Final Draft National Youth in Agriculture Policy and Implementation Plan

Ministry of Industry Commerce Agriculture & Fisheries

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LIST OF ABBREVIATIONS AND ACRONYMS

ABIS Agri-Business Information System

AIC Agro-Investment Corporation

CARICOM Caribbean Community

CASE College of Agriculture Science and Education

CSME Caribbean Single Market and Economy

CYDAP CARICOM Youth Development Action Plan

CYDGs CARICOM Youth Development Goals

DBJ Development Bank of Jamaica

ESSJ Economic and Social Survey of Jamaica

FNSP Food and Nutrition Security Policy

GDP Gross Domestic Product

HEART Human Employment and Resource Training

ICT Information Communication Technologies

JBDC Jamaica Business Development Corporation

JSLC Jamaica Survey of Living Conditions

M&E Monitoring and Evaluation

MDAs Ministries, Departments and Agencies

MFI Microfinance Institution

MICAF Ministry of Industry, Commerce, Agriculture & Fisheries

MSMEs Micro, Small and Medium-Sized Enterprises

MSTEM Ministry of Science, Technology, Energy and Mining

NCTVET National Council on Technical and Vocational Education and Training

NFIS National Financial Inclusion Strategy

NFNSAP National Food and Nutrition Security Action Plan

NLA National Land Agency

NPCB National People's Cooperative Bank

NVQ-J National Vocational Qualification of Jamaica

PAYE Commonwealth Plan of Action for Youth Empowerment

PIOJ Planning Institute of Jamaica

RADA Rural Agricultural Development Authority

RMS Resource Mobilization Strategy

SOPs Standard Operating Procedures

SRC Scientific Research Council

STATIN Statistical Institute of Jamaica

TOR Terms of Reference

TVET Technical and Vocational Education and Training

UN United Nations

WPAY World Programme of Action for Youth

YIACC Youth in Agriculture Coordinating Committee

YIAPIP National Youth in Agriculture Policy and Implementation Plan

EXECUTIVE SUMMARY

1.0 COUNTRY OVERVIEW

Jamaica is defined as an upper middle income country by the World Bank. The Gross Domestic Product (GDP) per capita at current prices was J\$600,000 in 2015 (ESSJ, 2015). The country's main economic sectors are services, agriculture, mining, manufacturing and construction. The services sector accounted for 79.3 percent of total GDP, while the good producing sector accounted for 24.7 percent (ESSJ, 2015). The country's main exports include agricultural commodities, manufactured foods and products, crude materials, bauxite/alumina and mineral fuels. Employment stood at approximately 1.14 million persons in 2015, with males accounting for 57 percent and females, 43 percent of the total. The unemployment rate was 13.5 percent in 2015, with females having a higher level of unemployment, 17.8 percent, than males, 9.9 percent.

The agricultural sector is important to the Jamaican economy, contributing approximately 6.6 percent to total Gross Domestic Product (GDP) in 2015 and averaging 6.7 percent over a five-year period. The sector is the second largest employer of labour, accounting for 17.7 percent of the total labour force in 2015. Food exports accounted for 17.4 percent of total merchandise trade in 2015.

2.0 YOUTH COMPOSITION OF THE AGRICULTURAL SECTOR

The Census of Agriculture 2007 reports that there were 210,853 individual holders, 139,965 males, 63,690 females and 7,198 unreported. Farmers under 25 years of age represented 5.9 percent of the total, with males having a higher proportion, 6.7 percent, than females, 3.9 percent. The 25 to 34 age group represented 15.1 percent of the total, with male and female participation rates having a small differential of 0.3 percent. In total, the age group 'under 25 to 34' years, accounted for 21 percent of the total, with males representing 22 percent and females, 18.8 percent.

Registration data from the Rural Agricultural Development Authority's (RADA's) Agri-Business Information System (ABIS) showed a 158 percent increase in registration of youth between the ages of 15 to 35 years of age for the three-year period, 2014 to 2016. With respect to gender, in all instances, males had a higher registration rate than females. Registration for the age group, 15 to 35 years, moved from 24 percent of total farmer registration in 2014, to 33 percent in 2015 and 35 percent in 2016.

Based on farmer registration data, youth are involved in various agricultural and fishery activities. These include traditional and non-traditional export crops, horticulture, apiculture, livestock (beef, dairy, goat, sheep, pig, poultry, rabbits/small stock), fish farming, ornamental fishery and nurseries.

3.0 THE POLICY

The Youth in Agriculture Policy seeks to create an enabling environment for youth's transition to, and investment in the agricultural and fisheries sectors¹, taking into consideration the entire value chain. Youth, for this policy, is defined as those persons between 15 to 35 years of age².

3.1 Policy Vision

"Youth are empowered for full participation in the agricultural sector through leadership and enterprise development that will bring about profitability, innovation and environmental sustainability."

3.2 Policy Goal

"To provide an enabling environment to facilitate the development of successful youth involvement in the agricultural sector."

3.3 Policy Objectives

The objectives of the policy are to:

- Build capacity of youth to successfully transition into, and participate in the agricultural sector
- Provide an enabling environment for agricultural enterprise creation and development, leveraging the value chain.
- Equip youth with knowledge and skills to participate in agriculture and other related sectors.
- Improve the perception, appreciation and legitimization of the agricultural sector among youth.

4.0 ELEMENTS OF THE POLICY

4.1 Agribusiness Development

¹ The term agricultural in this policy will be used to encompass agriculture and fisheries.

² The United Nations (UN), for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. However, the agricultural sector in Jamaica and across the world tends to adopt a broader definition of youth to compensate for the longer career cycle of farmers.

The agricultural sector presents multiple business opportunities that can be exploited by youth in the provision of inputs to production, technology, primary production, value addition and support services. Government, through its existing programmes, will continue to mobilize, educate and train youth in preparation for careers in agriculture and related areas. Youth will be provided with a combination of theoretical and practical training in agri-business, intrapreneurship, home economics, agro-processing and soft skills that will enable them to gain the relevant capacities to start an agricultural enterprise, or undertake post-secondary training towards a career in the wider agricultural sector. Additionally, there will be an expansion of the School Gardens Programme in all public schools in both urban and rural areas.

Government, through its focal agencies, will structure and streamline its interaction with youth at their point of entry to the agricultural sector to enable a beneficial and fruitful experience. The capacity of new and existing youth agro-entrepreneurs will be built to successfully manage their enterprises within the context of the value chain. Emphasis will be placed on the demonstration and utilization of affordable technologies along the value chain in both urban and rural areas.

Business incubation tools, incorporating farmer field schools, fish farms, value added production facilities and internships with successful agribusinesses will be utilized to strengthen youth's capacity for operating an agribusiness enterprise. New and existing agro-entrepreneurs will be afforded the opportunity for mentorship for a period of two years to assist in transitioning them into successful producers.

Youth will be integrated in the Agro Park programme to take advantage of capital infrastructural investments made by Government to facilitate synergies within the production, processing, packaging and distribution chain in one place and strengthen the linkages between producers and end users of fresh and processed foods.

Extension services will collaborate with research and development and other local and international partners to continuously conduct research trials and develop technology packs for transfer to youth agro-entrepreneurs in both urban and rural areas.

Market information, intelligence and support will be provided to youth through relevant agencies. Additionally, the capacity of young agro-entrepreneurs shall be built to utilize technology to analyze available data, thereby making informed production and marketing decisions. Continuous capacity building will be conducted among youth in effective marketing techniques for their products.

4.1.1 Value Addition

Value addition is important in the creation of new markets, jobs, enhancement of farm incomes, and development of rural areas. In taking a holistic approach to agricultural development,

Government will encourage youth to move into value creation from local primary production to enhance their incomes and prospects for enterprise development. Despite the benefits of value addition, there are barriers to entry for youth, to either starting a value-added enterprise, or adding value to existing primary production. Government, in collaboration with the private sector and development partners, will therefore seek to address these barriers and create the space for youth creativity in developing and transitioning into their own value added enterprises.

4.2 Agro-Entrepreneurship

Opportunity driven youth agro-entrepreneurs are important for generating higher business potential in the agricultural sector, which focuses on leveraging the entire value chain for impactful growth, sustainability and transformation of the sector.

In order to promote greater awareness and appreciation of entrepreneurship in the agricultural sector, agro-entrepreneurship will be included in stimulatory programmes with youth at the primary and secondary levels. For students at the post-secondary, vocational and tertiary levels, curricula for agro-entrepreneurship will be developed and included alongside traditional agricultural programmes.

A programme will be instituted to build the entrepreneurial and business management capacity of new entrants to the agricultural sector to effectively start, operate, grow and sustain their enterprises. Additionally, emphasis will be placed on building existing youth agro-entrepreneurs' entrepreneurial and management capacity to produce higher potential business ideas that will improve growth, profitability and sustainability of their enterprises.

Existing ICT platforms will be improved and integrated to allow for greater accessibility of youth to business advisory services, including information to start and operate agricultural enterprises. Tools of communication that will allow for greater reach to youth across the island at their convenience will be utilized to increase the impact of such services.

Government recognizes the challenges faced by youth in accessing and obtaining financing and its adverse impact of undercapitalization of their agricultural enterprises. In this regard, models of financing (credit and grants) youth in agribusiness and innovative products that are relevant to this cohort will be developed, which can be utilized by both public and private sector credit providers. Partnerships with the private sector credit providers, buyers and suppliers will be developed to support youth in agribusiness financing for all types of enterprises.

4.3 Agricultural Education and Training

An agricultural education and training system is important to meet the demands of a modern agricultural sector, to enable its growth and development. Jamaica's agricultural education and training system is well developed, but requires better coordination to minimize duplication,

overlaps and optimize resources among existing institutions. In this regard, a national coordinating mechanism for oversight of national agricultural education and training will be created in line with the objectives of the agricultural sector and national education outcomes.

A demand driven agricultural education that produces knowledge and skilled agricultural practitioners will be promoted by Government. In this regard, there will be the commissioning of periodic studies on manpower projections and labour gap assessments for the agricultural sector, identifying job surpluses and shortages. This will be based on policy direction, existing and emerging trends, both nationally and globally.

A training needs analysis based on the results of the study will be used to define the type and level of training and education required, as well as the scope and sequence of the education and training necessary to develop a skilled and highly competent workforce. Thereafter, existing programmes and curricula will be adapted to meet the knowledge and skills requirements (including soft skills) of the agricultural sector. Short courses to further improve knowledge in selected areas will be offered to promote life-long learning in the sector. Stakeholders in the agricultural education and training system will be encouraged to upgrade modern teaching and training technologies that address agricultural knowledge and skill gaps.

Opportunities will be provided for students and educators/trainers to access scholarships and grants to pursue long term and short term studies at national, regional and international institutions, with an emphasis in areas where gaps are identified by the sector.

Youth participation in agricultural research and development will be promoted at all levels of the education system to foster innovation, develop solutions and provide exposure to youth. Government shall provide opportunities for youth to participate in its research programmes for the agricultural, science and energy sectors through internships, exchange programmes, joint research activities and mentorship. Internships will also be provided to teachers of agriculture and other sciences to foster greater linkages with the wider agricultural sector.

4.4 Public Education and Awareness

A public education and awareness programme that is broad-based and targeted at youth at different stages of their life will be implemented in collaboration with the private sector, farmers'/fishers' organizations and other stakeholders in the youth sector.

An inter-agency approach will be undertaken in the design and implementation of the public education and awareness programme. Government will collaborate with the media, schools, universities, colleges, civil society organizations and the private sector to design, implement and sustain this comprehensive public education and awareness programme.

5.0 POLICY IMPLEMENTATION

5.1 Institutional Framework

The Youth In Agriculture Policy and Implementation Plan (YIAPIP) involves cross-cutting issues which transcend the agricultural and rural sectors and cuts across the existing division of functions and responsibilities of various MDAs of the public sector. With few sector advocates responsible for seeing that attention is paid to youth in agriculture issues, they can easily be ignored or addressed in an uncoordinated manner.

The institutional framework comprises of the main implementing agencies, Jamaica 4-H Clubs, RADA and JBDC, contributing to core pillars of the policy, with other key Ministries and agencies performing supporting functions. The Jamaica 4-H Clubs will be the primary implementation and coordination agency for the YIAPIP. As the competent authority for youth in agriculture, the Jamaica 4-H Clubs will bring together all institutional and sectoral actors that have responsibility for specific aspects of the policy.

Oversight for the implementation of the YIAPIP will be placed under the purview of a National Youth in Agriculture Coordinating Committee and supported by four technical committees, Agri-Business Committee, Agro-Entrepreneurship Committee, Public Education and Awareness Committee and a National Committee on Agriculture Education and Training.

5.2 Legislative Framework

The Jamaica 4-H Clubs Act will be amended to expand its role as the principal agency responsible for implementing the Youth in Agriculture portfolio.

5.3 Communications Programme

A Communications Programme will be developed and implemented by the Youth In Agriculture Coordinating Committee to promote public awareness about the YIAPIP and programmes/projects being implemented to support youth in agriculture. It will ensure

accountability and trans	sparency in the implem	nentation of the Y	IAPIP by updating	g stakeholder:
and the general public a	bout its progress.			

1.0 INTRODUCTION

Youth are both a major human resource for development and key agents for social change, economic development and technological innovation. Their imagination, energies and vision are essential for the continuous development of the societies in which they live. Youth have the right to participate in decision-making on matters in which they have an interest and that affect them, towards improved standards of living. In this regard, youth are key stakeholders who can contribute to developing sound policies and implementation of effective programmes towards their well-being.

Despite the potential of youth to contribute to nation building, the National Youth Policy (2017 to 2030) recognizes that there are numerous challenges facing this cohort, which adversely impacts on their development and welfare. These include a high incidence of crime and violence occurring around and among youth, poor family structures, intergenerational inequities, poverty, injustice, unequal educational opportunities, limited job opportunities and high health risks associated with sexually transmitted infections. In response, the National Youth Policy (2017-2030) has identified six priority areas of intervention for the nation's youth. These are: Education and Training; Health & Well-Being; Employment and Entrepreneurship; Youth Participation and Mainstreaming; Social Inclusion and Re-integration; and Institutional and Youth Sector Arrangements.

