

Promotion of Regional Opportunities for Produce Through Enterprises and Linkages (PROPEL)

CONSULTATION ON SUSTAINING YOUTH & WOMEN'S PARTICIPATION IN SAINT LUCIAN AGRICULTURE

Union Orchid Garden Conference Room, Saint Lucia
October 20, 2017



WUSC CARIBBEAN REPORT
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November 2017

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Opening Session

Opening Remarks and Framing of the Proceedings

Mr. Doug Graham, *Project Director*, PROPEL

Mr. Graham welcomed and thanked all participants, as well as the Saint Lucia Ministry of Agriculture for their collaboration and for providing the venue. Noting that the first-hand experiences shared in the day's consultation would be valuable input to help set project delivery goals, he first briefly outlined what WUSC Caribbean and PROPEL are about:

WUSC (World University Service of Canada) is a Canadian non-governmental not-for-profit organization with a mandate to develop education, employment and empowerment. WUSC Caribbean is the locally registered branch of WUSC. PROPEL stands for the Promotion of Regional Opportunities through Enterprises and Linkages. The project aims to establish linkages between producers and high value fresh produce markets with reliable quantity and quality of produce that meets the demands of markets. It includes cross cutting themes of governance, environment, gender and youth.

Part of the reason for this consultation is that PROPEL has more work to do on gender and youth issues. PROPEL aims to work on crop markets and bring key stakeholders together to find common ground to make the market more profitable for all. In Saint Lucia, PROPEL has already been supporting Black Bay and Belle Vue Farmer Cooperatives with crates to improve post harvest handling of crops. PROPEL supported the Ministry of Agriculture with training in soil testing as well as providing lab equipment, trials with Irish potato, trials with onions and organic inputs, working on an export opportunity for sweet potato as well as providing 1000 pheromone traps to the Ministry to improve sweet potato outcomes while minimizing pesticide use. PROPEL donated a farmer ID machine to the Ministry of Agriculture to support efforts at certification. PROPEL has also been providing ongoing support to farmers in YAEP (Youth Agricultural Entrepreneurship Program).

The Government of Canada is the key donor for this project, which ends in December, 2018. In the remaining time, PROPEL aims to achieve more support of women and youth in agriculture. Toward that end, PROPEL is holding consultations with youth age 35 and under and women of all ages who work in agriculture across the project area: Guyana, Jamaica, Barbados and the Eastern Caribbean.

Canada has a new aid strategy. Canada's feminist international assistance will help protect and promote the human rights of all vulnerable and marginalized groups and increase their participation in equal decision making. It will help women and girls achieve more equitable access to and control over the resources they need to secure ongoing economic and social equality.

Mr. Graham stated that those working on the project are aware that there are still barriers at the community level affecting participation in agriculture and affecting the benefits producers receive from their efforts. These issues can be compounded for women and youth. He noted that being aware of the issues is different from experiencing them and thus

he called upon participants to express how issues and different contexts hinder or help in participation in agricultural markets, in their experience.

Mr. Graham asked to hear about the hopes, dreams, and aspirations of participants as far as agribusinesses or farms are concerned, to hear about the skills participants have or don't have, the services that are missing and those that are accessible. He inquired about which norms and traditions in local communities make producers feel less or equally privileged, depending on the situation. Importantly, he sought to hear about how those present could become more empowered to influence programmes designed for their benefit.

Mr. Graham encouraged open and frank feedback and active participation in the discussions, working with one another in small groups to tell the story. PROPEL is keen to hear the views of grassroots, boots-on-ground producers, agripreneurs, agro-processors and others involved in the agricultural market system because those stories will help to improve PROPEL programming and plan an effective approach for women and youth across the region as part of the annual planning for 2018.

Mr. Graham thanked everyone again for giving up valuable time to share knowledge and experience and expressed his anticipation to hear the outcome of the day's deliberations.

Welcome, Introduction & Stand-up Questions

Tasha Nathanson, *Gender Equality & Youth Empowerment Advisor, PROPEL*

Tasha Nathanson welcomed all and introduced the PROPEL team members there to help facilitate the day, including Doug Graham, Nadia Pacquette-Anselm, Julius Polius, André George and Dianna Henry.

She then launched into a series of "stand up if" questions so that the room could see some attributes of their fellow participants. Questions ranged from who owned their land versus rented it, to the size of the business, to whether participants had gotten access to financing for their agricultural business, and so on. This exercise was a combination of icebreaker, energizer, and visual information sharing method.

Small Group Discussions: Wow Now & How

Group Formation

Participants were asked to place themselves into one of three groups for the day's discussions. The group categories provided were:

- Females under 35 years
- Males under 35 years
- Wisdom and Experience

Group Process

Three discussion periods were held as the consultation progressed. In each case, participants were first given a question to consider and asked to spend 5 minutes in quiet contemplation of that question while filling out a personal reflection form to record their ideas. Participants were then instructed to share their ideas within their small group. Each small group was tasked with recording ALL the ideas from ALL their group participants on their poster. One poster was required for each question. Words and pictures could be used and coloured markers and sticky notes were made available to create the poster; the format and result was left open to each group. The one vital instruction was that the poster should encompass all the ideas of all the people in that group. Each group had a facilitator.

