

Jamaica Network of Rural Women Producers (JNRWP) Localizing SDGs Workshop



Facilitated by: Kadamawe Knife (PhD)

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Venue: The College of Science Agriculture and Education

This report captures the outcomes from the workshop organised by the Jamaica Network of Rural Women Producers, held on the 25 of August, at the College of Agriculture Education CASE, Portland, Jamaica. Kadamawe Knife (PhD), the Director of the Centre for Entrepreneurship Thinking and Practice, UWI, Mona, Jamaica, facilitated the workshop. The workshop was conducted using a participatory approach, wherein the participants were questioned as to how their practices as farmers would aid the country in attaining both the SDGs and Vision 2030.

There were 25 adult participants, inclusive of twenty-one Women and four Men, additionally five children who accompanied their mothers to the session. The overall feedback from the participants was that the workshop was excellent and that they learnt a lot, which they will incorporate in their activities in their communities. The main recommendation from the participants was that the JNRWP should organise more workshop like this and also conduct this workshop across all parishes in Jamaica.

Focus of Workshop

The main focus of the workshop was to expose participants to the components of the Sustainable Development Goals (SDGs), highlighting how their activities as rural women farmers could contribute to Jamaica attaining the SDGs. Additionally the participants were engaged in discussions as to how these activities also supported efforts to achieve the four goals and fifteen outcomes of the countries Vision 2030 Strategy.

There were two other sub-focal points of the workshop:

1. To expose the farmers to the entrepreneurship process and business cycle. This was considered important as the JNRWP desired to further encourage the farmers to adopt entrepreneurial best practices as they operate their business ventures. Importantly the participants also needed to understand the entrepreneurship ecosystem within the country and be able to identify which institutions offers what kind of support to them.
2. To expose participants to the key elements for consideration when mainstreaming gender in programmes and projects, as well as in policy development. This again was a crucial element, as many of these women were never exposed to these imperatives despite the country commitment to mainstream gender and all vulnerable groups in all programmes and projects, with specific emphasis on the agriculture sector.

The workshop commence with the team lead of the JNRP, Ms Tamisha Lee, welcoming the participants and explaining to them the purpose of the workshop. The participants were asked to introduce themselves and explain what their expectations of the workshop was. While the focus of the workshop was on the SDGs, the participants highlighted that they would want to be exposed as to best practices in operating their agro-venture. From the introduction, it was clear that while some of the participants were established farmers, some were just beginning to establish their farms and were not yet registered with the Rural Agriculture Development Authority (RADA). As such, the JNWRP immediately agree to support them in getting this registration done and highlight the importance of doing, as it relates to accessing support and incentives from the Ministry of Agriculture and Fisheries. It was also unearthed from the introduction that many of the women were engaged in multiple income earning activities (e.g. soft furnishing, operations of shops and bars). Additionally while some were in primary production others were involve in some value added/minimal processing, e.g. baking, making of confectionaries using agriculture inputs, e.g. peanut cakes, coconut drops etc. However

importantly some of these participants had acres of land under production and were in the process of trying to expand their operations.

When asked to express what their expectations were from the session, the women stated:

- To understand what is the SDGs, as they were not aware of what were the SDGs and Vision 2030
- To increase their knowledge on how to run their businesses and grow them
- To understand where to get business support services
- To understand how to access resources offered to farmers
- To develop further relationships and partnerships with other farmers so as to share ideas, skillsets and equipment
- To get greater access to markets to distribute their products.

The Workshop Process

The workshop had two sessions, the morning session that focused on the SDGs and Vision 2030 and the afternoon session that focused on the entrepreneurship process and business cycle as well as gender mainstreaming imperatives for projects, programmes and policy development.

The Sustainable Development Goals and Jamaica's Vision 2030



At the beginning of the session, most of the participants were not familiar with the term sustainable development goals. It was explained by the facilitator that while this is a new term it is not a new concept. Examples were given which highlighted that rural Jamaicans had practices that recognise the importance of ensuring sustainability and that things are done not just for self but also for our children and grandchildren, example building a house, establishing a farm. The traditions of planting a baby's navel-string at the root of a tree, indicating that as the tree grows and prosper so will the youth grow and prosper. The practice of not cutting down a bearing trees and trees near a spring also reflect the knowledge and importance on ensuring that there is food and water for all. Through contextualising the ideas within the participants, culture and experience aided the participants in getting a clearer understanding sustainable development of a concept and why the SDGs were developed

The participants were then engaged in identifying exactly how their practice of agriculture as a business and otherwise supported the attaining of the SDGs as outlined in the matrix below. Focus was on SDGs 1-6 which are considered attainable at the micro level through individual, groups and community effort, and SDG number 17 given the emphasis on creating sustainable

partnerships among individuals and groups. The matrix below details the responses of the participants as it relates to; how do they contribute to the attaining of the SDGs examined.