Given that youth cuts across all sectors, these challenges are relevant to the development and implementation of policies that seek greater and quality involvement of youth in agriculture. The priorities identified by the National Youth Policy are also relevant to the National Youth In Agriculture Policy and Implementation Plan (YIAPIP), as it seeks to create the context for highly skilled, innovative, technically competent youth agro-entrepreneurs and professionals to create wealth from the agricultural sector, whilst participating in its governance systems.

The YIAPIP falls within the context of the Agriculture Sector Plan and the National Food and Nutrition Security Policy, which both place an emphasis on attracting more youth to the agricultural sector and building their capacities to participate accordingly. The YIAPIP does not seek to replicate the Agriculture Sector Plan or National Food and Nutrition Security Policy, which both detail Government's policies for agriculture and food and nutrition security. Instead, the YIAPIP seeks to build a platform to address issues facing youth in agriculture, develop the right mix of policies and strategies that meet their needs and aspirations, while simultaneously increasing their effective participation in the agricultural sector. This can be an important means of improving agricultural development, food and nutrition security, youth livelihoods and employment.

2.0 SITUATION ANALYSIS

2.1 Country Overview

Jamaica is defined as an upper middle income country by the World Bank. The Gross Domestic Product (GDP) per capita at current prices was J\$600,000 in 2015 (ESSJ, 2015). The country's main economic sectors are services, agriculture, mining, manufacturing and construction. The services sector accounted for 79.3 percent of total GDP, while the good producing sector accounted for 24.7 percent (ESSJ, 2015). The country's main exports include agricultural commodities, manufactured foods and products, crude materials, bauxite/alumina and mineral fuels.

At the end of 2015, the population was estimated at 2.73 million, 1.35 million males and 1.38 million females (ESSJ, 2015). Youth (ages 15 to 24) represented approximately 19.2 percent of the population, totaling 523,800 persons, with an estimated 266,600 males and 257,200 females. Life expectancy was 74.1 years in 2015, while the infant mortality rate has remained constant at 16.7 per 1,000 live births.

The Planning Institute of Jamaica (PIOJ)³ notes that Jamaica is currently at the intermediate stage of the demographic transition and has demonstrated evidence of being an ageing population. This is characterized by changes in the age structure of the population, namely, declining child (0–14 years), an increasing working age (15–64 years) and dependent (65+ years) elderly populations. High levels of emigration continue to be a predominant feature in the demographic process, creating the greatest impact on the population's size and structure. Based on current trends, the population is not expected to exceed 3.0 million by 2020 (PIOJ, 2014).

Employment stood at approximately 1.14 million persons in 2015, with males accounting for 57 percent and females, 43 percent of the total (ESSJ, 2015). Youth (ages 15 to 24 years) employment was 134,100 persons, with males accounting for 89,900 and females, 49,900. The Services Industry accounted 67.8 percent of the total employed labour force, while the Goods Producing Industry accounted for 32.2 percent. Agriculture, Hunting, Forestry & Fishing was the second highest employer of labour, accounting for 17.7 percent of the total labourforce.

The unemployment rate was 13.5 percent in 2015, with females having a higher level of unemployment, 17.8 percent, than males, 9.9 percent (ESSJ, 2015). Youth (ages 14 to 24) unemployment was 32.8 percent in 2015, when compared with the national average of 13.5

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³ Economic and Social Survey of Jamaica, 2014

percent and the adult (over 25 years) unemployment rate of 10 percent. Females were disproportionately affected, having a higher rate of unemployment at 41.2 percent, when compared to the national average for females of 17.8 percent and adult female unemployment rate of 13.9 percent. The youth male unemployment rate was 26.6 percent in 2015, when compared to the national average for males of 9.9 percent and the adult male unemployment rate of 6.7 percent.

2.2 Overview of Agricultural Sector

Economic Importance

The agricultural sector is important to the Jamaican economy, contributing approximately 6.6 percent to total Gross Domestic Product (GDP) in 2015 and averaging 6.7 percent over a five-year period. The sector is the second largest employer of labour, accounting for 17.7 percent of the total labour force in 2015. Food exports accounted for 17.4 percent of total merchandise trade in 2015.

Characteristics of the Agricultural Sector

The agricultural sector is considered to be dualistic in nature, consisting of the export and domestic sectors. The export sector is normally more organized than the domestic sector, consisting of large plantations that produce few crops which are sold in the markets of developed countries. However, with the erosion of preferential treatment for traditional exports such as sugar and bananas, the domestic market, especially for the latter, has become the primary market. The domestic sector consists of farmers producing vegetables, legumes, fruits, roots, tubers, condiments and livestock. Most of these commodities are produced for local consumption, while a proportionately small amount is exported.

Land in Farms

The Agricultural Census (2007) reported that there were 325,810 hectares of land in farms in 2007, which represents a decline of 46 percent over a 39 year period. This has been attributed to several factors, mainly, population growth leading to increased demand of lands for housing, coupled with industrial and commercial expansion; declining investment in agriculture overtime; and declining interest in agriculture as a business venture resulting from alternative opportunities.

There was an increase in the number of farms over the period 1996 to 2007 by 21.7 percent, which is attributed to fragmentation of farms (see table 1). Those categorized as landless⁴

⁴ Landless means that farms in which the minimum criteria for the land are not satisfied, but the holder is in possession of the number of animals required to satisfy the criteria to be considered as a farmer.

increased by 87.4 percent to 28,070 farms, while those under 1 hectare increased by 31.8 percent. All other farm sizes over 1 hectare declined over the 1996 to 2007, period as shown in table 1. Much of the decline in farms over 50 hectares are attributed to lands coming out of sugar and banana production.

Table 1: Number of Farms by Size Group of Farms

Size Group of Farms	2007	Percentage	Change 1996-2007		
		of all Farms		Percentage Change	
Landless	28,070	12.3%	13,090	87.4%	
Under 1 ha	151,929	66.4%	36,662	31.8%	
1 to under 5 ha	43,731	19.1%	-7,149	-14.1%	
5 to under 50 ha	4,543	2.0%	-1,489	-24.7%	
50 to under 200 ha	270	0.1%	-157	-36.8%	
200+ ha	140	0.1%	-229	-62.1%	
All Farms	228,683	100.0%	- 40,728	21.7%	

Source: Agricultural Census 2007

The average size of farms in 2007 was estimated at 1.4 hectares. This is a significant reduction from an average of 2.2 hectares in 1996, thus pointing to the trend of smaller farms due to fragmentation of land.

Water Use and Irrigation

Most small scale agricultural activity is rain-fed, as very little irrigation is used outside of the large commercial farms. This circumstance renders Jamaican agriculture particularly vulnerable to the effects of climate change in the form of the increased frequency and intensity of droughts that results in crop losses. The main types of irrigation are surface, sprinkler and drip irrigation systems. It is estimated that 90,000 hectares of the total arable area are irrigable, but only 30,100 hectares currently have irrigation infrastructure.

Fisheries and Aquaculture

Fish resources in Jamaica consist mainly of marine capture fisheries and aquaculture, with inland fisheries, not being economically significant. With the exception of industrial conch and lobster fisheries and the artisanal fisheries on Pedro Bank, all fisheries are operated on an open-access basis. Access to fisheries resources in international waters is limited only by the technical capabilities of the local fishing industry, so that intensity of fishing effort is a major determinant of production. Available fish stocks within the inshore fisheries are, however, considered inadequate to support a viable fishing industry due to significant reduction in commercial fish

stocks as a result of overfishing and the degradation of coastal and marine ecosystems over time. The country's major fishery exports are lobster and conch.

Aquaculture enterprises are comprised of small and large fish farms that specialize in the culture of Tilapia, which is processed locally and sold on the domestic market or exported. Other enterprises include oyster farms, shrimp culture based on imported larvae, ornamental fish culture based on imported species and the culture of aquatic plants.

Agro Processing

The sugar, rum, cocoa, coffee and citrus juice industries are the larger processors/exporters that utilize local raw material. Other processors using local raw material include vegetables, fruits, ackee, tubers, liquid eggs, condiments etc., to make canned, bottled or other packaged products for the domestic and export markets. There are also some primary processors of fruit puree who also sell to secondary processors. The livestock industry also supplies various meats such as poultry, beef, pork, fishery products etc., for their respective industries.

Challenges to the Sector

The agricultural sector has been adversely impacted by climate change and climate related events such as droughts, floods, tropical storms and hurricanes. The past decade has seen furious storms and hurricanes which have wreaked havoc on crops, livestock and fisheries production and agricultural infrastructure.

Other challenges confronting the sector include low productivity, high production costs, limited application of good agricultural practices, low application of technology to farming, high post-harvest losses, small and uneconomic size of land holdings, limited access to credit, poor quality of feeder and farm roads, high incidence of praedial larceny, limited use of marketing intelligence, poor organization of producers and weak producers' organizations.

Government's continuous work with producers, their organizations and other value chain actors will be critical in reducing the challenges facing the sector and its stakeholders and taking advantage of opportunities presented to Jamaican products in local and international markets.

2.3 Overview of Youth in Agriculture

Census of Agriculture

The Census of Agriculture 2007 reports that there were 210,853 individual holders, 139,965 males, 63,690 females and 7,198 unreported. There were 12,356 individual holders under the age of 25, with males accounting for 76.3 percent of the total and females, 20 percent (see table 2).

There were 31,890 individual holders between the ages of 25 to 34⁵ years, with males accounting for 66.8 percent of the total and females, 29.7 percent.

Table 2: Number of Individual Holders (under 25 to 34)

Age	Total	Male	Female	Not Reported
Under 25	12,356	9,436	2,473	447
25-34	31,890	21,301	9,479	1,110
Total	44,246	30,737	11,952	1,557

STATIN (2007). Census of Agriculture 2007 Preliminary Report.

Farmers under 25 years of age represented 5.9 percent of the total, with males having a higher proportion, 6.7 percent, than females, 3.9 percent (see table 3). The 25 to 34 age group represented 15.1 percent of the total, with male and female participation rates having a small differential of 0.3 percent. In total, the age group 'under 25 to 34' years accounted for 21 percent of the total, with males representing 22 percent and females, 18.8 percent.

Table 3: Individual Holders (under 25 to 34) as Percentage Total Holders

Age	Total	Male	Female	Not Reported
Under 25	5.9%	6.7%	3.9%	6.2%
holders as a				
Percentage of				
Total Holders				
25-34 holders as	15.1%	15.2%	14.9%	15.4%
a Percentage of				
total holders				
Aggregate	21.0%	22.0%	18.8%	21.6%
Percentage of				
Total				

STATIN (2007). Census of Agriculture 2007 Preliminary Report.

The parishes of St. Elizabeth, Clarendon, Manchester, Westmoreland and St. Catherine accounted for 66 percent of total youth under 25 years, 62 percent between 25 to 34 years and 63 percent between 'under 25 to 34' years.

The Census of Agriculture also shows that 77 percent of individual holders 'under 25' years identified secondary education as their highest level of education, while only 4 percent had completed tertiary education. The situation was not very different with individual holders of ages 25 to 34 years, where 71 percent attained secondary education as their highest level of education, while only 4 percent had completed tertiary education. For both age groups, more

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⁵ Published data was limited to 10-year age bands.

females had attained secondary and tertiary education as their highest level of education than their male counterparts.

Trends in Registration of Youth in Agriculture

Registration data from the Rural Agricultural Development Authority's (RADA's) Agri-Business Information System (ABIS) for the three-year period, 2014 to 2016, shows an overall positive trend for the registration of youth between the ages of 15 to 35 years. There was a 158 percent increase in registration of this age group between 2014 and 2016 for the entire island (see table 4 below). There were general increases in the rates of registration at the parish level, with St. Elizabeth, Hanover, St. Andrew and Westmoreland recording the highest rates of increase over the period, 2014 to 2016.

With respect to gender, in all instances, males had a higher registration rate than females. Overall, the rates of increase in farmer registration were higher among females, except for Trelawny, Westmoreland and St. Catherine.

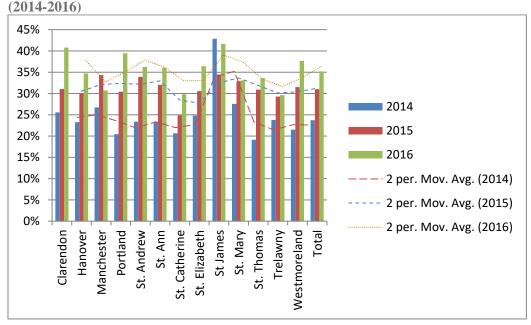
Table 4: Registration of Youth (15-35 years) with RADA for the Period 2014 to 2016

Parish	2014				2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	change (2014 to 2016)
Clarendon	58	23	81	134	44	178	94	41	135	67%
Hanover	9	1	10	33	6	39	41	10	51	410%
Manchester	96	37	133	155	68	223	117	55	172	29%
Portland	34	12	46	61	19	80	48	42	90	96%
St. Andrew	29	7	36	40	20	60	124	30	154	328%
St. Ann	40	16	56	70	12	82	93	43	136	143%
St. Catherine	68	25	93	103	45	148	147	54	201	116%
St. Elizabeth	50	10	60	150	36	186	224	105	329	448%
St James	35	4	39	77	15	92	101	34	135	246%
St. Mary	26	9	35	72	27	99	55	28	83	137%
St. Thomas	62	13	75	122	34	156	98	39	137	83%
Trelawny	17	8	25	38	8	46	37	16	53	112%
Westmoreland	33	13	46	78	19	97	165	55	220	378%
Total	557	178	735	1133	353	1486	1344	552	1896	158%

Source: ABIS, RADA (2017)

Figure 1 shows youth (ages 15 to 35) registration as a percentage of total farmer registration over the period 2014 to 2016.

Figure 1: Youth (Ages 15-35 years) Registration as a Percentage of Total Farmer Registration



Source: ABIS, RADA (2017)

Youth registration (ages 15-35) moved from 24 percent of total farmer registration in 2014 to 35 percent in 2016. The parishes with the highest rates of increase over the 2014 to 2016 period were Portland, 19 percent, Westmoreland, 16 percent, St. Thomas and Clarendon, 15 percent, respectively. St. James, despite being the parish with the highest youth registration rate, was the only parish that recorded a reduction, which was a mere one percent.

Overall, female youth registration as a percentage of total female youth registration was lower than male youth registration as a percentage of total male registration for all years under consideration. There were parishes such as Clarendon, St. Mary and Trelawny in 2014, St. Andrew and St. Catherine in 2015, and Portland and St. Mary in 2016, where female youth registration as a percentage of total female youth registration was higher than male youth registration as a percentage of total male registration.