WOW – NOW – HOW Format

Questions were composed in a WOW – NOW – HOW format. Participants were asked to discuss in turn:

- i. **WOW: What is your vision for women and youth in agriculture in the next 3-5 years in Saint Lucia?** Further prompts: *What is your craziest idea? Your most achievable idea? Where do you see yourself in this vision? What do you want to see happening across the country? What other vision do you have for agriculture in Barbados in 3-5 years?* (Participants could list as many visions as they wished.)
- ii. **NOW: Where is Saint Lucia NOW in relation to each WOW vision you have recorded?** Further prompts: *What are the positive pieces already in place and what are the obstacles blocking the achievement of this vision?* (Posters were to include indication of both the positive and the negative.)
- iii. **HOW: HOW do we get from our current NOW to the future WOW?** Further prompts: *What activities must be done? What is your role? Who else has a role? What should they do?*

In between sessions ii and iii, participants were given ten minutes to take a gallery walk to see all the initial posters before settling down for session iii.

Reporting Back

Each small group was asked to agree on three compelling full ideas from their discussion and poster to share with the rest of the room. They could decide to use the facilitator as presenter or a group member as presenter, or different presenters for each of the three ideas they shared.

Results:

Group 1: Males under 35

Personal Reflections:

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading role	Support Role
A. Being consistent in my production, therefore being sustainable financially.	Adoption of technology has enabled to achieve some level of consistency	Financial constraints National co-ordination (scheduling)	Keep abreast with technology & current trend in production.	Monitoring and seeking data from MoA & other farmers.		
A. Exporting ag produce to regional & international market	Some products are being exported but need to be on a wider scope	Bureaucracy, difficulty in obtaining licence.	Go through the certificate and licence process.	Visit the different agencies to get documents in place.		
A. Being able to educate the younger generation on agriculture; the importance & potential	Having discussions at individual school. Being able to sponsor market	Need to be financially stable.	Writing to the MoA to obtain permission to go to different schools.	Having an agenda and precise proposal.		

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading role	Support Role
	produce at schools.					
A. Forming a co-operative	Structures are in place. Have the man power.		Getting a team of competent members together.			
A. A better understanding of agriculture and climate change	Attending seminars & consultations. Extension officers communicate with farmer.	More in-depth sessions.				
B. Creating sustainable agriculture models (aquaponics) within schools	Traditional agriculture methods	-Lack of awareness -Limited resources -Lack of exporters	-Decide on a sustainable system -Get advice from experts	-On ground work -Consultation -Overseeing processes and tasks	Government	-Ministry -Me
B. Having seeds / crops readily available for farmers	Propagation unit, existing availability input supplies	-Lack of proper coordination -Climate change -Dependant on input suppliers	-Cultivation and breeding of crops to harness seeds -Secure storage facility	-Gathering seeds -Storing in a secure cool environment for seed security	Government	
B. Creating more agricultural clubs	Agriculture at a secondary	-Not open exposure to				

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading role	Support Role
for youth, to gain experience as well as knowledge.	school level	primary level -Limited resources				
B. Creating fresh produce retail stores to amplify sales within districts.	Two districts have a produce retail (Gros Islet, Castries)	-Lack of proper coordination -Real estate /building -Location				
C. Government puts more in agriculture	They're putting in programs & workshops	Access to money				
C. More youth in Agriculture	There is a program for youth in agriculture	Access to land	Educate the youth more			
C. More respect for farmers	I. D. for farmers	-Respect for self -Respect for who they see	Educate the people			
D. Easy access to finance for agriculture						
D. Reduction in country's food import bill						
D. More youth						

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading role	Support Role
involvement in agriculture						
D. Access to storage of agricultural produce						
D. To complete and expand on my farm, increasing production						
E. More farmers take agriculture on a good level			Need to teach them so they could be better in life			

Men Under 35 Group Posters:

WOW

- Better understanding of agriculture
- Being consistent in production; sustainable, financially viable
- Export increase to regional and international markets
- Formation of co-operatives
- More education or mentoring of the youth with regard to agriculture
- Creation of sustainable agriculture models (e.g. aquaponics) within schools
- Seeds more readily available
- Creation of Agriculture clubs for youth for experience/knowledge
- Have more fresh produce retail outlets within districts
- More roots & tubers production (cassava, etc.)

- Self sufficiency in milk production / dairy products
- More youth in agri-business
- Make agriculture exciting and interesting for youth
- Would like the government to put more resources into agriculture
- More youth involved in agriculture
- More respect for farmers

NOW

(positives)

- Seminars and workshops are being organized
- Extension service is getting better
- Some programs for youth are currently under way
- Farmer identification program underway
- Available markets
- A few commodities are being exported
- Adoption of new technology to sustain production (irrigation, green houses)
- Existing farmers credit union
- Existing co-operatives
- Existing supporting framework
- Existing bovine livestock
- Available land / pasture
- Vet division
- Schools available for educating youth in the agriculture
- Lots of youth to educate in agriculture
- Limited resources available
- Agriculture is a subject at secondary level.