SDG Matrix 1-6,17

Component	Element	How do we contribute
Goal 1	No Poverty	<p>Reduce poverty by generating wealth through the farming as a business</p> <p>Generate employment for others thus they provide them an income to support themselves and family</p> <p>Distribute food and support those who are less fortunate</p> <p>Alterative and diversifying crop portfolio – plant non-traditional and traditional crops</p> <p>Process food – for food security and when there are natural hazards – can store as well to ensure supply to stablelize prices</p>
Goal 2	Zero Hungry	<p>Keep planting – good farming practices – fewer synthetic inputs (pesticides and fertilisers)</p> <p>Look out for each other – neighbours’ keeper – share produce with families, friends, visitor</p> <p>Target vulnerable persons - elderly</p> <p>Good distribution channels – food at affordable prices</p>
Goal 3	Good health and well being	<p>Less chemical, keep environment clean, take care of the crop so it is pest free (clear and clean)</p> <p>Farming itself gives release from stress and is a natural physical exercise</p> <p>Waking up early in the morning gives you access to good air and keeps you active</p> <p>Observe all warning labels on inputs used in farming – dispose of containers appropriately</p> <p>Farming is a heavy influence your diet and health practice – ‘eat what you grow and grow what you eat’</p>
Goal 4	Good Education	<p>Farmer is the first profession, first scientist, first teacher/educator – using experiential learning</p> <p>Agriculture education programme– from primary to tertiary</p> <p>Agriculture run the world and the key for us to survive, it can generate funds to give scholarship to student studying subject/professional areas.</p> <p>More investment in higher education –</p> <p>Without the food and farmer feeding the children they can’t survive – ‘pickney can’t learn pon hungry belly’</p> <p>Poor nutrition causes malnutrition that can result in brain damage</p>
Goal 5	Gender equality	<p>Give women the same assistance/opportunity as men – generally men tend to get the bigger portion out of any incentives being offered – including seeds, pesticides, fertilisers, farming equipment, spray pan</p> <p>Support the formation of women farming teams – as they can pull on each other resources and skillset</p>

		<p>Even with farm work cards, more men than women receive the support, there are more programmes that support men than women in agriculture – 10% tends to be women and the other 90% are men</p> <p>Make available appropriate technology to both men and women</p> <p>Also need to get more involved in farmers group – women are more likely to join</p> <p>Need to change perception that farming ‘is a man thing’ – however after you check the whole thing if you give a woman ten seed you can come and check for them, if you give a man 100 you can’t find one – women take care of the seedlings – ‘because we are mothers’</p> <p>Sometimes women restrict us from farming because we are also seeing farming as a man thing as well.</p> <p>Women must maintain their femininity, as farmers.</p> <p>Let both men and women know that both can do the work, even if they might need assistance – need to break down all stereotype</p> <p>A worry as a man will be what will happen if my wife is not around, hence the importance of sharing information as to what either gender can do in the absence of either</p>
Goal 6	Clean Water and Sanitation	<p>Public health department has an integral role to play to ensure that water quality is maintained, and farmers must report any concerns... practice of famers important, no form of excrement – no establishing of animals within a certain proximity of water sources</p> <p>Proper usage and disposal of chemicals used in farms</p>
Goal 7	Sustainable partnerships	<p>Greater among women and women farmers group</p> <p>Partner plan in farming – sharing skills and resources – ‘day fi day’ ‘morning sports’</p> <p>Collective working arrangements</p> <p>Private sector and state must partner more with and support farmers – support is not necessarily in money but there are other forms of resource support</p> <p>Need to address issues of mistrust amongst people a lot of which is fuel my misinformation</p>

Concerns/Recommendations

- It is important to replicate the coronation market principle of selling food at wholesale prices, as this will allow persons to get access to healthy affordable food
- A concern in certain sectors and industry is that private sector do not support initiatives enough – need to be greater involve in partnerships.
- The negative trust factor needs to be resolve as it leads to a breakdown in communication and being distracted from the end goal – need to have consented vision and stick to it.
- Need to have effective media for dissemination of information among farmers and farmers groups