Main Agricultural Activities

Based on farmer registration data, youth are involved in various agricultural and fishery activities. These include traditional and non-traditional export crops, horticulture, apiculture, livestock (beef, dairy, goat, sheep, pig, poultry, rabbits/small stock), fish farming, ornamental fishery and nurseries.

There is generally a positive trend towards youth interest and investment in the agricultural sector in Jamaica. This is evidenced by data from the Census of Agriculture (2007) and trends in the registration of youth from the ABIS database. One main influence has been the investment of GOJ into transitioning youth through training and grant support for startup of their agricultural enterprises and for specific crops through import substitution programmes. The programmes of Government to include more youth and women as strategic pillars in RADA's Strategic Plan may also be influencing this growth in registration. It is now important for new entrants to be supported and their participation maintained through relevant capital, mentorship, training and support services.

2.4 Perceptions of Youth In Agriculture

A *Perceptions of Youth In Agriculture Survey* among 167 high school students revealed that 62 percent of respondents would pursue a career in agriculture or agribusiness, while 36 percent would not do so⁶. The main reasons given for pursuing a career in agriculture or agribusiness was centered on agriculture's importance to the country, love and passion for the field, working with animals and plants, opportunities presented by agriculture, profitability and attractiveness of the business endeavour.

The main reasons given for not wanting to pursue a career in agriculture or agribusiness were having a different career choice, no interest in the field, its difficulty, lack of opportunities, unprofitability, lack of support and a poor career choice.

An *Experiences of Youth In Agriculture Survey* revealed that respondents whose first career choice was agriculture (whether full or part time), lived in, or came from farming communities, thought that farmers from their communities were successful and had family members involved in farming who they thought were successful.

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⁶ Two percent of respondents did not select a response

2.5 Experiences of Youth In Agriculture

The *Experiences of Youth in Agriculture* were solicited during focus group discussions at three policy consultation workshops in St. Elizabeth, St. Catherine and Clarendon in 2016 and the compilation of the findings of a survey conducted among these youths.

Profile of Entrants to the Agricultural Sector

Youth entrants to agriculture are from various avenues of life. Young farmers may:

- Originate from farming communities;
- Have parents or relatives involved with farming;
- Have formal education in agriculture/agribusiness or related areas (sciences);
- Have training in specific areas from Jamaica 4-H Clubs, HEART, RADA, farmers' organizations, projects, etc.;
- Have training in business related fields;
- Have no training or formal education in agriculture or related areas;
- Have a primary vocation and use agriculture to earn extra income; and
- Have a profession and use agriculture to earn extra income.

Given the diversity of backgrounds, these youths will require different levels and types of support from Government to be successful in their agricultural enterprise.

Knowledge of Production Operations

Focus group discussions revealed that youth entering into agriculture are typically enthusiastic about production, but lack the experience and technical competencies in skills specific to their agricultural enterprise. This oftentimes leads to failure of their crop or livestock operations, and individuals operating on a "trial and failure" basis.

Conversely, there is a tradition of strong parental or relational support which provides mentorship and positive guidance to youth in their farm enterprises, which increases their chances of success. It was noted that youth, who were given training and inputs, were also more successful than those who started out without any knowledge or support.

Climate Change

Youth were aware of the negative impacts of climate change on their production systems. The adverse impacts of climate change resulted in higher pest and disease infestations, mortality of livestock, delay in production cycles and gluts after seasons of rainfall. Mitigation strategies

were practiced by youth to some extent, which helped to reduce the adverse impact of climate change on their production systems.

Use of Technology

On-farm technology was limited to the use of tractors, irrigation systems and mist blowers. Although youth were aware of technology that could be used on-farm, its affordability posed a great challenge to these farmers.

Majority of youth surveyed had access to internet and a smart phone. Hence, much of their research for technical information was primarily conducted through the internet.

Access to Markets

Youth tended to have a market for their output majority of the time and accessed diverse market segments. Marketing challenges were similar to those encountered by other farmers, such as gluts, low prices, manipulation from buyers, no markets and inability to collect from buyers. However, there is need for youth to access and interpret market information for decision making and optimal marketing outcomes.

Access to Land

Land tends to be available on the private market for rental from community sources at reasonable rates, or at no cost from family members. Traditional farming areas tend to have a limited amount of land for rental, so youth may have to go outside of these areas. Urban youth have greater challenges in accessing land and sometimes go into rural areas to lease or rent land. Some youth in urban areas use green spaces nearby, or their limited yard space for agricultural activities.

Financing

There are no specific products targeting the youth population engaged in agriculture, but they can access the lines of funding that are specific to agriculture or MSMEs. Despite youth utilizing funding from their savings, family or informal credit sources, they expressed the desire to access low interest financing, without onerous collateral requirements. However, without full technical expertise in operating an agricultural enterprise, this cohort presents a risk for lenders. Therefore, providing financing without adequate capacity building and support systems may undermine any effort to provide sustainable financing for youth in agriculture.

Agricultural Education and Training

There are diverse offerings for agricultural education at the secondary, post-secondary/vocational and tertiary levels which are accessible to the population. *An Analysis of Agricultural Education in Jamaica* (Balschweid and von Freyhold, 2010) pointed to several gaps in the agricultural education system, namely:

- Lack of clearly underpinned policies, aims and objectives of agricultural education;
- Fragmentation of the agricultural education/training sector whereby various actors in the field of agricultural education and training act independently from each other, which reduces efficiency and effectiveness of physical facilities, agricultural educators and trainers;
- Issues of insufficient student complement and resources for agricultural high schools;
- Need for aligning curriculum development to the needs of the agricultural sector;
- Lack of financing of agricultural education; and
- Limited coordination or cooperation among actors in the field.

The analysis points to several areas for improvement in facilitating youth investment and participation in the agricultural sector. These include technical and entrepreneurial training, introducing financing schemes that can be accessed by youth, providing youth specific support services, improving youth's access to land and greater uniformity of agricultural training and education.

2.6 Institutional Framework

This section outlines the main public sector institutions that provide the enabling environment for youth participation and investment in the agricultural sector. The main areas are policy (agriculture and fisheries, education and youth), agricultural and fisheries research and development, agricultural and fisheries extension services, youth in agriculture programmes, business support services, agricultural education, training, school gardens, access to credit and access to land.

Other institutions providing support to youth in agriculture include producer organizations, non-Government organizations, community groups, universities, community colleges and international development partners.

The matrix below shows the main public sector institutions that support youth in agriculture.

INSTITUTION	INSTITUTION	FUNCTION
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	Policy	Research & Development	Extension Services	Business Support Services	Agricultural Education	Training and Youth Development	Access to Finance	Access to Land
Ministry of						_		
Commerce,								
Industry,								
Agriculture and								
Fisheries								
Ministry of								
Education, Youth								
and Information								
Rural								
Agricultural								
Development								
Authority								
Aquaculture								
Branch, Fisheries								
Division								
Agro-Investment								
Corporation								
Jamaica Business								
Development								
Centre								
Jamaica 4-H								
Clubs								
Development								
Bank of Jamaica								
National People's								
Cooperative Bank								
National Land								
Agency								
The College of								
Agriculture,								
Science and								
Education								
The University of								
the West Indies								
(UWI)								
Community								
Colleges								
Ebony Park								
HEART								
Academy								
Knokclava								
Agricultural								
School								
High Schools								

2.7 Legislative Framework

The Jamaica 4-H Clubs Act (1966) seeks to promote the education and training of children and young persons to, *inter alia*:

- Increase efficiency in farming and home making;
- Stimulating interest in rural life; and
- Encouraging cultural and civic development and activity.

The Act establishes the management structures at the national and parish levels and administration of the affairs of the Jamaica 4-H Clubs.

Outside of the Act that establishes the Jamaica 4-H Clubs and its regulations, there is no legislation that deals with the thematic area of youth in agriculture.

2.8 International and Regional Frameworks

The international and regional plans of action, though not specifically related to youth in agriculture, provide the framework for holistic youth intervention at the national level. The main plans of action are detailed below.

2.8.1 World Programme of Action for Youth to the Year 2000 and Beyond

The World Programme of Action for Youth (WPAY) to the Year 2000 and Beyond was adopted by the General Assembly in its Resolution 50/81 of 1995. The WPAY provides a policy framework and practical guidelines for national action and international support to improve the situation of young people. It contains proposals for action, aiming at fostering conditions and mechanisms to promote improved well-being and livelihoods among young people. Measures to strengthen national capacities in the field of youth and increase the quality and quantity of opportunities available to young people for full, effective and constructive participation in society were included in WPAY. There are three priority areas relating to youth in agriculture, namely, Education, Employment and Hunger & Poverty.

2.8.2 CARICOM Youth Development Action Plan 2012–2017

The CARICOM Youth Development Action Plan (CYDAP) is a holistic and multi-sectoral institutional framework for national policy, integrated planning and action. The CYDAP operationalizes the Declaration of Paramaribo on the Future of Youth in the Caribbean Community (CARICOM), complements the implementation of the Caribbean Single Market and Economy (CSME) and supports mainstreamed adolescent and youth well-being and empowerment. The core values guiding the CYDAP are creativity and innovation, participation, partnership, respect for diversity, youth leadership and integrity.

The CYDAP is anchored in CARICOM Youth Development Goals (CYDGs) which outline six main policy areas and actions to achieve minimum acceptable standards in wellbeing, empowerment and continuous engagement for young people between the ages of 10 to 29 years. The CYDGs incorporate thematic issues which are common to national youth policies across the region and require a range of integrated and coordinated policy and programming responses at the national and regional levels. Each goal is accompanied by a set of targets and indicators to guide implementation efforts.

3.0 Rationale for Policy

The agricultural sector is important to the Jamaican economy, contributing 6.6 percent to GDP and employing approximately 17.7 percent of the labourforce in 2015 (ESSJ, 2015). The Census of Agriculture 2007 shows that youth, ages 15 to 34 years, accounted for 21.6 percent. Data from RADA's ABIS shows that there was an overall positive trend for registration of youth between the ages of 15 to 35 years of age, which moved from 24 percent of total farmer registration in 2014, to 35 percent in 2016.

Technical and Entrepreneurial Capacity

Despite the positive trend in youth participation in the agricultural sector, youth experience significant challenges in the establishment, operation and management of their agricultural enterprises. Youth are enthusiastic about production, but lack the experience and technical competencies in areas such as farm management, agronomic or animal husbandry practices, good agricultural practices, food safety, post-harvest practices, collection and use of market information, among others. This is compounded by a lack of entrepreneurial skills by some of the youth cohort, especially those without prior training and exposure to business. There is also need to move beyond primary agriculture and create greater products and services along the value chain.

Significant investment needs to be made in improving the technical and entrepreneurial capacity of existing and incoming youth farmers. There are already institutions with this expertise, such as HEART, community colleges and the extension services at the local levels that can be utilized to build technical capacity of youth. The mainstreaming of climate smart production is necessary to inculcate these practices from the onset of engagement with youth. This will enhance the success of their enterprise and reduce the risk of failure.

The encouragement of youth entrepreneurship in the agricultural sector to provide inputs and support services along the value chain will likewise require capacity building, technology packs, information on potential business models, financing and handholding.

The preparation for accessing high value markets, such as supermarkets, restaurants, hotels and exports, rests on the ability of farmers to produce in adequate quantities, use good agricultural practices, observe proper harvest and post-harvest methods and correct transportation methods. Cooling trucks and a packing house may even be required by some buyers to ensure the highest food safety and quality standards. It is therefore imperative that policies which target high value markets also focus on building youth's capacity to deliver quality food at high standards along the value chain. These initiatives are costly and require capital investments, technology,

knowledge and business savvy, which may not be readily possessed by most youth entering the agricultural sector.

Land

Access to land is an important factor in agricultural development. Economies of scale, especially for some crops, require access to large tracts of land for competitiveness. Although there is land available on the private market at reasonable rates, there needs to be greater portion of Government owned land allocated to youth wanting to invest in the agricultural sector.

Financing

Financing of operations are challenging for youth, most of which depend on personal savings, family support and informal credit financing. There is limited use of the formal financial sector for obtaining credit due to onerous requirements and youth's inability to meet them. Additionally, given the high failure rate of agricultural ventures, there are great risks in lending to youth because of their inexperience. This affects the level of investment in the agricultural enterprise, utilization of technology and the ability to upgrade operations along the value chain. It is therefore important to build financing models for youth in agriculture to meet their capital requirements, while reducing the risks to the lenders.

Institutional Support

Outside of the Jamaica 4-H Clubs and youth in agriculture projects, the existing institutional framework does not provide differentiated services for youth wanting to enter agriculture, or those currently in agriculture. The services (extension, business development, capacity building, etc.) and approaches are generalized and do not cater to the needs and peculiarities of youth. This does not mean that youth are not provided with these services along with the rest of the farming population, but its present structure does not support effective investment promotion and capacity building among youth.

Greater coordination for youth in agriculture programmes is also needed at the institutional level, as there are many initiatives in this area, but no guiding framework for interventions. The strengthening of the transition of youth into mainstream agriculture is necessary for building on early interventions in training and sensitization. This will mean providing youth with the mechanisms for ease of entry and access to information and tools, handholding, business support, technical support, financing, land, adoption of technology and transition from the agricultural education/training system into actual agricultural enterprises. A robust institutional framework with properly targeted resources will see a greater proportion of youth transitioning into the agricultural sector and becoming successful in their enterprises.

Governance Systems

Youth are oftentimes not included in governance and policy processes, as they are sometimes seen as potential beneficiaries of programme/project assistance and not partners in development. They should be seen as key stakeholders who can contribute to developing sound policies and implementing effective programmes geared at the redevelopment and enhancement of the agricultural sector. By taking this approach, the right mix of strategies that meet the needs and aspirations of youths can be developed, while simultaneously increasing their participation in the agricultural sector.

Youth in Agriculture Policy

A Youth In Agriculture Policy is being developed to provide a cohesive framework for youth participation in the agricultural sector as entrepreneurs, to capitalize on business opportunities along the value chain. It intends to build on past gains of initiatives in the sector that have resulted in a reasonable participation of youth, as evidenced by registration data. The policy recognizes that there are serious constraints to youth's successes in agriculture that can cause failure and lead to an exit from the sector. There is need to address these constraints to ensure successful youth participation which impacts on the growth and development of the agricultural sector and the economy of Jamaica. Youths must be seen as creative assets and valuable human resources whose abilities must be harnessed for the betterment of the sector.