(negatives)

- Late awareness
- Lack of innovation
- Lack of willingness to change
- Seasonality of crops
- Climate change
- Lack of labour
- Availability of seeds (timeliness)
- Uncoordinated production
- Bureaucracy; import barriers
- Limited export capacity
- Lack of standards
- Limited resources
- Lack of leadership
- Lack of cooperation
- Selfishness
- Lack of communication
- Lack of central facility
- Lack of correct breed for local conditions
- Lack of policies
- Lack of infrastructure
- Lack of expertise
- Lack of respect for profession

- Stigma attached to being a farmer

HOW & Three Featured Ideas

1. *Being consistent in production; sustainable, financially viable*

(who?)

Producers

Input suppliers

Market (buyers, sellers)

Government

Credit facilities

(what?)

Coordinating planting & production

Good quality seed

Optimum growing conditions

Optimum field husbandry

(how?)

Farming co-operatives

Availability of inputs

Open line of communication with market

2. *Self sufficiency in milk production / dairy products*

(who?)

Cattle farmers

Private investors

Government as facilitator

Market

(what?)

Workshops

Demonstrations

Field Schools

Incorporate in school feeding programmes

Incorporate modern technology in agriculture (apps, etc.)

(how?)

Write proposal to explain intentions

Form a group of dairy producers

Multi-stakeholder meetings

Education, training, certification

3. *More youth in agri-business*

(who?)

Youth

Schools

Private enterprises

Community

Government

Individuals

(what?)

Marketing campaign

Consultancy

(how?)

Organize agriculture syllabus from primary level

Agriculture clubs

Use existing extension services

Group 2: Females under 35

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
A. Perfectly functional government extension services	Existing extension service	-Lack of staff -Lack of qualified HR -Lack of motivation	Improved extension staff	-Evaluation of staff qualifications -Require greater technical competence of new staff -Evaluation of staff performance	HR Dept. Ministry of Agriculture	CAPO – Chief agricultural Planning Officer of the Ministry of Ag
A. Agricultural loans for youth in agriculture	There are limited financial institutions that offer loans	Youth do not have the required capital investments to access loans	Change in the banking industry to encourage agricultural investment	-Lower capital requirement for borrowers under 35 -Increased agri-investment opportunities through multiple financial institutions	Ministry of Commerce or Finance	
A. Short course training / capacity development on a regular basis to develop farmers technical capacity	Existing staff with the technical knowledge and mental aptitude	-Small resource pool to accomplish the task -Lack of motivated staff	Utilization of trained staff for consistent / frequent agri-training	-Create a capacity development schedule -Promote agricultural competence and certification -Reward training through separate identification	MoA Division of Extension Services	
B. Establishment of clusters for producing fresh veg	The technical support is available	Ability to sustain the cluster	Formation of clusters in the various regions across the island	-Have committee in place for managing and educating members -Work with existing	Ministry of Agriculture (extension department)	Young women with capacity can mobilize peers by

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
				farmer co-operatives		becoming part of the cluster
B. Young person owning land for enterprise establishment both livestock and crops	There is land available, esp. from aging farmers	Absence of a land bank	Establishment of a functional land bank	-Source farmers with land to rent / lease -Locate / target young farmer with the interest to purchase / rent	MoA	
B.Ability to access loans/finance to facilitate operational costs of enterprise	Some loans available	Too much red tape. Some of the agri-loans are not available for operational cost.	Make finance more readily available for farmers	-Engage financial institutions in making loans available -Source funds in the form of grants for project implementation -Education of farmers in financial management	Ministry of Finance	MoA Credit Unions
B. Manufacturing / value added to fresh produce on a larger scale	There is small scale value added / processing	Education and procurement of machinery for value added	Construction of processing plants	-Engage entrepreneurs in processing -Education of interested farmers in value added.	MoA	Private entrepreneurs Ministry of Infrastructure Construction firms
B. Food security: through the application of	The availability and potential	Implementation of policy for buying local	Policy to implement more purchasing more local produce	Education of farmers on new technologies	MoA Massy	Agricultural co-operatives

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
new technologies for production	for growth among farmers					
B. Implement agriculture at the primary school level	Technical persons available to teacher	The education system is unwilling to implement	Integrating agricultural clubs in schools & summer programs	Discussion with the responsible person for school curriculum	Ministry of Education	MoA
C. A society where the population respects the farm profession		Slavery mentality & farming is a poor uneducated mentality	Break the stigma and discrimination	-Farmers treat farming as a business -Children are introduced to farming at an early age -Standards are put n place for farmers -Gov. pus policies in place that secures a percentage of the market for farmers	Farmers, parents, schools, cabinet, Bureau of Standards	Entire population Ministries of Agriculture and Education
C. Children are introduced into agriculture and its importance as soon as they are able to put in seed into the soil	Children are eager to learn. Use after school programs, summer programs.	Implementing and maintaining the program	Give children hands-on experience by making it a hobby.	-Ag club in schools -After school programs -Back yard gardening -Organic products -School curriculum from kindergarten -Farm visits	MoA, MoE, Parents, Farmers, Extension Officers	Entire population
C. Farmers treat farming industry as a business	Extension officers, technical	Re-enforcement and penalty for	Individuals who don't do so need to be penalized	-Effective record keeping -Standard implementation	Bureau of Standards Extension officers Hotels, supermarkets	MoA

