of gender equality

3. Development of educational program

3 types of educational programs for promoting of rural women's leadership and basic capability as a member of a committee at national or local level.

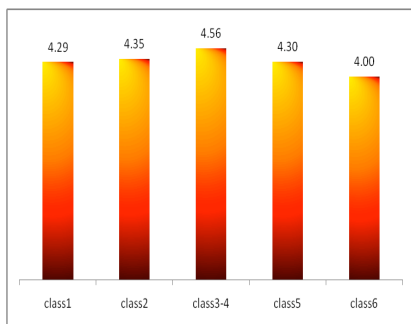
Category	Contents
Basic course (12hours)	Decision making, Leader's role in community development Understanding policy platform of rural women, networking
Advanced course (32hours)	Leadership style, Problem solving, Conflict control, Decision making, Planning and execution of policy,

	Using and analyzing data, Discussion, Election, etc.
Major in specialty	6 Necessary subjects and 41 choice subjects by 6area

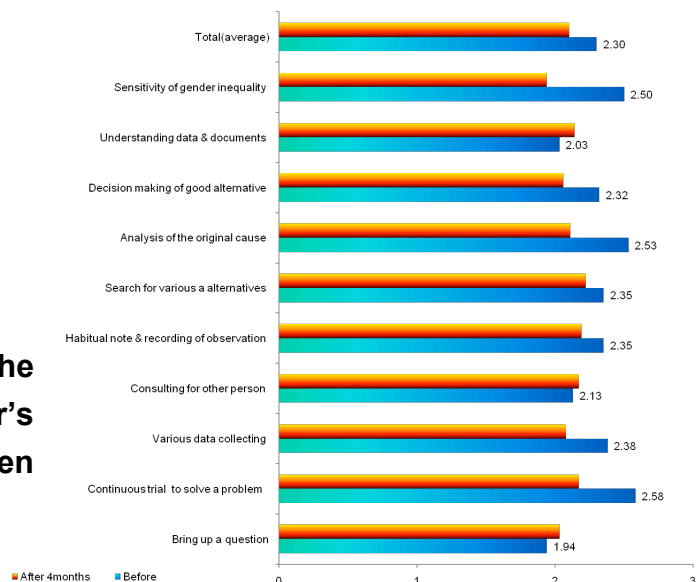
4. Application and evaluation of program

- A. Target subjects : 33 rural women leaders
- B. Place : Yeongdong county agricultural technology center
- C. Program : Basic course program(12 hours by 6 classes)
- D. Evaluation results of the educational program

The score of satisfaction on participant's educational program was marked at 4-4.56 of 5points. It was very high.



After 4months of the class, the score of leader's problem solving had been high as 2-2.22 of 3points.



IV. Conclusion & Suggestion

The effects of the educational training program for rural women leaders' ability related to activities as a member of a committee, was confirmed as good. But the program should be offered continuously by leader's attainments. At least the interval of learning opportunity was 3-4months.