The policy is aligned to the National Development Plan- Vision 2030 Jamaica, Agricultural Sector Plan, Food and Nutrition Security Policy and National Youth Policy.

4.0 THE POLICY

4.1 Scope of Policy

The Youth in Agriculture Policy seeks to create an enabling environment for youth's transition to, and investment in the agricultural and fisheries sectors⁷, taking into consideration the entire value chain for both conventional and organic production systems. Youth, for the purpose of this policy, is defined as those persons between the ages 15 to 35 years⁸.

The policy falls within the context of the broader Vision 2030-Agriculture Sector Plan and National Food and Nutrition Security Policy, which details Government's overall policy for the agricultural sector and food and nutrition security. The Youth in Agriculture Policy seeks to enhance the overarching policy framework by addressing key binding constraints to youth engagement, transition and investment in the agricultural sector, creation of successful youth agricultural enterprises and youth inclusion in policy governance systems.

Thematic areas covered by the policy are youth agribusiness development, youth agroentrepreneurship, agricultural education and training and public education and awareness.

4.2 Guiding Principles

- **i. Agro-entrepreneurship:** Youth possess the initiative, drive, capacity and ability to profitably take advantage of business opportunities along the value chain, whilst incorporating innovation and creativity to continuously improve their enterprises.
- **ii. Value Creation:** Youth possess the capacity to progressively move from operating enterprises that are solely dependent on primary production, towards engaging the value chain, to increase the value of their products, services and enterprises.
- **iii. Research, Technology and Innovation:** Youth at all levels shall be engaged in processes that promote knowledge creation and generation; application of knowledge towards development of practical and marketable solutions; and the creation of new processes and products that meet stakeholders' demands.

⁷ The term agricultural in this policy will be used to encompass agriculture and fisheries.

⁸ The United Nations (UN), for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. However, the agricultural sector in Jamaica and across the world tends to adopt a broader definition of youth to compensate for the longer career cycle of farmers.

- **iv. Knowledge and Capacity Building:** Youth possess intellectual and technical capacity to effectively and profitably operate their agricultural enterprise or function in their area of expertise within the agricultural sector.
- v. Environmental Sustainability: Youth utilize good agricultural and manufacturing practices and adopt climate change mitigation measures in the operation of their enterprises and conduct of activities.
- vi. Participation and Involvement of Youth Stakeholders: Youth are included and participate in governance processes and provide input to the development of programmes, projects and services that impact on their livelihood.
- **vii. Gender Equality:** Programmes, projects and initiatives developed under this policy will equitable respond to the needs of males and females across all categories of youth.
- **viii. Partnership:** The involvement of all actors contributing and collaborating effectively in supporting policy, programme and project implementation for youth in agriculture, based on their areas of specialization, resources and comparative advantages.

4.3 Policy Vision

The vision of the policy is:

"Youth are empowered for full participation in the agricultural sector through leadership and enterprise development that will bring about profitability, innovation and environmental sustainability."

4.4 Policy Goal

The goal of the policy is:

"To provide an enabling environment to facilitate the development of successful youth involvement in the agricultural sector."

4.5 Policy Objectives

The objectives of the policy are to:

- Build capacity of youth to successfully transition into, and participate in the agricultural sector.
- Provide an enabling environment for agricultural enterprise creation and development, leveraging the value chain.
- Equip youth with knowledge and skills to participate in agriculture and other related sectors.
- Improve the perception, appreciation and legitimization of the agricultural sector among youth.

4.6 Elements of the Policy

4.6.1 Agribusiness Development

The agricultural sector presents multiple business opportunities that can be exploited by youth in the provision of inputs to production, technology, primary production, value addition and support services. Government recognizes that the repackaging of the agricultural sector will be essential in attracting youth in selecting careers and taking advantage of business opportunities along the agricultural value chain. Additionally, economic resources, land, irrigation, technical support and capacity building will be necessary for youth entering the sector and conducting agribusiness activities to improve their prospects for success. Public private partnerships will be a critical mechanism to support interventions for youth agribusiness development. Interventions to educate, equip and support youth to effectively participate in the agricultural sector and agricultural value chains will therefore be imperative for its long-term development and sustainability.

Stimulatory Interventions

Government, through its existing programmes, shall continue to mobilize, educate and train youth in preparation for careers in agriculture and related areas. Youth will be provided with a combination of theoretical and practical training in agri-business, intrapreneurship, home economics, agro-processing and soft skills that will enable them to gain the relevant capacities to start an agricultural enterprise, or undertake post-secondary and tertiary training towards a career in the wider agricultural sector. Youth will also be provided opportunities to participate in agricultural shows.

Greater emphasis will be placed on preparing youth to fill key manpower gaps and take advantage of opportunities that are present in the agricultural sector. Youth will be sensitized to the vast career and enterprise opportunities presented by the sector and respective avenues of training. Programmes for training will incorporate climate smart agricultural practices for heightened sensitization among youth of its importance in production systems. Greater collaboration will be sought with the National Youth Service to expose more youth to working in agricultural enterprises.

More advanced training programmes for youth will be aligned with the National Vocational Qualification of Jamaica (NVQ-J) to ensure accreditation, national recognition and smooth transition to more advanced programmes.

Greater engagement of students, with support from teachers, in areas of science, business, technology and arts will be encouraged for solving key agricultural problems and contributing to

knowledge and innovation in the agricultural sector at the secondary, vocational and tertiary levels.

The participation of teachers and parents in stimulatory programmes will be encouraged to ensure greater sensitization to, and appreciation of the agricultural sector.

School Gardens

Government shall continue to expand its School Gardens Programme in all public schools in both urban and rural areas. Technologies for agricultural production and good agricultural practices, including climate smart practices, will be demonstrated using school gardens. The main objectives of the programme will be to:

- Provide an opportunity for youth to be exposed to agriculture and modern agricultural technologies, concepts and tools;
- Enhance the teaching of agriculture and its linkage with other science and business subjects in schools;
- Enhance the performance of students in agriculture and other science subjects;
- Create an appreciation of the importance of sustainable agriculture and the environment;
- Influence students to choose a career or business opportunity in the agricultural sector or a science and technology related area;
- Supply produce to the school feeding programme;
- Increase interest in eating locally produced and nutritious foods among youth;
- Demonstrate business opportunities along the value chain (primary and value added) of items produced in the school gardens; and
- Improve life skills, including working with peers and self-understanding.

All youth will be targeted for participation in this programme.

There will be capacity building of the school and community towards ownership of school gardens to ensure sustainability of the programme.

Technology and Innovation

Government shall collaborate with universities, research institutions and the private sector to support youth in the innovation, development, testing and commercialization of technologies for utilization in the agricultural sector. Partnerships will be targeted at the national, regional and international levels to provide resources for, and develop the capacities of youth for innovation and technology. Assistance for the commercialization, patenting, pricing and marketing of these technologies will be provided to ensure that youth derive maximum income from their intellectual properties.

Facilitation of Entry into Agribusiness

Government, through its focal agencies, will structure and streamline its interaction with youth at their point of entry to the agricultural sector to enable a beneficial experience through:

- Development of Standard Operating Procedures (SOPs) for agencies interacting with youth upon inquiry and registration of an agricultural enterprise;
- Compilation of a starter package for youth, that is available both in office and through an information portal, with all the relevant information and linkages needed for the establishment and operation of an agricultural enterprise, including business opportunities, regulatory requirements and support services;
- Use of web-based platforms to assess the level of readiness, both technical and entrepreneurial, of young applicants and based on the results, structured referrals to appropriate agencies or programmes for funding, training and support; and
- Provision of assistance for development of business and farm plans using online tools and in-house staff.

Government shall promote greater use of web-based platforms for interaction with youth and dissemination of information and tools for their utilization. National competitions will be held among youth to develop these platforms and online tools for young agro-entrepreneurs.

Youth will be monitored over a period of at least three years to track their progress, identify gaps and document good practices for input to future policy and programme interventions.

Capacity Building

Government shall build the capacity of new and existing youth agro-entrepreneurs to successfully manage their enterprises within the context of the value chain. Incarcerated youth shall be targeted for capacity building programmes to equip them with livelihood opportunities in agribusiness. Youth from urban areas will also be equipped to operate agricultural enterprises within their environments, within the context of zoning regulations.

Emphasis will be placed on the demonstration and utilization of affordable technologies, including water management, along the value chain in both urban and rural areas. Youth will be offered the opportunity to choose their modality of learning through a wide variety of onsite and online training programmes offered by respective Government agencies. Climate smart production practices and the use of climate information will be mainstreamed into all training programmes to inculcate these practices from the onset of engagement with youth.

Business incubation tools, incorporating farmer field schools, fish farms, value added production facilities and internships with successful agribusinesses will be utilized to strengthen youth's capacity for operating agribusiness enterprises. Continuous learning will be encouraged so that youth are kept up to date with more improved practices and technologies.

New and existing agro-entrepreneurs will be provided the opportunity for mentorship by successful farmers/fish farmers, retired extension officers, Jamaica 4-H Club officers and agricultural science teachers from each parish or extension area. Mentors will be assigned to youth upon registration for a period of two years to provide support and assist in transitioning them into successful farmers/fish farmers. Mentors will also undergo a period of orientation and training to ensure structured delivery of the mentorship programme. Oversight to the programme will also be provided to ensure its smooth operation.

Extension services will collaborate with research and development, other local and international partners to continuously conduct research trials and develop technology packs for transfer to youth agro-entrepreneurs in both urban and rural areas. Technology for production of crops, livestock and fisheries, which are not readily available from Government, private sector or farmers'/fish farmers' organizations locally, will be sourced through collaboration with international development partners, or through bilateral cooperation. Training will be conducted with lead trainers (including youth) and the technology transferred to local youth agroentrepreneurs. Government shall continue to work with bilateral and international development partners in offering training courses to youth in their field of choice.

Government shall assist youth in the identification and development of support services for commercialization in the agricultural sector. Resources to inform potential areas of service delivery will be made available to youth. Capacity building activities will be conducted for equipping youth in identified areas through partnerships within Government, with training institutions and the private sector.

Extension Support

Government shall adopt a specialized approach towards youth in the administration of its crop, livestock and fisheries extension services by ensuring that SOPs are developed and executed for continuous interaction with this cohort in addressing their needs. Given the high farmer to extension officer ratio, Government shall effectively utilize web-based platforms to respond to challenges faced by youth and assist in the resolution of their technical problems. Online and social media helplines will be utilized for real time extension support to youth.

Agro Parks and Designated Agricultural Areas

Youth shall be integrated in the Agro Park programme to take advantage of capital infrastructural investments made by Government to facilitate synergies within the production, processing, packaging and distribution chain in one place and strengthen the linkages between producers and end users of fresh and processed foods.

Government will build the capacity of youth to access high valued markets, through training that focuses on good agricultural practices along the value chain, technical support, provision of facilities and financing. Youth will be encouraged to invest in non-traditional areas that have a high rate of return and ready markets, or ready opportunities for value addition for uptake of production.

Youth farmers shall be allocated 20 percent of land in Government owned Agro Parks and agricultural areas designated by Government on a phased basis over a five-year period.

Land

Government shall allocate 20 percent of land designated for agricultural purposes for youth entrants and existing youth agro-entrepreneurs from its existing land banks over a five-year period. Existing procedures will be reviewed to ensure non-discrimination against youth in the application, review and award of lease of land. Youth accessing land from Government land banks will be encouraged to participate in Government's youth agribusiness and agroentrepreneurship programmes.

Marketing

Government will continue to provide market information, intelligence and support to youth through its relevant agencies. Additionally, the capacity of youth agro-entrepreneurs shall be built to utilize technology to analyze available data, thereby making informed production and marketing decisions. In this regard, youth will be trained in the utilization and application of data provided by existing marketing information systems and apps for decision making. Youth will also be trained in conducting small market surveys and canvassing of key buyers in various market segments to inform their production and marketing strategies.

Government will conduct continuous capacity building among youth in effective marketing techniques for their products. Emphasis will be placed on, *inter alia*:

• Product selection and development;

- Pricing strategies;
- Determination and selection of appropriate distribution channels;
- Promotional strategies, including packaging, branding, simple advertising methods, etc.; and
- Communication strategies for interacting with customers.

Linkages between marketing, production, harvest, post-harvest practices and good agricultural/production practices will be continuously emphasized among youth to ensure that the highest quality and standards are maintained in the sector.

Government shall continue to work with market segments, such as hotels, supermarkets, restaurants, schools, institutions, importers, etc., to create access to these markets for youth. Support and capacity building will also be provided to youth in meeting requirements and standards of these market segments.

4.6.1.1 Value Addition

Value addition is important in the creation of new markets, jobs, enhancement of farm incomes, and development of rural areas. In taking a holistic approach to agricultural development, Government will encourage youth to move into value addition from local primary production to enhance their incomes and prospects for enterprise development. Despite the benefits of value addition, there are barriers to entry for youth, to either starting a value-added enterprise, or adding value to existing primary production. Government, in collaboration with the private sector and development partners, will therefore seek to address these barriers and create the space for youth creativity in developing and transitioning into their own value added enterprises.

Stimulatory Interventions

Government shall seek to stimulate interest in value addition in its programmes targeted at youth in schools, institutions and communities, through exposure to simple processing techniques for product development, study tours and competitions. Existing curricula for value addition at the stimulatory level will be revised to include greater emphasis on technology and innovation in product development. Innovation among youth shall be encouraged to develop affordable technology for value addition through competitions at the local and national levels.

Government shall emphasize the use of locally produced commodities in the production of a variety of value added products. Displays highlighting products by youth will continue to form part of agricultural shows, school open days, and other events. Emphasis will be placed on the development of value added products that are scalable and easily commercialized.

Promotion of Value Addition

Government shall promote value addition among potential and new entrants and existing youth to the agricultural sector. These youth shall be provided with the necessary resources and capacities to perform value addition to their primary production, or start and operate their own value added enterprises. Youth will be provided with easily accessible information through help desks and web based platforms.

Value added potential to primary production shall be demonstrated through the use of simple and inexpensive technologies that are accessible to youth through existing programmes. This will enable the conversion of their primary production to valued added products, which can be sold for higher prices. Promotion of value added will be based on research that informs product development and application of technology for conversion of raw materials into processed products.