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
	assistance, available programs	not keeping records		-Extension assisting farmers -Buyer requesting records		
C. Easy access to funds for the development of farming	Loans are currently available	Too much red tape	Farmers operate like a business.	-Farmers treating farming as a business -Farmers being consistent -More farm friendly financial institutions -Introducing younger individuals to farming -Farming insurance	Insurance companies Farmers Financial institutions	MoA
C. A world class agricultural university in Saint Lucia	We currently have SALCC & UWI	Are not run effectively	Get assistance from successful agricultural schools around the world	-Consult -Train current professionals involved in the tertiary education system for agriculture need to be surveyed for solutions on the way forward -Only youth and innovative individuals should be involved in this process	-Sir Arthur Lewis Community College -UWI -Graduate students -Activists	MoA
C. A more functional Ministry of	We have information on how not to	Every administration that has been	Create accountability and transparency	-Hire effective and efficient individuals -Build morale and ethic		

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
Agriculture	run the Ministry	put in place has continued the perpetual vicious cycle. They use the position for personal enhancement.		with current staff -Take action when individuals fail their appraisals -Make it easier to dismiss government workers		
C. Bureau of Standards playing a bigger role in creating standards on the farm	They have pilot program [to] run the auditing system for farms	The trail was discarded; there has been no follow for 3 years				
C. The government putting a policy that forces hotels and supermarkets to purchase at least 25% from the local market and enforces that.	It has been done before	It took them years to get the poultry policy in place.	Put the policy in place.	-Follow old successful strategies -Get activists involved -Farmers need to prove they can be consistent -Farming being treated as a business	Cabinet Activists Me Farmers Supermarkets	
C. Creation of a land bank	It has been done in	This has been an ongoing	Create the land bank.	-Obtain consultation on getting it done effectively	Cabinet Consultants	Me Farmers

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
	Guyana. Get info from them.	discussion for years.		-Put a timeline and keep it		Activists MoA
C. Most farmers operating as organic	Products are available.	Most commercial farmers are anti-organic	Prove for farmers that organic products can be just as effective as commercial farming products	-Provide effective organic inputs to farmers that work well with commercial farming products -Have a sensitization campaign on the organic products	Chemical providers MoA Private sector MoH	Me Activists
C. A one island farmer co-operative that is _____	Examples of how to do it.		Start the co-operative	-Run small scale for the onset -Integrate current co-operatives -Use a tried and successful strategy of implementation -Sensitization campaign	Co-operative Department of MoA, Farmers	Entire population

B. KP

C. KL

Women Under 35 Group Posters:

WOW

- A policy that forces hotels & supermarkets to buy 25% from the local market. Enforcement systems must be put in place.
- Establishment of clusters for producing fresh vegetables
- Most farmers operating semi organic farms
- A world class agriculture university in Saint Lucia
- A society where the population respects the farming and fishing profession
- Efficient government extension services
- Create large farms to lessen the exports of food and vegetables
- Land Bank
- The bureau of standards playing a bigger role in creating and maintaining farm standards
- Manufacturing / value added to fresh produce on a larger scale
- Implementation of agriculture at the primary school level
- Ability to access loans or finance to facilitate operational costs of enterprise
- A functional MoA
- Easy access to funding for farm development
- Agricultural loans available for youth in agriculture
- Short course training and capacity development on a regular basis to develop farmers' technical capacity
- Farmers treat farming as a business
- Creating the markets where we the farmers can grow more to supply the market and process the surplus
- Young persons owning land for enterprise establishment for both livestock and crops
- Create programmes where women farmers can come together to form groups collectively to supply more to the market, unlike if you farm individually.
- Children are introduced to agriculture and its importance as soon as they are able to put a seed in the ground
- Food security through application of new technologies
- One island wide co-operative that is functional and effective.

NOW

(positives)

- Existing extension service
- Some produce is being locally utilized
- The technical support is available
- Children are excited to learn at a young age
- Farming can be fun if taught properly
- There are after school programs & clubs
- There are extension officers, technical assistance & trainings have been done
- There is land available, especially from aging farmers
- Limited numbers of small scale agro-processors and value added production already in St. Lucia
- There are limited financial institutions that do offer loans
- Existing staff with the technical knowledge and mental aptitude
- Dialogue continuing on the development of women and their contribution to society
- Some loans are available
- We know what not to do, based on past experience
- Obtain consultation from the Guyanese on implementing a land bank
- SALCC & UWI Open Campus branch are in St. Lucia
- There has been a pilot run on a farm auditing system
- Availability and potential for growth among farmers
- Organic products are now available.
- There are many organic activists
- Technical persons are available to teachers

(negatives)