NATIONAL VISION

“Jamaica, the place of choice to live, work, raise families, and do business”

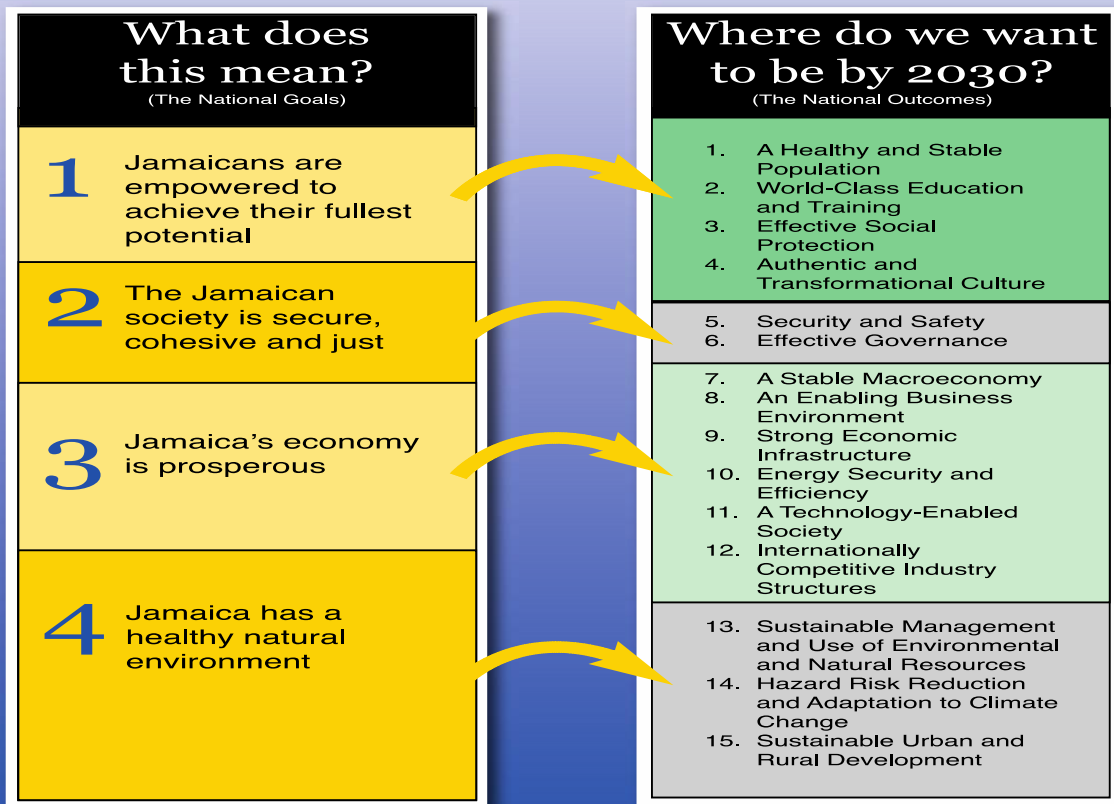


Figure 1: Vision, Goals & Outcomes

The facilitator brought the participants through a process that indicated how the SDGs were linked to the four goals and fifteen outcomes of Jamaica's national development plan 'Vision 2030'. It was clear to the participants that their activities were central to the long-term development strategy of the country that dispel the myth that agriculture by rural residence is less important than other sectors. The participants also recognised that the current global food crisis further reinforce their importance to Jamaica's sustainability and development strategy post this current situation. The discussions highlighted that:

- It is important for representative of farmers groups to advocate and lobby for the state and other relevant institutions to support the infrastructure development needed for the sector
- Farmers directly support the attaining of the 4 goals and 15 outcomes under vision 2030. Through agriculture, they provide clean and healthy food that supports having a healthy and stable population
- Good nutrition is supported by good food – farmers are the gatekeepers to ensure that there is good and nutritious food – food is crucial for brain development and lack of good food can lead to malnutrition, which retards brain development
- Farmers also support social protection as they takes care of the most vulnerable by donating food to those in their community.
- Agriculture is a viable avenue to engage youths who are at risk or are involved in nefarious activities. Many persons who were incarcerated express preference to engage

in agriculture more than other areas as they are less disturbed and it is a good way to relieve their stress