Incubators for conversion of primary production to value added products will be made available to youth to reduce start-up costs, provide training, mentorship and technical assistance in their venture. Where youth choose to invest in their own facilities, Government shall provide technical assistance in the selection and sourcing of appropriate equipment, design and layout of facilities that meet public health, food safety, international quality standards, training, mentorship and low cost financing. Assistance and advice will be provided to all youth in developing and sourcing appropriate and affordable designs and packaging for their products. Youth will continue to benefit from interventions that strengthen their capacities to brand and market their products in local and export market segments.

Government shall emphasize innovation among youth in product development, including the use of technologies. Competitions and 'think tanks' will be used to promote innovation among youth, with requisite support for commercialization. Youth from diverse academic and vocational backgrounds will be encouraged to be part of initiatives that promote greater innovation in the use of local raw material and technologies for development of value added products. Youth will also be given the opportunity for involvement in research and development programmes through internships in Government, tertiary institutions and private sector.

Collaboration among Government agencies, tertiary institutions, international development partners and the private sector will be pursued to enhance youth's exposure and immersion in new and existing technologies and practices for value addition.

4.6.2 Agro-Entrepreneurship

Government recognizes that creating opportunity driven youth agro-entrepreneurs is important for generating higher business potential in the agricultural sector, which focuses on leveraging the entire value chain for impactful growth, sustainability and transformation of the sector. In this regard, Government is committed to creating an enabling environment that facilitates the development of youth agro-entrepreneurs that are able to use sophisticated knowledge skills, technology and innovation to develop their businesses, in order to contribute the growth of a modern and technologically driven agricultural sector.

Potential Agro-Entrepreneurs

In order to promote greater awareness and appreciation of entrepreneurship in the agricultural sector, Government shall include agro-entrepreneurship in its stimulatory programmes with youth at the primary and secondary levels. This will include introduction to concepts, exposure to successful agro-entrepreneurs and enterprises in the agricultural sector. It will also include the introduction of an agro-entrepreneurship programme in schools that will seek to provide students with the knowledge and hands on experience in operating an agricultural enterprise.

For students at the post-secondary, vocational and tertiary levels, Government shall develop and include curricula for agro-entrepreneurship, alongside traditional agricultural programmes. Students at this level will be exposed to successful entrepreneurs and enterprises, models of entrepreneurship in the agricultural sector, internship programmes and be encouraged to develop and execute business plans for their own enterprises.

Government shall develop and include curricula for agro-entrepreneurship in its existing training programmes for unattached youth. Trainees will be exposed to successful entrepreneurs and enterprises, models of entrepreneurship in the agricultural sector and apprenticeship programmes.

New Entrants and Existing Agro-Entrepreneurs

Government shall institute a programme to build the entrepreneurial and business management capacity of new entrants to the agricultural sector to effectively start, operate, grow and sustain their enterprises. Additionally, Government shall support existing youth agro-entrepreneurs to build their entrepreneurial and management capacity to produce higher potential business ideas that will improve the growth, profitability and sustainability of their enterprises.

The agro-entrepreneurship programme will involve:

- Training in agro-entrepreneurship, financial literacy and enterprise risk management, using existing education and training platforms;
- Coaching and mentorship using a cadre of trained and experienced resource personnel;

- Assistance in development and execution of business plans;
- Agri-business opportunity identifying workshops facilitated by local, regional and international resource persons and entrepreneurs;
- Working with existing organizations and entrepreneurs to support agri-business incubators, leveraging the value chain;
- Development of resource materials that can guide new entrants into accessing financing, land, training and agribusiness opportunities;
- Promotion of the formalization of agri-business enterprises into MSMEs;
- Knowledge sharing and networking workshops for youth agro-entrepreneurs; and
- Support simplified processes for accessing financing and land for agriculture.

Business Advisory Services

Government shall build its institutional and technical capacity to provide entrepreneurial and management support to new youth entrants and existing youth agro-entrepreneurs to the agricultural sector. In this regard, Government shall build capacity in its business development agency to effectively provide entrepreneurial support to youth in agriculture, so their issues and considerations are taken into account during programme delivery. This will assist in improving the quality and innovativeness of youth's agribusiness ideas, thus fostering higher growth ambitions.

Additionally, a continuous training programme for entrepreneurship and business management shall be instituted for Divisions and Agencies of MICAF directly providing agri-business and extension support to agro-entrepreneurs. Support will be provided to farmers'/fishers' organizations and other communities based organizations in building their capacity to access and provide business advisory support their membership.

Government shall improve and integrate existing ICT platforms to allow for greater accessibility of youth to business advisory services, including information to start and operate agricultural enterprises. Tools of communication that will allow for greater reach to youth across the island at their convenience will be utilized to increase the impact of such services.

Financing

Government recognizes the challenges faced by youth agro-entrepreneurs in accessing and obtaining financing and its adverse impact of undercapitalization of their agricultural enterprises and the risks involved in lending to youth in agriculture, because of their inexperience and inherent risks of the agricultural sector.

Government shall explore different models of financing (credit and grants) youth in agribusiness and develop innovative products that are relevant to this cohort, which can be effectively utilized by both public and private sector credit providers. This shall include research into enterprise risk

management for agricultural enterprises operated by youth, in order to better inform policies and strategies on provision of financing to this group. Partnerships with private sector credit providers, buyers and suppliers will be developed to support youth in agribusiness financing for all types of enterprises and stages of the value chain.

Additionally, Government will develop a credit programme for new youth entrants and existing youth agro-entrepreneurs that will:

- Provide low interest credit with a repayment period that is specific to the enterprise;
- Guarantee loans for youth who are part of the agro-entrepreneurship and agri-business programmes; and
- Train credit managers and officers in both the public and private sectors to develop products for, and interact with youth agro-entrepreneurs.

Government shall also provide grants to youth that form part of its youth in agriculture programmes who have undergone the necessary training in agribusiness and agroentrepreneurship.

Lessons learned and best practices will be continuously documented to support evidenced based policies towards financing youth-owned agribusinesses.

4.6.3 Agricultural Education and Training

Government recognizes the importance of an agricultural education and training system that can meet the demands of a modern agricultural sector for its growth and development. Jamaica's agricultural education and training system is well developed, but requires better coordination to minimize duplication, overlaps and optimize resources among existing institutions. There is also need for review and streamlining of existing programmes and development of new ones to respond to emerging areas to fill manpower gaps. Increasingly, there has been the need for an expansion of the disciplines being taught to emphasize, *inter alia*, agribusiness management, agro-entrepreneurship, agro-processing (new value addition techniques), agro-mechanization, water management, climate resilience, agro-energy, agricultural health and food safety.

National Coordinating Mechanism

Government recognizes the importance of creating synergies between the education and agricultural sectors in order to achieve broader national sectoral and development goals. Greater collaboration and coordination among institutions involved in agriculture training and education are necessary for a national framework for theory and practice, and a seamless approach towards student learning and transitioning through the agricultural education and training system.

In this regard, Government shall create a national coordinating mechanism for oversight of national agricultural education and training in line with the objectives of the agricultural sector and national education outcomes. A National Committee on Agriculture Education and Training shall be established that will:

- Develop and recommend policies for the streamlining and standardization of Agriculture Education:
- Oversee the development, implementation, monitoring and revision of a national Agriculture Education and Training Policy and Implementation Plan;
- Commission periodic studies on manpower assessments for the agricultural sector;
- Develop training needs analysis based on manpower results;
- Ensure that manpower needs in the sector are being met by existing programmes and propose new ones, where necessary;
- Develop systems for seamless transition within the agricultural education and training system;
- Examine and make recommendations for streamlining of course content among institutions;
- Conduct regular review and streamlining of existing agricultural training courses to remain relevant;
- Create greater synergies and acceptance among institutions offering programmes in agriculture;
- Ensure that programmes are accredited, and in line with national and international standards;
- Develop mechanisms for sharing of facilities, resources and expertise among institutions;
- Design of tracer studies for students exiting agricultural programmes; and
- Liaise with the public and private sectors to provide training facilities, internship, apprenticeship and resources for programmes.

The Committee would be comprised of representatives from the MOEYI, MICAF, institutions offering agricultural programmes, specialized agricultural institutions, farmers'/fishers' organizations, private sector, civil society and regional/international development partners.

Responsive Agricultural Education and Training System

Government shall promote demand driven agricultural education that produces knowledge and skilled agricultural practitioners. In this regard, Government shall commission periodic studies on manpower projections and labour gap assessments for the agricultural sector, identifying job surpluses and shortages. This will be based on policy direction, existing and emerging trends, both nationally and globally. A training needs analysis based on the results of the study will be used to define the type and level of training and education required, as well as the scope and

sequence of the education and training necessary to develop a skilled and highly competent workforce.

Thereafter, Government shall ensure the adaptation of existing programmes and curricula to meet the knowledge and skills requirements (including soft skills) of the agricultural sector. Programmes and requisite curricula will be developed for new and emerging areas to ensure that the labour force can better serve the needs of the agricultural sector and that it is at the cutting edge of new practices and technologies.

Short courses to further improve knowledge in selected areas will be offered to promote life-long learning in the sector. Collaboration with regional and international institutions will be utilized to enhance the national agricultural education system. Internships and apprenticeship with the public and private sector will be promoted to enhance the practical experience of agriculture students.

Regular review of curricula will be instituted through the coordinating mechanism and encouraged within institutions. Streamlining of existing curricula will also be promoted among institutions to ensure greater predictability and lay the foundation for the transitioning of students between programmes. The framework to ensure a seamless transition for students to move to higher levels of training, or across institutions without barriers, will be developed to encourage greater mobility in the agricultural education and training system.

Tracer studies and continuous monitoring will be conducted at each level of agricultural education and training to determine the destination of trainees, skills and support required for, and after their transition.

Stakeholders in the agricultural education and training system will be encouraged to upgrade modern teaching and training technologies that address agricultural knowledge and skill challenges and gaps. Continuous upgrading of educators will be emphasized, as well as networking with peers internationally. Greater synergies will be promoted to utilize resources such as training stations, source funding for upgrading initiatives and knowledge transfer among education, research, extension delivery services and the private sector. Cooperation from bilateral and international development partners will be sought to transfer knowledge, technology and resources for upgrading of the agricultural education system.

Upgrading Opportunities for Youth

Government shall continue to provide opportunities for students and educators/trainers to access scholarships and grants to pursue long term and short term studies at national, regional and international institutions, with an emphasis in areas where gaps are identified by the sector. Partnerships will be sought with bilateral, regional and international partners to make scholarship opportunities available for both youth and educators/trainers to pursue education and training in strategic areas for the agricultural sector that will aid in empowerment and knowledge transfer.

Additionally, greater collaboration will be sought with the private sector and their foundations to provide scholarships, bursaries and grants to students pursuing disciplines in agriculture at the post-secondary and tertiary levels.

Promoting Linkages with Research and Development

Youth participation in agricultural research and development will be promoted at all levels of the education system to foster innovation, develop solutions and provide exposure to youth. Government shall provide opportunities for youth to participate in its research programmes for the agricultural, science and technology sectors through internships, exchange programmes, joint research activities and mentorship. Internships will also be provided to teachers of agriculture and other sciences to foster greater linkages with the wider agricultural sector.

Partnerships will be established with post-secondary and tertiary institutions to utilise agriculture and science students in various stages of research and development and dissemination of findings. Students at the secondary level will be targeted for stimulatory activities such as study tours, field days, open days, research days and presentations, etc. However, existing extracurricular groups (such as Science Clubs, Jamaica 4-H Clubs, Junior Achievement Clubs, Nutrition Clubs, etc.) will be integrated in the initiatives to identify and propose solutions for research problems affecting the sector. ICT platforms designed by youth will be used to promote youth's participation in research activities, and greater for linkages among the youth research community.

Partnerships will be established within Government, private sector, educational institutions and development partners for funding and accommodation of initiatives towards youth's participation in research and development for the agricultural sector.

Capacity Building for Youth in Agriculture Policy

Government shall build capacity of its institutions to enhance existing training programmes and curricula, and develop new ones to meet the demands of agro-entrepreneurs. Training needs assessment will be conducted among existing staff in accordance with areas of intervention identified by the policy. Staff shall be provided with opportunities to pursue studies at national, regional and international institutions in areas which are identified as critical to the national Youth in Agriculture Programme.

Government shall develop and execute a comprehensive training programme for new entrants and existing agro-entrepreneurs for agribusiness and agro-entrepreneurship to ensure their technical, entrepreneurial and managerial competencies for the exploitation of opportunities along the agricultural value chain. Registered agro-entrepreneurs will also be eligible for opportunities for short-term courses and study tours.

4.6.4 Public Education and Awareness

Government recognizes that agriculture is a diverse and varied field that offers many career opportunities for youth. Perceptions about agriculture can be channeled through, *inter alia*, family, peers, the education system and media. The strategic promotion of careers and business opportunities can improve the perceptions of youth and the general populace about the agricultural sector and also aid in its acceptance and legitimization.

Government shall therefore design and implement a public education and awareness programme that is broad-based and targeted at youth at different stages of their life and within the education system. The programme shall be implemented in collaboration with the private sector, farmers'/fishers' organizations and other stakeholders in the youth sector. Its main objectives are to:

- Educate youth about the multifaceted nature of the agricultural sector;
- Increase the understanding and awareness of the diversity of career opportunities within the agricultural sector;
- Improve the image, perceptions and acceptance of youth towards agriculture and related activities; and
- Generate interest and facilitate entrance and participation of youth to the agricultural and related sectors.

The public education and awareness programme will include:

- A public outreach and education campaign using traditional and non-traditional media;
- Web-based platforms, social and digital media engagement to disseminate key messages to youth;
- Development of material that showcases modern technologies, career paths along the value chain, profitability of agribusiness and portrays images of both young men and women in untraditional roles in agriculture;
- Appointment of brand ambassadors, who are successful agro-entrepreneurs and persons of notoriety to promote agriculture among youth;
- Compilation and dissemination of success stories of youth agro-entrepreneurs using various media:

- Hosting of an annual Agriculture Research and Innovation Day, including competitions to promote innovations within the agricultural sector;
- Integration of a youth component into Agricultural Shows, Parish Shows, Open Days and other agriculture or science related event; and
- Conducting of study tours for school-aged youth to institutions and agricultural enterprises of all scales.