- It took years to get a poultry policy in place

- The education system is unwilling to implement [agricultural program]
- Implementing and maintaining programs
- Lack of motivated staff members [at the MoA]
- Lack of HR, staff, and motivation [in extension services?]
- Reinforcement and penalties for not keeping standards and records
- Perpetuation of issues from one administration to the next
- Farm audit pilot discontinued and not pursued for 3 years
- Education and procurement of machinery for value added processing difficult
- Need a buy-local policy
- Small resource pool to accomplish tasks
- Women's empowerment [needed]
- Too much red tape, too many requirements for credit. Some of the agri-loans are not available for operational cost
- Youth do not have the required capital investments to access loans
- SALCC Farm not well managed; UWI has no agriculture department in St. Lucia
- Absence of land bank
- Consultation starts but nothing is ever implemented or followed up on and done
- Slavery mentality
- Farming not considered an educated job
- Ability to sustain clusters
- Government giving hotels and foreign companies licences to import produce available in Saint Lucia

HOW

(who?)

Government	Private entrepreneurs
Cabinet	Entire population
Ministry of Agriculture	Me!
Extension officers	
Division of Extension services	
Bureau of Standards	
Ministry of Finance	
Ministry of Commerce	
Ministry of Education	
Chief Planning Officer	
Farmer co-op members	
Co-operatives	
Financial institutions	
Credit Unions	
Massy stores	
Construction firms	
Farmers	
Parents	
Schools	
Activists	

(what?)

Change the banking industry to encourage agricultural investment
Make finance more readily available
Financial agencies create initiatives and programs to support and train members [for agricultural investment?]
Improved quality of extension staff
Trained staff to provide frequent and consistent agri-training
Continuing education and consultation of women
Implement & construct agro-processing plants
Policy to implement more purchasing of local produce
Form clusters [of farmers] in various regions across the island
Create a land bank
Break down stigma and discrimination against farmers
Give children hands-on experience, encourage planting as a hobby, integrate agricultural clubs in schools
Penalize farmers who don't keep records

Three Featured Ideas:

1. Youth education in farming, using trained staff to support in the schools and encouraging home gardening
2. Create a land bank for farmers
3. Create small regional markets for farmers and require 35% local produce purchase before importation permitted

Group 3: Wisdom & Experience

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
A. Government support youth and women in agriculture						
A. Establish a central market for farmers to sell their produce						
A. Provide storage for farmers						
A. Training for youth and women in agriculture						
A. Access financing in agriculture						
B. We have to take our role seriously.						
B. Able to export our produce						
B. Storage						
B. Educate the youth in agriculture						
B. Easier way to finance						
C. The Production of roots & tubers (sweet cassava)	There are [a] few teachings and workshops that are updated.	-Not enough concern for sweet cassava -Markets are not buying	Get sufficient people to get involved in the production Should have a market	Workshops Advertisements		
C. The production of our own milk	-Few bovines -There are grasses to provide	It's too expensive to produce No production on	Provide the resources			

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
	-There are vets to take care of the dairy	government farms				
C. More youth in agri-business	-Lots of youth around -Schools are teaching	There are other jobs that interesting				
C. Making agriculture exciting and interesting for future goals	-Workshops are present to teach -Supports from other countries - Advertising	Not enough supports are available				
D.			Education for persons involved in agriculture at all levels, from primary	Ag syllabus in schools Workshops, consultations in communities	MoA, MoE, Extension officers	Farmers, schools, community groups
D.			Formation of formal ag groups within sectors	-Schedule planting -Bulk purchasing of seeds and inputs -Bulk marketing of products Education of members	Directors / members Market owners	
D.			Include technology in ag	Development of apps and systems School incentives	Farmers & computer sector	Markets Farmers Students

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
					players	
D.			Awareness of niche crops	Sensitization of available niche crops	MoA Market owners Farmers	
E. Create large farm to lessen the imports of food and veg.	Some produce is being locally utilized	Government giving hotels and companies licencing to import the same produce as we can plant and supply	Continuing education and consultation		Government	Extension officers
E. Create program where women can come together to form groups and farm collectively to supply more to the market	The discussion on the empowerment of women is ongoing	Consultation starts but nothing is implemented or followed ups are not done.	Financial agencies creating incentives and programs to support and train members		Financial agencies	Farmers co-operatives
E. Educate women on the importance of agriculture and their contribution						
E. Create market after we are able to supply the market and process the supplies.	Limited number of agro processing in Saint Lucia	Empowerment	Processing plants in place implementing agro processing plant.		Financial institutions	Farmers co-operatives
F. Local producers find a market space on the local market						
F. Healthier food on the						

WOW	NOW (Positive)	NOW (Obstacle)	HOW Solutions	HOW Activities	Roles	
					Leading Role	Support Role
market & table						
F. Storage of goods when plentiful						

* Where forms didn't indicate a specific group, I put them in the W & E group

Wisdom & Experience Group Posters:

WOW

- Easy access to finance with improved conditions and easier terms
- More emphasis at primary schools – school gardening and practical agriculture taught as a skill
- Holistic educational campaign at home, school, community, media
- Organized and sufficient marketing opportunities and scheduling / marketing information and export opportunities
- Storage opportunities for farmers. Cold storage owned by farmers groups
- Increased support through farmers groups through pricing, purchasing, and seeds
- Reduction in food import bill – value addition opportunities

NOW

(positives)

- Finance: some access through Massy interest free & improved payment terms from hotels from 3 months to 2 weeks
- Marketing: guaranteed local and export market for bananas & bulk/pre-packaged fresh produce sales to Massy
- Education: MoA farmer certification program will lead to training opportunities, some extension services support farmers, access through projects when it exists
- Passion for farming

(negatives)

- Finance: restricted security, limited loan amounts from Massy, loan terms are not favourable: high interest rates, grant funding does not trickle down to farmers
- Marketing: volatile – bananas have the only secure local and export market, price fluctuations focus on market margin and not farmers, marketing data is not current from Marketing Board
- Education: extension officers are not current in the delivery of training, frequency of training is insufficient, access to

information from MoA is lacking, translation of information from research, demo plots, and documents needs to be done, support does not focus on climate change / climate smart technologies

- Cost of farm certification borne by farmer
- Costly testing of water for agriculture for certification
- Soil testing limited
- Environment is not encouraging for farmers

- Lack of central buying point
- Lack of exporting marketing & access to cruise ship market
- Agriculture not regarded as a business by support agencies
- Climate change
- No early childhood agriculture education

HOW

(who?)

Our role:

Taking advantage of trainings and empowering ourselves

Mobilizing farmers to become members of farmer groups

Using ourselves and our farms as models to educate the youth

Exhibit and how our produce and work, add value to fresh produce

Other partners:

Ministry of Agriculture

Ministry of Health

Bureau of Standards

Financial institutions

Buyers

IICA

CARDI

Donor agencies for grant funding support

(what?)

Frequent and wider consultations on agriculture

Business plan development support at cheaper rates

Access to cold storage: need to do so through farmers groups

Development of farmer clusters

Buying depot: more local buying opportunities
Buy local campaign
Farm insurance
Increased access to grant funding
Simpler loan terms for small loans
Increased attendance of farmers at available training sessions
Sharing information learned from extension officers with other farmers
Opportunities for learning through existing farmer groups
Training in group dynamics [to strengthen existing groups]
Pool of farm workers exchange labour
Policies to assist access to land; land leasing program through a land bank
Land not owned cannot be used as security for loans
School curriculum to include practical agriculture

Three Featured Ideas:

- Easy access to finance with improved conditions and easier terms
- Holistic educational campaign through home, school, community, media
- Organized and sufficient marketing opportunities and scheduling / marketing information and export opportunities for producer

Observations

Although the three groups had different ideas, certain themes run through their individual and group contributions. The need for youth education, starting in primary in the schools and continuing right through to extension services for working farmers, made the top three selection in all groups. Each group also addressed concerns over consistent production and marketing, though coming at the issue in a different manner: the young women advocated for a local minimum 35% purchasing requirement, the wisdom and experience groups agreed with that and added the need for collaborative marketing with up-to-date information, and the young men agreed with that and included coordinated planting schedules and added details about how to achieve the quality and quantity of produce that would fill the need. After that, themes of finance, access to land, and self-sufficiency rounded out the lists.

Closure of Workshop

As a closing exercise, each participant was asked to finish the sentence, “I see the future of Saint Lucian agriculture as...” Around the room, everyone gave their answer.

Tasha Nathanson thanked participants for their attendance and announced lunch. She informed everyone that the workshop report would be shared with them as well as a broader group of stakeholders. Several participants stayed to talk and network until well after the event and lunch was over.

Appendix I - Agenda



CONSULTATION ON YOUTH & WOMEN'S PARTICIPATION IN AGRICULTURE

Saint Lucia

WUSC Caribbean (PROPEL)

Friday October 20, 2017

AGENDA

Time	Details	Personnel
9:00	Arrival and Registration of Participants	Participants
9:15	Opening remarks and framing of the proceedings	Doug Graham PROPEL
9:25	Welcome and Introduction – Standup Questions	Tasha Nathanson PROPEL
9:30	<u>Session 1 A:</u> 2-step process: A) Individual reflection & writing (5 minutes) B) Group discussion & postering WOW Your vision for women and youth in agriculture for the next 3-5 years	<i>Facilitated by PROPEL TEAM</i>
10:00	<u>Session 1 B:</u> 2-step process: A) Individual reflection & writing (5 minutes) B) Group discussion & postering NOW What obstacles stand in the way? What positive assets are already in place?	<i>Facilitated by PROPEL TEAM</i>
10:30	Gallery Walk for Now-How-Wow progress	<i>PARTICIPANTS</i>
10:45	<u>Session 2</u> 2-step process: A) Individual reflection & writing (5 minutes) B) Group discussion & postering HOW <ul style="list-style-type: none"> ▪ Solutions & activities to reach the vision ▪ Your role in realizing this vision ▪ Other partners on the journey 	<i>Facilitated by PROPEL TEAM</i>
11:45	Choose group presenter(s) & 3 most compelling visions	<i>PARTICIPANTS</i>
12:00	Group Presentations	<i>PARTICIPANTS</i>
12:35	1-liners: <i>I see the future of Saint Lucian Agriculture as...</i>	<i>PARTICIPANTS</i>
12:45	Thank You and Closing Remarks	Nadia Pacquette-Anselm PROPEL
12:50	Lunch	

The Promotion of Regional Opportunities for Produce through Enterprises and Linkages (PROPEL) project is implemented by the World University Service of Canada (WUSC) with funding support from the Government of Canada through the Global Affairs Canada (GAC).