- State needs to bolster security services for farmers, especially to reduce predial larceny
- Agriculture is the basis for a lot of manufacturing, and value added practices – with a solid agriculture base, and linkages to other sectors Jamaica, economy will be prosperous.
- The majority of poor families are in rural communities, while the majority of agriculture land and potential for venture creation is also within rural communities. The key is to ensure that these community members are able to access the resources and sustain venture creations that are scalable.
- The majority of Jamaican illnesses are lifestyle related and are directly connected to what is consumed. The agriculture sector is therefore critical to the overall national health and wellness strategy being implemented under the Ministry of Health and Wellness.

Many of the participants at the start of the session emphasise their desire to learn more about the business process and how to operationalise their agro-ventures. The facilitator was able to do this using the entrepreneurship process and business cycle matrix presented below.

Entrepreneurship Process and Business Cycle

Phases of Process	Components and Drivers	Supporting Institutions – Process and Business Cycle	Business Cycle Phases
Ideation	Identify and Opportunity - - Changing demographics, Emergence on new market segments, Process needs, new technologies, Incongruities, Regulatory change, and social change	RADA, JBDC, SDC, Universities (UWI/CETP/MECC, Utech, NCU, UCC etc)	Start Up Phase – opportunity is identified idea and concept is developed venture is launched and introduced to the market
	Develop the Concept - New products, services, processes, markets, organizational structure/ forms, technologies and sales or distribution channels	RADA, JBDC, SDC, Universities (UWI/CEPT/MECC, Utech, NCU, UCC etc)	
Implementation	Determined the Required Resources - Skilled employees, General management expertise, Marketing and sales expertise, technical expertise, Financing, Distribution channels, Sources of supply, Production facilities, Licenses, patents and legal protection	RADA, JBDC, SDC, Universities (UWI/CETP/MECC, Utech, NCU, UCC etc), SRC, Bureau of Standard,	Development Phase - identify and access required resources - venture is launched and introduced to the market
	Acquire the Necessary Resources - Debt, Equity, Leveraging, Outsourcing, Leasing, Contract labor, Temporary staff, Supplier	Local agencies (DBJ, EX-IM Bank, JBDC, RADA, SDC, ALEX, JSIF, EFJ etc) Funding Agencies (Banks,	

	financing, Joint venture, Partnership, Barter and Gifts	Foundations, Credit Unions), International Funded Programmes (USAID, EU, BC, IICA, etc	
	Implement and Manage - Implementation of concept, Monitoring of performance, Payback of resource providers, Reinvestment, Expansion and Achievement of Performance goals	Incubator Programmes (UWI/CETP/MECC), Utech, Bronson Centre, SRC, Bureau of Standards, JBDC, SDC, AIC, RADA	Growth Phase – product is in the market and becoming more known to the market, venture experiences rapid growth
	Harvest the Venture - Absorption of new concept into mainstream operations, Licensing of rights, Family succession, Sell venture, Go public, Shut down venture	JBDC, JAMPRO, EX-IM Bank, JMEA, JSE, JSSE	Maturity Phase – product is established in the market and is now and the venture must continue to innovate to maintain market share and minimise threat of competitors – option is to innovate or die

The participants were generally unaware of the entrepreneurship process and the business cycle. They were even less aware of the entrepreneurship ecosystem, the institutions that make up this system and most importantly the services that they offer. Additionally they were unaware and did not have access to the various agriculture plans and strategies that the MOAF has recently developed that mainstreamed youth, gender and PWDs, and the resources that they should be able to access as recommended in these strategies. The participants as outlined below raised several points:

- There is the need to create an arm to focus on now to get into new markets, especially regional and international markets for producers
- Must ensure that the suppliers are market ready, their need to have consistent supplies to ensure that we can maintain supply.
- While there are support institutions out there many farmers are unaware of the support, it is important therefore that there are media available to disseminate information to farmers regarding the support services.
- Must ensure that farmers in particular those who are minimal processors need to be protected from persons who might want to exploit them.
- Farmers were not aware on the various departments in the Ministry of Agriculture and Fisheries that offer support and incentives. They were also unaware of the different incentives that were offered.
- The farmers expressed appreciation for the information that was revealed to them on the business development, technical services and the various incentives that they could receive through the state and none state institutions.