Government shall collaborate with farmers'/fishers' organizations, private sector, youth organizations, and development partners to host Youth In Agriculture fora, competitions, Agriculture Career Days, Youth Summits, Youth Think Tanks and other youth oriented workshops.

An inter-agency approach will be undertaken in the design and implementation of the public education and awareness programme. Government shall collaborate with the media, schools, universities, colleges, farmers'/fishers' organizations, civil society organizations and the private sector to design, implement and sustain this comprehensive public education and awareness programme.

5.0 IMPLEMENTATION PLAN

The Implementation Plan outlines the framework of activities that will be critical in executing the National Youth in Agriculture Policy and will cover a ten-year period, from the Financial Year 2017/2018 to 2026/2027. It is underpinned by an Activity Matrix elaborated in Appendix I.

The Activity Matrix is comprised of the strategies and actions that are linked to each policy objective. Additionally, the matrix ascribes timelines, indicators and details stakeholders responsible for each action.

This chapter outlines the objectives, strategies and actions which are aligned to each element of the policy.

5.1 Agribusiness Development

4 Objective 1: Build capacity of youth to successfully transition into, and participate in the agricultural sector.

> Prepare and equip school aged youth for agriculture and related careers.

- Expand coverage of existing 4-H Clubs stimulatory programmes to all public schools.
- Review and update curricula for stimulatory programmes.
- Obtain NVQ-J accreditation for advanced training courses to youth.
- Increase reach of 4-H training courses to youth.
- Document and disseminate comprehensive information on careers and business opportunities in agriculture.
- Implement sustainable school gardens programme in all public schools.

> Create a facilitating environment for entry of youth to agribusiness.

- Develop and implement standard operating procedures for institutions providing services to youth agro-entrepreneurs.
- Compile a starter package for youth entering into the agricultural sector.
- Develop web-based tools to provide support to youth agro-entrepreneurs.
- Hold competitions to develop ICT tools to support youth in agriculture initiatives.

> Build capacity of youth to successfully exploit opportunities in agribusiness.

- Provide on-demand, agri-business training courses on all aspects of the value chain to youth agro-entrepreneurs.
- Provide youth-oriented extension support to agro-entrepreneurs.

- Develop and commission web-based platforms for providing extension support to youth agro-entrepreneurs.
- Develop incubation models for youth in agri-business.
- Establish agri-business incubators for primary production.
- Designate land in Agro Parks and agricultural areas to youth agro-entrepreneurs.
- Designate land in agricultural land banks to youth agro-entrepreneurs.
- Identify and enlist mentors for agri-business programme.
- Develop and implement training programme for mentors for agri-business programme.
- Develop and disseminate technology packs for youth agro-entrepreneurs.
- Identify and train youth trainer of trainers island wide to aid in technology dissemination.
- Host agri-business opportunity identifying workshops.
- Provide information on potential support services for agricultural value chains.
- Develop/Enhance web-based platforms for dissemination of opportunities for agribusiness value chains.
- Execute capacity building workshops for collection and analysis of marketing data and information for youth agro-entrepreneurs.
- Execute training workshops in marketing techniques for youth agro-entrepreneurs.
- Execute training workshops in meeting quality standards for markets.
- Collaborate with diverse market segments to create market opportunities for youth agro-entrepreneurs.
- Develop and disseminate resource materials for new entrants and existing agroentrepreneurs.
- Execute knowledge sharing and networking workshops for youth agro-entrepreneurs.

> Facilitate the creation and commercialization of value added products among youth agro-entrepreneurs.

- Expand and enhance stimulatory scalable value added initiatives in all public schools to include greater emphasis on innovation and technology.
- Review and update curricula for scalable value addition for training programmes.
- Design and execute competitions that promote innovation in value addition of locally produced raw material.
- Create Youth Innovation Think Tanks and clusters to generate new products and technologies for commercialization.
- Collaborate with Government, tertiary institutions, private sector and producer organizations to develop and institute internships and apprenticeship for youth value addition.
- Develop models for value addition for youth agro-entrepreneurs.

- Demonstrate technologies for on-farm value addition.
- Demonstrate the use of inexpensive technologies to create value added products.
- Establish agri-business incubators for value added production.
- Build capacity in processing technologies and facilitate technology transfer.
- Build capacity in product development, standards, packaging, branding and marketing for value addition.
- Develop and provide appropriate financing packages to support youth value added enterprises and on-farm value addition.
- Collaborate with national institutions and development partners to provide exposure to technologies and best practices through study tours, short courses, workshops, etc.
- Develop and operationalize web-based tools and help desks to provide support to youth agro-entrepreneurs.

> Facilitate the creation and commercialization of technologies for the agricultural sector.

- Promote demand-driven methods to determine opportunities for technology development in the sector.
- Form partnerships with universities, research institutions and the private sector to create/enhance agricultural innovation programmes for youth.
- Collaborate with the private sector, universities and development partners to establish funding and support for development, testing and commercialization phases.

5.2 Agro-Entrepreneurship

4 Objective 2: Provide an enabling environment for agricultural enterprise creation and development, leveraging the value chain.

> Increase awareness and appreciation of entrepreneurship in the agricultural sector.

- Develop agro-entrepreneurship curricula for all levels of the education system.
- Coordinate with education institutions to integrate agro-entrepreneurship curricula in schools and institutions.
- Develop agro-entrepreneurship curricula for unattached youth.
- Form partnerships with programmes for unattached youth to integrate agroentrepreneurship curricula into training programmes.
- Collaborate with Government, private sector and producer organizations to develop and institute internship and apprenticeship programmes for students of agricultural programmes.

> Build entrepreneurial and business management capacity of youth in the agricultural sector.

- Develop and implement an agro-entrepreneurial programme for all youth in agribusiness.
- Develop agro-entrepreneurship curricula for all youth in agribusiness.
- Conduct training workshops for youth on all aspects of agro-entrepreneurship.
- Identify and enlist coaches and mentors for agro-entrepreneurship programme.
- Develop and disseminate resource materials for new entrants and existing agroentrepreneurs.
- Execute knowledge sharing and networking workshops for youth agro-entrepreneurs.

> Build capacity of existing institutions to provide entrepreneurial and management support to youth agro-entrepreneurs.

- Assess capacity of existing Agencies/ Divisions in MICAF to deliver agroentrepreneurial support to youth.
- Develop and implement capacity building programme to address gaps identified in the assessment.
- Develop integrated ICT platforms to enhance communication and information sharing among institutions.

> Improve access to financing for youth agro-entrepreneurs.

- Develop financing models for youth agri-business enterprises on a continuous basis.
- Develop and implement financing (credit and grant) programme for youth agroentrepreneurs.
- Conduct training for credit managers and officers from public and private financial institutions.
- Document lessons learned and best practices for evidenced based financing policies.

5.3 Agricultural Education and Training

4 Objective 3: Equip youth with knowledge and skills to participate in agriculture and other related sectors.

- > Create a national coordinating mechanism and framework for oversight of national agricultural education and training.
 - Establish and operationalize a National Committee on Agriculture Education and Training.

- Develop a National Agriculture Education and Training Policy and Implementation Plan.
- Mobilize resources for a National Agriculture Education and Training Policy and Implementation Plan.
- Operationalize the National Agriculture Education and Training Policy and Implementation Plan.
- Develop agreements among institutions for the sharing of resources and facilities.

Facilitate the creation of a demand driven agricultural education and training system.

- Conduct manpower assessment for the agricultural sector.
- Develop training needs analysis for the agricultural sector.
- Conduct reviews of existing agricultural programmes for agricultural education and training.
- Conduct reviews of curricula for agricultural education and training.
- Develop/Update programmes and curricula to respond to new and emerging areas.
- Develop short courses to address specific needs of the agricultural sector.
- Collaborate with bilateral and international development partners for support in capacity building in the education and training system.
- Develop and institute national mechanism for tracking graduates of agricultural institutions.
- Develop and institute a national mechanisms for transitioning students within the agricultural education system.

> Enhance technical capacity of institutions to meet training needs of youth agroentrepreneurs.

- Conduct training needs assessment of staff in relevant institutions.
- Develop and implement training programme for staff of relevant institutions.
- Collaborate with development partners and international educational institutions to offer programmes and courses to educators and agricultural professionals.

> Equip youth at all levels to effectively participate in the agricultural sector.

- Develop and implement agribusiness and agro-entrepreneurship training programmes for youth in agriculture.
- Facilitate access to training programmes.
- Forge partnerships with development partners and international educational institutions to offer programmes and courses to youth.
- Forge partnerships with private sector to offer financing support to students pursuing agriculture/agribusiness programmes.

- Collaborate with private sector to offer internships, apprenticeships to students taking agricultural programmes.
- Establish partnerships with secondary, post-secondary and tertiary institutions to utilize students of agriculture and other science students in research and development programmes.
- Host competitions among students to develop tools for networking and sharing of findings among the youth research community.
- Establish partnerships with Government, private sector, educational institutions and development partners to support research and development initiatives for youth.

5.4 Public Education and Awareness

4 Objective 4: Improve the perception, appreciation and legitimization of the agricultural sector among youth.

> Improve knowledge and awareness of the multifaceted nature of agriculture.

- Develop public education and awareness programme.
- Engage youth to develop social media tools to support the public education programme.
- Identify and appoint agriculture brand ambassadors and youth advocates.
- Document and disseminate success stories.
- Plan and execute Agricultural Research and Innovation Day.
- Conduct study tours for students at all levels of the education system.
- Advocate with promoters of Agricultural shows/events to include a youth component.
- Execute youth related events and fora.

> Develop tools for knowledge dissemination.

- Establish interactive website and social media tools dedicated to youth in agriculture.
- Develop and distribute promotional and information material for youth in agriculture.
- Develop and disseminate videos on all facets of youth in agriculture.
- Compile and disseminate educational material to support youth in agriculture.

> Promote multisectoral collaboration for improving knowledge and awareness of the agricultural sector.

- Establish partnership with the media to promote youth in agriculture issues.
- Collaborate with schools at all levels of the education system to introduce youth in agriculture initiatives.

- Establish partnerships with non-state actors to provide support to youth in agriculture initiatives.
- Establish partnerships with state actors to provide support to youth in agriculture initiatives.
- Develop funding strategy to mobilize resources for public education and awareness activities.

6.0 IMPLEMENTATION FRAMEWORK

The National Youth in Agriculture Policy and Implementation Plan (YIAPIP) were developed within the wider context of the Agriculture Sector Plan, National Food and Nutrition Security Policy and National Food and Nutrition Security Action Plan, and is also aligned with the draft National Youth Policy. In order to operationalize the YIAPIP, there will be an emphasis on the coordination of actions, accountability of all stakeholders and efficient allocation of resources. Given that the YIAPIP will be implemented over a ten-year period, from Financial Year 2017/2018-2026/2027, actions will be streamlined in the three-year Corporate/Strategic Plan, Operational Plan and budgetary processes of the Ministries, Departments and Agencies (MDAs) involved in its implementation.

Specifically, steps will be taken to ensure:

- Alignment of the three-year Corporate/Strategic Business Plans and 1-year Operational Plans of relevant MDAs with the relevant actions of the Implementation Plan, taking into consideration the timelines;
- Alignment of programmes and projects of relevant MDAs with actions of the Implementation Plan; and
- Development, strengthening and utilization of effective resource allocation mechanisms by relevant MDAs and non-state actors.

In order to achieve this level of integration within the regular planning processes in MDAs, sensitization and enhanced coordination among corporate planners, policy analysts, project managers, budget and finance officers across MDAs will be required. In addition, relevant private sector entities and producer organizations will also be encouraged to include relevant elements of the Implementation Plan into their annual plans or work programmes.

6.1 Institutional Framework

The YIAPIP involves cross-cutting issues which transcend the agricultural and rural sectors and cuts across the existing division of functions and responsibilities of various MDAs of the public sector. With few sector advocates responsible for seeing that attention is paid to youth in agriculture issues, they can easily be ignored or addressed in an uncoordinated manner.

The institutional framework supporting the YIAPIP will therefore:

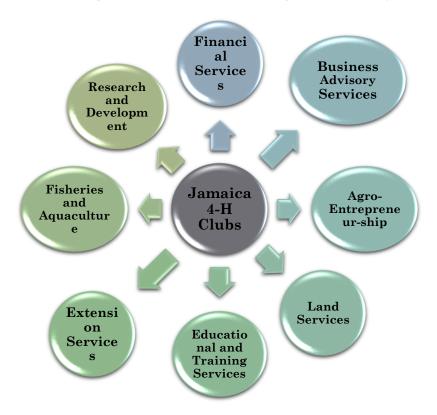
- Facilitate the integration with the relevant policy environment, thus preventing implementation of uncoordinated actions;
- Generate and disseminate critical information for planning and monitoring;
- Facilitate inclusion of youth in governance processes;
- Facilitate inclusiveness and participation of actors in the private sector, civil society and international development community;
- Mobilize adequate support structures and technical capacity; and
- Provide a clear mandate for inter-ministerial/inter-agency coordination that details its roles in coordination, management, oversight, implementation, monitoring and evaluation.

The institutional framework is comprised of the main implementing agencies, Jamaica 4-H Clubs, RADA and JBDC, contributing to core pillars of the policy, with other key Ministries and agencies performing supporting functions. Oversight for the implementation of the YIAPIP will be placed under the purview of a National Youth in Agriculture Coordinating Committee and supported by four technical committees, Agri-Business Technical Committee, Agro-Entrepreneurship Technical Committee, Public Education and Awareness Technical Committee and a National Committee on Agriculture Education and Training.

6.1.1 Jamaica 4-H Clubs

The Jamaica 4-H Clubs shall be the primary implementation and coordination agency for the YIAPIP. As the competent authority for youth in agriculture, the Jamaica 4-H Clubs will bring together all institutional and sectoral actors that have responsibility for specific aspects of the policy (see Figure 2). The Jamaica 4-H Clubs is already responsible for the implementation of Government's Youth in Agriculture Programme, whereby youth are mobilized, educated and trained in agricultural, homemaking, leadership and social skills, which will prepare them for, or influence them into careers in agriculture and agro-related occupations. The School Gardens Programme is also included under this portfolio.