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Appendix II - Consultation Slide Show

THE PROMOTION OF REGIONAL OPPORTUNITIES FOR PRODUCE THROUGH ENTERPRISES AND LINKAGES (PROPEL)

CONSULTATION ON YOUTH AND WOMEN'S PARTICIPATION IN AGRICULTURE SAINT LUCIA

 Presenter:
Tasha Nathanson
Gender Equality and Youth Empowerment Advisor



PROPEL TEAM Saint Lucia



Doug Graham
Director, WUSC Caribbean



Nadia Pacquette-Anselm
B'dos & OECS Coordinator



Julius Polius
Agronomist



André George
Agricultural Extension Facilitator



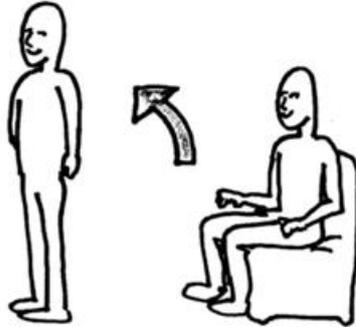
Tasha Nathanson
Youth & Gender Advisor

So who do we have in the room today?



Stand up if you belong to this group

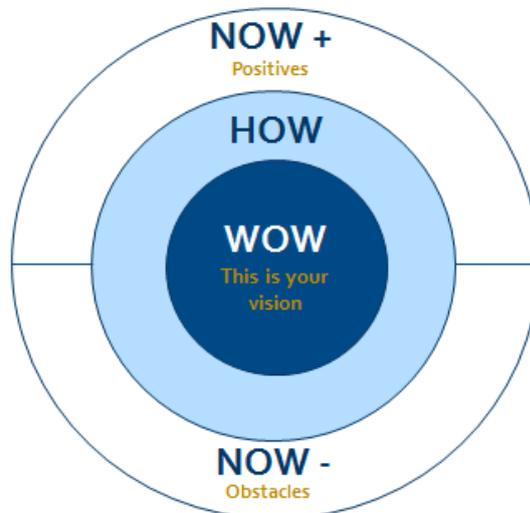


Join a group

- (1) Men (under 35)
- (2) Women (under 35)
- (3) Wise & experienced



3 step process
"WOW"
"NOW"
"HOW"



OUR **process**
"WOW"
"NOW"
"HOW"



St. Lucian women and youth in agriculture for the next 3-5 years



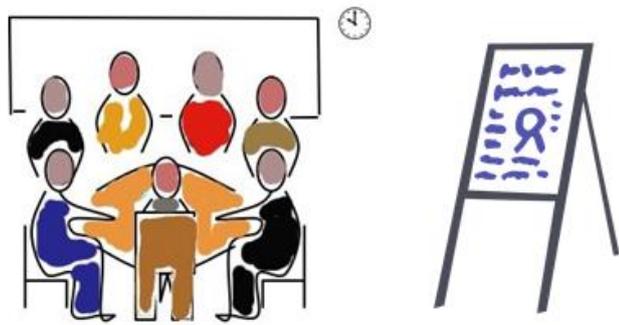
Craziest idea for Agriculture
 Most achievable idea for Agriculture
 Where do you want to see yourself in 5 years
 and more...!



Fill out
 your form –
 your vision for
 women and
 youth in
 agriculture for
 the next 3-5
 years

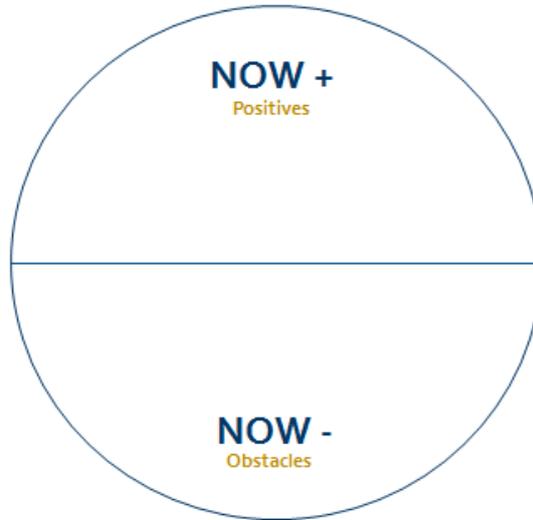


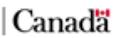
Share your
 vision with the
 group
 Discuss – put
 your ideas on
 the flip chart



OUR **process**
"WOW"
"NOW"
"HOW"