Gender Mainstreaming in projects and policies

Similarly, to the entrepreneurship process and business cycle, the participants were not exposed to methodologies to assessing whether the project or policy was mainstreaming gender imperatives adequately. As such during the session the participants were exposed to key

elements for consideration when mainstreaming a project based on a checklist for gender mainstreaming over a project cycle. Importantly it was highlighted how the mainstreaming activities supported the attaining of the SDGs in particular SDG 5.

Project Analysis

This checklist assesses the contribution of a project towards achieving gender equality and identifying additional activities to improve the impact. A project team to self-assess the gender dimension of the project, or to appraise or evaluate it can use it. The components of the checklist discussed included:

1. Decision-making: Women participate equally with men as **decision-makers** in rural institutions and in shaping laws, policies and programmes

1.1 The project ensures that women participate equally with men as decision makers in **groups, institutions/ mechanisms** set up by the project.

1.2 The project ensures women and men participate equally in **shaping laws, policies** related to the project?

2. Resources: Women and men have equal access to and control over decent employment and income, and land and other productive resources

2.1 The project ensures women and men gain equal/ improved access to and control over land and other productive resources through foreseen activities?

2.2 The project ensures that women and men gain equal/ improved access to decent employment and income.

2.3 Mechanisms are in place to sustain improved access after project closure.

3: Goods, services, markets: Women and men have equal access to goods and services for agricultural development, and to markets

3.1 The project ensures that women and men have equal access to goods (inputs) and services for agricultural development (extension, research, training etc.)?

3.2 The project ensures equal access of women and men to markets?

3.3 Mechanisms are in place to sustain improved access after project closure?

4: Work burden reduction: Women's work burden is reduced by 20% through improved technologies, services and infrastructure

4.1 The project has reduced women's work burden through access to improved labour saving technologies?

4.2 The project has reduced women's work burden through access to services and infrastructure?

5: Support: The share of total agricultural aid committed to projects related to women and gender equality is increased to 30%

5.1 Has the project planned for, or used, a budget for the benefit of women (% funds targeted to women, specific gender activities)?

Policy Analysis

It was explained to the participants that, a gender analysis examines the different roles of women and men to better understand what they do, what resources they have, and what their needs and priorities are in a specific context. It highlights women and men's specific priorities, needs and responsibilities, reducing the risk of designing a project based on incorrect assumptions and stereotypes.

It was explained that depending on the focus of the project, the analysis should provide information on:

- the different roles and responsibilities of women and men within the household, the community, and in the sector(s) relevant to the project
- the activities and tasks they perform to make a living
- their access to, and control over assets, resources, services, technologies and markets
- their access to education, training and employment opportunities
- the specific constraints, challenges and discriminations they suffer as women or men
- their opportunities to participate in household or community decision-making processes

The gender analysis should provide context-specific **sex- and age- disaggregated data**, which will represent the baseline for the project's monitoring and evaluation (M&E) framework and might be available in secondary sources but often need to be complemented through primary data collection. The findings of the gender analysis will allow designing a project that responds to the needs of all stakeholders, enhancing the effectiveness and sustainability of the intervention. In particular, the gender analysis will enable planners to:

- anticipate how the project is likely to affect women and men of different ages and socio-economic groups
- understand whether and how existing gender inequalities could undermine the achievement of the project's results
- design activities that have the potential to benefit women and men equally and redress existing inequalities

The participants were also exposed to the five key principles of mainstreaming that they should look for when reviewing a policy, as outlined below:

1. **Gender-sensitive language** - Texts referring to or addressing both women and men must make women and men equally visible, paying attention to gender-sensitive choice of images when preparing public relations material.
2. **Gender-specific data collection and analysis** – is Data must be collected, analysed and presented by gender - such as age, ethnicity, income and level of education should also be reflected where possible.
3. **Equal access to and utilisation of services** - Services and products must be assessed as to their different effects on women and men. Should be clear on gender as it relates to use of services, clients, target groups, differential needs, planning and designing services, access to information, benefits most, suffer most if cannot access services and if structurally gendered and barrier free.
4. **Women and men are equally involved in decision making** – targets/ratio at all levels of decision making, appointing working groups, project teams, commissions and advisory boards, as well as when organising events, e.g. when selecting speakers.
5. **Equal treatment is integrated into steering processes**- quality management and gender budgeting, setting targets, strategies, measures, and evaluation of results