Figure 2: Coordinating Framework for Youth in Agriculture Policy and Implementation Plan



Interventions under the YIAPIP will be coordinated by the Jamaica 4-H Clubs in collaboration with other agencies that have portfolio responsibility for these areas. Partnerships will be formed with the private sector, producer organizations, development partners, civil society and academia to support implementation of the YIAPIP.

In order to facilitate an expanded role, the Jamaica 4-H Clubs will amend the legislation to establish it as the principal agency responsible for implementing the YIAPIP. The target age group which it serves will be increased, from 9-25 years, to 9-35 years of age. Memoranda of Understanding and Service Level Agreements will be used as the main tools of collaboration among implementing agencies with the Jamaica 4-H Clubs. Given its competence with youth in agriculture, the Jamaica 4-H Clubs will train other implementing agencies in approaches for interacting, providing services and implementing initiatives towards youth in agriculture.

Youth involved in Youth in Agriculture Programmes, particularly agribusiness and agroentrepreneurship, will be monitored by this institution over a period of at least three years to track their progress, identify gaps and document best practices for input to future policy and programme interventions. This information will be fed into the Monitoring and Evaluation system for the policy that will be overseen by MICAF.

6.1.2 Rural Agricultural Development Authority

RADA will continue to provide extension services to youth in order to improve and increase their knowledge and capability levels, marketing intelligence and support for greater access to markets. Training in agronomy, pest and disease management, harvest and post-harvest techniques and marketing, using appropriate extension methodologies that address the specific needs of youth will be utilized by the extension services.

RADA will seek to improve the quality of its interaction and service delivery to youth agroentrepreneurs through the:

- Development of SOPs for its interaction with youth upon inquiry and registration of an agricultural enterprise;
- Compilation of a starter package for youth with all the relevant information and linkages;
- Use of web-based platforms for interaction and assessment of the level of readiness of young applicants;
- Provision of structured referrals to appropriate agencies or programmes for funding, training, support, etc.; and
- Provision of assistance for development of business and farm plans.

RADA and MICAF will collaborate with its partners to develop and provide adequate, accessible and comprehensible information on value chain and market opportunities, using appropriate web-based platforms. With respect to value addition, RADA will provide training and incubation services for youth for development and production of value added products.

6.1.3 Jamaica Business Development Corporation

JBDC will be responsible for providing business advisory services, entrepreneurial and management support to youth agro-entrepreneurs operating at all levels of the value chain. Specifically, JBDC will be responsible for:

- Training youth in agro-entrepreneurship, financial literacy and enterprise risk management;
- Coaching and mentorship of agro-entrepreneurs;
- Assistance in development and execution of business plans;

- Collaboration with the relevant agencies in executing agri-business opportunity identifying workshops;
- Working with existing organizations and entrepreneurs to establish agri-business incubators, leveraging the value chain;
- Development of resources material that can guide new entrants into accessing financing, land, training and agribusiness opportunities;
- Collaboration with relevant agencies for the provision of adequate, accessible and comprehensible information on value chain and market opportunities; and
- Facilitating knowledge sharing and networking workshops for youth agro-entrepreneurs.

JBDC will collaborate with the Jamaica 4-H Clubs and RADA in the identification of youth agro-entrepreneurs for referrals and participation in these initiatives.

6.1.4 Other Implementing Agencies

Implementation of the YIAPIP will be supported by a number of Government institutions that will provide critical support services and capacity building for youth. Table 5 provides an overview of the responsibilities of core institutions that will support YIAPIP implementation.

Table 5: Responsibilities of Supporting Agencies

AGENCY	RESPONSIBILITY		
Ministry of Commerce, Industry, Agriculture and Fisheries	MICAF provides an enabling environment which supports the Government's mandate for the development of the agricultural and fisheries sectors. MICAF will provide marketing intelligence, agribusiness support, farm models and farm cost of production to youth agro-entrepreneurs. Through its Research and Development Division, youth agro-entrepreneurs will be provided with training in apiculture and value added, dissemination of technologies for crops and livestock production and methodologies for pest and disease management. Monitoring and evaluation of the policy will be carried out by MICAF.		
Fisheries Division, MICAF	The Fisheries Division of MICAF will continue to		

AGENCY	RESPONSIBILITY		
	provide extension services and technology transfer to youth in capture and culture fisheries.		
	Specifically, the Aquaculture Branch of the Fisheries Division will provide support to youth fish farmers through its extension services, sale of ornamental and food fish seed stocks and technology transfer.		
Ministry of Education, Youth and Information	MOEYI has portfolio responsibility for agriculture ducation institutions at the secondary, vocational artertiary levels and development of school curricula fagricultural science, agribusiness and agrentrepreneurship. The Ministry has signed a MOU with the Jamaica 4-Clubs to implement school gardens in all public school		
	The Youth portfolio of this Ministry will support policy implementation through its participation on committees and synergies with its youth programmes.		
Agro-Investment Corporation	AIC will provide a one-stop shop for investment, guidance, advice and leadership that is required by the youth cohort.		
	It will partner with other agencies involved in youth development and effect by contribution for fee, where necessary, for land, building and vehicular assets.		
Development Bank of Jamaica	DBJ will continue to offer its loan products to youth operating agricultural enterprises to assist with the establishment of crops, livestock, purchase of machinery and equipment that can be accessed through the National People's Cooperative Bank network, credit unions and other financial institutions.		
	DBJ will collaborate with MICAF and the Jamaica 4-H Clubs to develop appropriate models for on-lending and the provision of grants to youth in agribusiness.		
Scientific Research Council	SRC will support youth's participation in agricultural research and development to foster innovation, develop solutions and provide exposure to youth. SRC will also provide opportunities for training, product development, process development, food formulations, food processing technologies and use of processing facilities.		

AGENCY	RESPONSIBILITY		
National Land Agency	NLA will continue to divest and lease Government lands for agricultural purposes.		
Primary Education Institutions	Schools at the primary level will participate in the School Gardens Programme. These schools will also participate in stimulatory and outreach activities and competitions.		
Secondary Education Institutions	Schools at the secondary level will participate in the School Gardens Programme. These schools will participate in stimulatory, research and outreach activities and competitions.		
Post-Secondary Education Institutions	Schools at the post-secondary level will participate in stimulatory, research and outreach activities and competitions. Students will also participate in apprenticeship and internship programmes and agroentrepreneurship initiatives.		
Ebony Park HEART Academy	Ebony Park will continue to offer NVQ programmes in agro processing, crop production, general agriculture, agricultural extension, tractor operation, small ruminant, sheep and goat production, horticulture, turf management and hospitality. The delivery of short courses in agricultural disciplines will be emphasized for the Agri Business Programme.		
Tertiary Institutions	Tertiary institutions will participate in research, development, innovation and academic discourse to support all pillars of the youth in agriculture policy. Students will participate in research projects, apprenticeship and internship programmes, agribusiness, agro-entrepreneurship and public education initiatives.		

6.1.5 Role of the Private Sector, Producer Organizations and Civil Society

The participation of the private sector, producer organizations and civil society are integral to the implementation of the YIAPIP. In this regard, private sector, producer organizations and civil society will be allowed to inform and influence the decision-making process of the coordinating structures for YIAPIP and also be involved in its implementation. The roles of the private sector, producer organizations and civil society in the implementation of this Policy and Plan are, *inter alia*:

- Provide relevant investment and resources to youth in agriculture programmes and initiatives;
- Participate in capacity building of youth and other stakeholders for implementation of the YIAPIP;
- Building of partnerships with institutional actors to strengthen youth's capacity and participation in agri-business, agri-entrepreneurship, research and development, agricultural education and training and public education and communication programmes;
- Facilitate inclusion of youth in governance processes;
- Participate in, and technically contribute to the National Youth In Agriculture Coordinating Committee and sub-committees;
- Participate in social communication and advocacy regarding youth in agriculture issues;
- Support incubation, mentorship, internship and apprenticeship initiatives; and
- Assist in disseminating best practices, technology transfer and innovation.

6.2 National Youth In Agriculture Coordinating Committee

The Government shall establish a Youth in Agriculture Coordinating Committee (YIACC), which will serve as an advisory body responsible for oversight of the implementation of the YIAPIP. The main functions of the YIACC include, *inter alia*:

- Coordinate the activities for implementation of the YIAPIP;
- Ensure collaboration among all stakeholders in the implementation of the YIAPIP;
- Review and approve the Terms of Reference for the Technical committees to support its work:
- Identify gaps in existing programmes that support youth in agriculture;
- Make recommendations for the formulation of programmes and initiatives to address gaps identified;
- Advocate for resources to be committed to the YIAPIP;
- Hold all stakeholders accountable in implementing actions identified in the Implementation Plan;
- Provide half yearly reports on the progress of implementation of the YIAPIP to MICAF;
- Provide input to the Annual Report to be submitted to MICAF;
- Provide inputs to continuous revision of the YIAPIP;
- Consult and communicate with the national stakeholders on issues relating to youth in agriculture; and
- Support the development and implementation of a public education and communication programme for the YIAPIP.

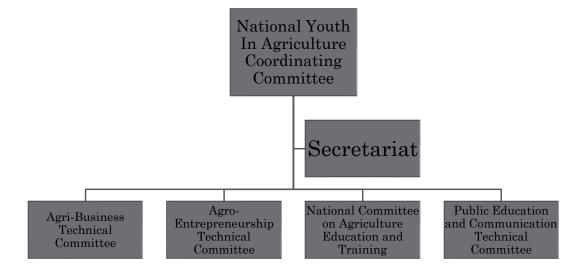
The YIACC will consist of:

- Two representatives from MICAF;
- One representative from the Jamaica 4-H Clubs;
- Two representatives from MOEYI;
- One representative from the RADA;
- One representative from JBDC;
- One representative from the Scientific Research Council;
- One representative from the Jamaica Agricultural Society;
- One representative from the Ministry of Finance and the Public Service;
- One youth representative from a farmers' organization;
- One representative from the Youth Advisory Council;
- One youth representative from the private sector;
- One representative from academia; and
- One representative from the agricultural international development community.

The YIACC will be chaired by the Jamaica 4-H Clubs. A permanent secretariat will also be established within the Jamaica 4-H Clubs to support its work. The YIACC will meet quarterly in the first two years of its establishment, to ensure the building of the momentum for the implementation of the YIAPIP.

The YIACC will also be supported by four Technical Committees aligned to each pillar of the policy (see Figure 3).

Figure 3: Organization and Management of the YIAPIP



These are the Agri-Business Technical Committee, Agro-Entrepreneurship Technical Committee, Public Education and Awareness Technical Committee and a National Committee on Agriculture Education and Training. Designated youth representatives will be included on each Technical Committee.

These Technical Committees will meet each quarter and have the responsibility for:

- Providing technical inputs and guidance for the implementation, monitoring and evaluation of the work programme for each pillar;
- Identification of emerging areas that need to be covered by the action plan and making these recommendations to the YIACC;
- Assisting institutions in integrating action areas in their operational plans;
- Providing half yearly updates to the YIACC as to the progress made in the implementation of the YIAPIP; and
- Providing input to the annual report to be submitted to MICAF.

The terms of reference for the National Committee on Agriculture Education and Training has already been defined in section 4.6.3 of this policy.

The Jamaica 4-H Clubs shall provide secretariat and logistical support to the work of the Technical Committees.

6.3 Legislative Framework

The Jamaica 4-H Clubs Act will be amended to expand its role as the principal agency responsible for implementing the Youth in Agriculture portfolio.

6.4 Communications Programme

A Communications Programme will be developed and implemented by the YIACC to promote public awareness about the YIAPIP and programmes/projects being implemented to support youth in agriculture. It will ensure accountability and transparency in the implementation of the YIAPIP by updating stakeholders and the general public about its progress.

Private sector's and civil society's involvement in the Communications Programme will be encouraged as it is critical to its success. A diverse media strategy, using both ICT and traditional methods will be adopted to increase the impact of the Communications Programme.

7.0 FINANCING

7.1 Funding Requirements

The YIAPIP will require significant resources over the ten-year period of its implementation. The methodology for deriving the funding requirements for the YIAPIP takes into consideration that there are already existing resources committed by Government through its national budget for implementing activities under its regular and capital programmes. The implementation of activities in the Implementation Plan, for the most part, will rely upon existing resources of implementing partners in the public sector and also mobilize resources from international development partners, private sector and civil society to minimize the impact of the policy and plan on the national budget. However, there are some areas, within the context of each pillar, that will require additional investment to support Government's thrust towards youth in agriculture.

Table 6 outlines the additional funding requirements for each objective of the Policy and Plan, which totals J\$372.5 million over the ten-year period.

Table 6: Additional Funding Requirements for Implementation of the National Youth In Agriculture Policy and Implementation Plan

Objectives	J\$
Pillar 1: Agri-Business Development	133,500,000
Pillar 2: Agro-Entrepreneurship	96,000,000
Pillar 3: Agricultural Education and Training	50,000,000
Pillar 4: Public Education and Communication	80,000,000
Monitoring and Evaluation	9,000,000
Communications Programme	4,000,000
Total	372,500,000

7.2 Financing Strategy

The YIAPIP will be financed by Government's budgetary resources, donor funding (including technical and bilateral cooperation) and resources from the private sector and civil society, where appropriate. A Resource Mobilization Strategy (RMS) will be developed to identify possible sources of funding for activities in the Plan. Specifically, the RMS should be spearheaded by the Jamaica 4-H Clubs and MICAF and involve:

- Inventory and mapping of development partners and areas of support;
- Identification and leveraging of resources from private sector partners (including producers and their organizations);
- Partnerships with research and educational institutions;
- Packaging of projects to attract funding; and
- Engaging donors/partners at the highest level to secure their support.

Collaboration with the private sector, producer organizations and other civil society interests, will be critical in the programming of non-government resources towards the Policy and Plan. Partnerships with stakeholders at the regional and international levels who can support the implementation of the Policy and Plan will also be explored. It is recognized that technical cooperation programmes will be necessary to achieve some of the actions, as greater capacity building from countries with more advanced systems are needed. South-South Cooperation in this area will also be critical for facilitating capacity building and technology transfer. Collaboration with existing international development partners will minimize costs to the Government and increase the impact of interventions.

8.0 MONITORING AND EVALUATION FRAMEWORK

The monitoring and evaluation (M&E) of the YIAPIP are important to facilitate effective management and oversight of its implementation. The Planning and Policy Division of the MICAF will be responsible for implementing and managing an M&E system for the YIAPIP in collaboration with the YIACC. The outcome of this process will be used to provide updates, recommendations and guidance for the revision of policies and strategies to improve youth in agriculture interventions.