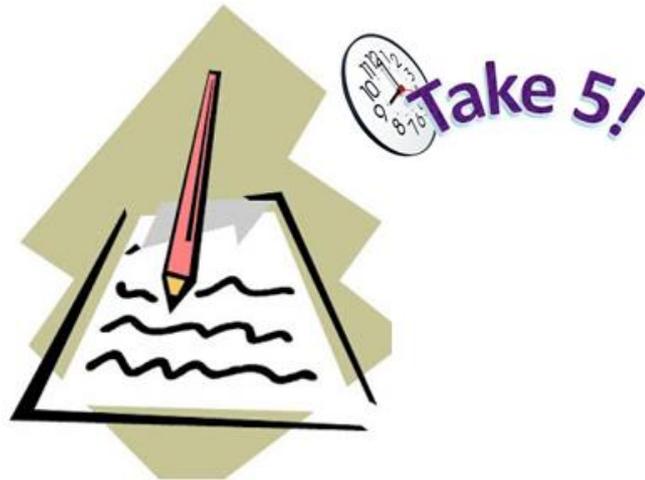
 WUSC CARIBBEAN

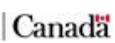


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Fill out
your form –
situation
analysis...
where are we
now?
Positives &
Obstacles

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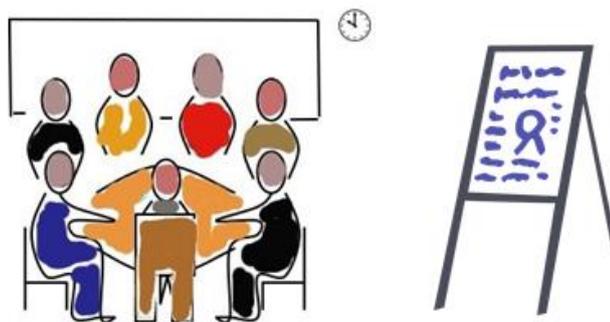


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Where are we
now?

- Discuss and
record ideas
on flip chart

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Gallery Walk
- Have a look
at the ideas
from the other
groups



OUR process
"WOW"
"NOW"
"HOW"

How
do we get from
where we are
now to that
future *wow*?

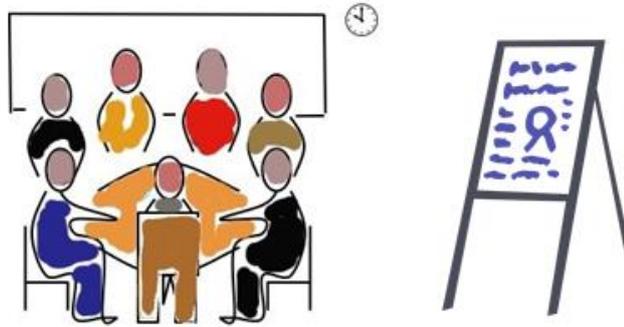
Fill out
your form –
How do we
overcome the
obstacles to
reach the goal?
Connect the
now to the
wow.



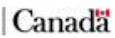
What activities need to be done?
What is my role?
Who else has a role?
What do they need to do?

Share your thoughts on how to achieve the vision

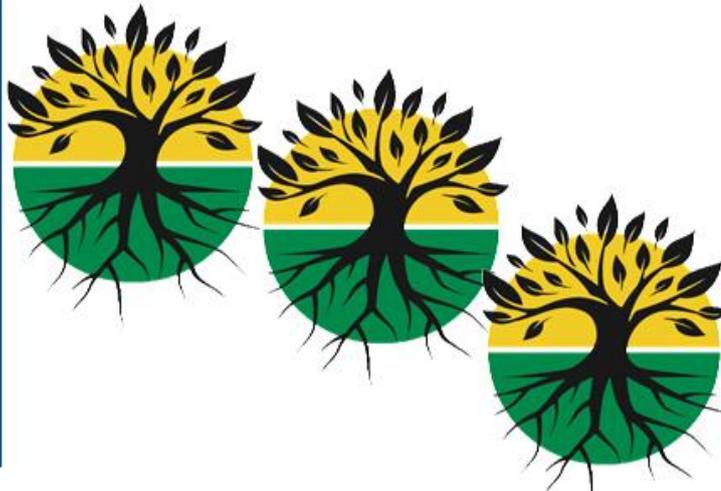
Discuss—put your ideas on the flip chart



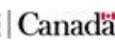
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Finally -
Choose 3 full
visions
to share the
story of...
"WOW"
"NOW"
"HOW"



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SHARE YOUR
GROUP'S
STORY
Select a
presenter

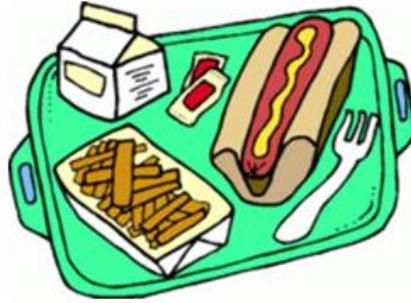


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THANK YOU!!!

Bon Appetite!



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