8.1 Monitoring Process

The monitoring framework consists of impact and output indicators that are SMART⁹. At a higher level, the impact indicators are aligned to the goal of the policy. The output indicators are found in the activity matrix and are linked to actions, which are each aligned to a strategy. Performance monitoring will be closely tied to the activity matrix. By continuous monitoring of the implementation process, information will be generated on the progress of implementation and remedial will inform actions to be taken, if necessary.

In implementing the monitoring framework, an incremental approach will be used, that is, in the first phase, a minimum set of core indicators will be defined, guided by the assessment of information availability. The set of indicators can be adjusted, if it is deemed necessary, as it becomes clear where to invest to fill information gaps and enhance monitoring capacities.

An Annual Progress Report will be compiled each year by the Planning and Policy Division with support from the YIACC. The Annual Progress Report will be submitted to Cabinet and tabled in Parliament. Thereafter, it will be posted on the website of the MICAF to ensure transparency and accountability.

8.2 Indicator Framework

The YIAPIP is underpinned by a Results-Based Activity Matrix which establishes lower level output indicators for activities undertaken at the institutional level. The higher-level indicators

⁹ Specific, Measurable, Achievable, Reliable and Time-bound.

have been established to track overall progress at the national level, which are linked to the goal of the Policy and Plan.

The indicators for the policy goal are described below.

Goal/Objective	Indicators	Baseline	Target (2027)
Goal:			
To provide an enabling	Holders 35 years and	21% (Census of	31%
environment to facilitate	under as a percentage	Agriculture, 2007)	
the development of	of total holders.	_	
successful youth			
involvement in the	Registration of youth	35% (Agri-	50%
agricultural sector	(ages 15 to 35) as a	Business	
	percentage of total	Information	
	farmer registration.	System, 2016)	

Given the limited availability of data on youth in agriculture, a more detailed indicator framework will have to be developed over time and baseline data generated on each objective.

8.3 Evaluation of the NFNSAP

An evaluation of the YIAPIP will be conducted after the first five years of its implementation, preferably, by an independent evaluator. The Policy and Plan will then be reviewed and updated based on the outcome of the evaluation.

The evaluation will cover, *inter alia*, the:

- Level of achievement of the goal, objectives, strategies and actions;
- The level of achievement of the targets, according to the timelines specified;
- Effectiveness of the Policy and Plan in accomplishing the goal, objectives, strategies and actions;
- Status of the progress of implementation of the Policy and Plan;
- Adequacy of resources for achievement of targets; and
- Recommendations for changing of actions and timelines based on the assessment.

A final evaluation will be conducted at the end of the ten-year period designated for implementation of the Policy and Plan. The final evaluation will focus on the achievement of the goal, objectives, policies and strategies, the impact of policy and programme initiatives for the youth in agriculture and recommendations for the design and implementation of future policies and plans for youth in agriculture.

9. LINKAGES TO OTHER POLICIES

9.1 National Development Plan-Vision 2030 Jamaica

Vision 2030 Jamaica aims to put the country in a position to achieve developed country status by 2030. The Plan aims to transform the country from a middle income developing country to one which affords its citizens a high quality of life and world-class standards in critical areas, including education, health care, nutrition, basic amenities, access to environmental goods and services, civility and social order. Vision 2030 Jamaica is built on four strategic goals and fifteen national outcomes for the country's development.

9.2 Vision 2030- Agriculture Sector Plan

The Agriculture Sector Plan seeks to increase the competitiveness and productivity of agricultural output, including: increasing the application of capital equipment, small tools and mechanization; developing economies of scale through clustering of activities and facilities; strengthening the use of modern farming systems and best practices; diversifying into higher value-added production; and strengthening the application of technology, innovation, research and development to agricultural production. The plan includes specific strategies for the development of key agricultural sub-sectors, including traditional and non-traditional crops.

The drive for increased productivity is complemented by measures to enhance the marketing of agricultural products locally and internationally. The plan also seeks systematically to improve the most important aspects of the supporting environment for agriculture in Jamaica.

With respect to youth, the main strategy is to 'encourage participation of youth in agriculture' with actions to:

- Develop and implement programmes to facilitate access to government-owned land to young farmers on lease basis;
- Facilitate access to agricultural inputs to young farmers;
- Encourage involvement and participation of youth in agricultural organizations (e.g. Jamaica 4-H Clubs);
- Implement reward system for youth involved in mentoring programmes;
- Expand Youth in Agriculture Programme; and

• Expand Apprenticeship Programme in selected sub-sectors.

9.3 National Food and Nutrition Security Policy

The Food and Nutrition Security Policy (FNSP) was approved by Cabinet and tabled in Parliament in May 2013. The vision of the FNSP is that "all Jamaicans and residents of Jamaica at all times have universal physical, social and economic access to sufficient, safe and nutritious food to meet their dietary and food preferences for an active and healthy life".

More specifically, the policy seeks to:

- Ensure that a sufficient quantity of nutritious food of appropriate quality is available to all people in Jamaica, through increased domestic production and a sustainable level of imports, with special emphasis on a structured food import replacement programme (Food Availability);
- Ensure that all individuals in Jamaica have access to adequate resources to acquire appropriate foods for a nutritious diet (Food Access);
- Ensure that all individuals in Jamaica reach a state of nutritional well-being through food choices and consumption that reflect Recommended Dietary Allowances (RDAs) (Food Utilization); and
- Ensure that all people in Jamaica have access to adequate, safe and nutritious food at all times, are not at risk of losing access to it due to external economic shocks and natural hazards, and consume/utilize foods that reflect physiological needs (Stability of Food Supply).

The FNSP recognizes the need to attract and retain youth in agriculture by taking measures to:

- a) Reduce the social stigma attached to farming and agricultural production and its perception among youth as a low-income activity;
- b) Improve opportunities for youth to access startup and working capital for agricultural activities, whether through grants or low interest loans.
- c) Disseminate information (on farming and food production, health and nutrition) effectively to the youth cohort through appropriate media, including (but not limited to) RADA, Jamaica 4-H Clubs, Youth Information Centres, Parish Youth Councils and Youth Clubs.

The policy also seeks to promote and strengthen school gardens and youth in agriculture programmes with technical support and backstopping from existing agricultural institutions at secondary and tertiary level.

9.4 National Food and Nutrition Security Action Plan

The National Food and Nutrition Security Action Plan (NFNSAP) outlines the framework of activities that will be critical in implementing the National Food and Nutrition Security Policy and will cover a ten year period, from 2013 to 2022.

The goals of the NFNSAP are to:

- Promote the sustainable production of safe, affordable, nutritious, good quality Jamaican food commodities/products;
- Ensure access of households and individuals to sufficient, nutritious affordable food at all times:
- Promote nutritionally adequate, safe, affordable dietary intakes and other positive lifestyle behaviours throughout the life course; and
- Improve the food and nutrition security resilience of the national community to natural and socio-economic shocks and climate change.

The strategy that informs the NFNSAP is based on lessons learned and on-going initiatives. NFNSAP recognizes the critical role of both public and private sector investments, as well as the need for a revitalized rural sector, emphasizing a value chain approach for the development of a large number of agricultural, forestry, and fishery activities.

The NFNSAP outlines actions to facilitate youth participation in the agricultural sector, namely:

- Develop and implement programmes to facilitate access to Government owned lands to young farmers on lease basis;
- Encourage involvement and participation of youth in agricultural organizations;
- Expand youth in agriculture programmes;
- Ensure adequate participation of youth in Government agricultural programmes and activities;
- Examine modalities for financing youth participation in the sector; and
- Promote collaboration between DBJ and PC Banks, as well as credit unions in the provision of low cost financing for youth.

9.5 Draft National Fisheries & Aquaculture Policy

The policy seeks to promote sustainable management of capture fisheries resources of Jamaica, to harvest each resource as close as possible to its optimal sustainable yield. This means reversal of overfishing in overexploited fisheries. Where possible, suitable areas of habitat will be enhanced and in the process, recover resource rents to finance the fishery management process. It also aims to achieve sustainable development and management of underutilised fisheries resources with due consideration to regional and international obligations.

The policy also seeks to establish, maintain and develop an appropriate legal and administrative framework that facilitates the responsible development and management of aquaculture as a source of food and nutrition security and sustainable livelihoods.

The goals of the policy are to:

- Ensure sustainable development and management of capture fisheries and aquaculture;
- Promote greater efficiency and improved competitiveness of national capture fisheries and aquaculture enterprises;
- Promote economic and social development of fishers, fish farmers and fishing communities (coastal and riparian);
- Forge partnerships with stakeholders in the development and management of capture fisheries and aquaculture, as well as ensuring transparency and accountability in the governance of capture and culture fisheries resources; and
- Improve the contribution of the fisheries and aquaculture sector to the socio-economic development of Jamaica.

The Fisheries Division will be the primary agency responsible for policy implementation.

9.6 National Youth Policy - Green Paper

The National Youth Policy is expected to form the basis of collaboration and coordinated actions for advancing strengths and embracing diversity in Jamaica's youth by key partners, government agencies, the business community, civil society and development partners. The Policy will establish a framework within which each young person can be supported to pursue and achieve his or her goals, and contribute to the success of their local environment, country and the world. By establishing goals and areas for actions that are transformational and achievable, the new

policy will build on the groundwork laid by previous National Youth Policies, and seeks to advance the overall development of Jamaican youth.

The National Youth Policy has identified six priority areas, namely, Education and Training, Health & Well-Being, Employment and Entrepreneurship, Youth Participation and Mainstreaming, Social Inclusion and Re-integration and Institutional and Youth Sector Arrangements.

9.7 Micro, Small and Medium-Sized Enterprises and Entrepreneurship Policy

Micro, Small and Medium-Sized Enterprises (MSMEs) are important drivers of economic growth and development in Jamaica. These enterprises create employment, facilitate wealth creation and form the backbone for private sector growth and expansion. Despite their economic significance, MSMEs face many challenges that hinder their growth and development; hence it is imperative for the Government to place entrepreneurship and MSME development at the forefront of the country's economic policy agenda.

There are five main policy prescriptions for this policy:

- i. Creating an Enabling Business Environment
- ii. Increasing Finance to the Sector
- iii. Enhancing Business and Development Support
- iv. Fostering a Culture of Entrepreneurship and Innovation
- v. Tackling Cross-Cutting Issues

9.8 National Financing Inclusion Strategy

The National Financial Inclusion Strategy (NFIS) is structured around four pillars, namely, financial access and usage, financial resilience, financing for growth and responsible finance and a cross cutting theme, supporting infrastructure. The Financing for Growth pillar supports measures that would enable eligible households, businesses and farms to access credit and alternative financing instruments that are currently lacking in the market.

With respect to agricultural finance, the goal is to expand it in a prudent and sustainable manner, with significant participation of private funding to support the growth of the agricultural sector and the diversification of incomes of the very small farms. This goal will be achieved by:

- Enhancing the regulation and supervision of financial institutions that lend to agriculture (NPCB, credit unions) and strengthening their financial performance;
- Enhancing the capacity of financial institutions (banks, credit unions, MFIs, NPCB) to finance agriculture, by assisting them to develop adequate lending technologies that serve both farms individually and farms operating within stable value chains;
- Reviewing and reforming the design and pricing of credit lines (including DBJ's agricultural credit lines) to maximize their impact and ensure sustainability;
- Addressing demand-side constraints, including supporting agricultural firms, aggregators, and supply chain firms interested in expanding their operations to elaborate viable financing proposals;
- Reducing risks associated with agriculture finance by promoting investments to mitigate risks (e.g. irrigation schemes, greenhouses and security systems aimed at preventing praedial larceny), and exploring cost-effective options to support agriculture insurance; and
- Promoting the development of other innovative mechanisms, such as price hedging instruments and warehouse receipt systems.

In order to undertake the ambitious roadmap of reforms set forth in this NFIS, three main measures have been put in place that aim to:

- Coordinate actions among involved stakeholders and hold each one accountable for their specific roles and responsibilities;
- Systematically monitor progress and evaluate the effectiveness and impact of key reforms; and
- Set a sequenced and time-bound roadmap of prioritized actions with assigned responsibilities.

9.9 Climate Change Policy Framework and Action Plan (Green Paper)

The Climate Change Policy Framework and Action Plan is primarily intended to support the goals of Vision 2030 by reducing the risks posed by climate change to all of Jamaica's sectors and development goals. It outlines the strategies that the country will employ in order to effectively respond to the impacts and challenges of climate change, through measures which are appropriate for varying scales and magnitudes of climate change impacts.

The general objective of the Policy Framework is to create a sustainable institutional mechanism to facilitate the development, coordination and implementation of policies, sectoral plans,

programmes, strategies, policies and legislation to address the impacts of climate change. These sectors may include, but are not limited to water, energy, agriculture, fisheries, forestry, coastal and marine resources, health, mining, tourism, transportation, solid waste management, planning and disaster risk reduction and response management.

It is expected that on the basis of this policy framework, the relevant sectors will develop or update, as appropriate, plans addressing climate change adaptation and/or mitigation.

9.10 National Land Policy (1997)

The goals and objectives of this Policy are to ensure the sustainable, productive and equitable development, use and management of the country's natural resources.

The Policy also aims to compliment socioeconomic development initiatives of the country. It challenges and seeks to remove inefficient, onerous and outdated legal, administrative, management and other barriers that affect the planning, use, control, development, protection and conservation of Jamaica's physical resources.

10. APPENDIX I-ACTIVITY MATRIX

10.1 SUMMARY MATRIX

Objectives	Strategies
Objective 1: Build capacity of youth to	1.1 Prepare and equip school aged youth for
successfully transition into, and participate in	agriculture and related careers.
the agricultural sector.	1.2 Create a facilitating environment for entry
	of youth to agribusiness.
	1.3 Build capacity of youth to successfully
	exploit opportunities in agribusiness.
	1.4 Facilitate the creation and
	commercialization of value added products
	among youth agro-entrepreneurs.
Objective 2: Provide an enabling	2.1 Increase awareness and appreciation of
environment for agricultural enterprise	entrepreneurship in the agricultural sector.
creation and development, leveraging the	2.2 Build entrepreneurial and business
value chain.	management capacity of youth in the
	agricultural sector.
	2.3 Build capacity of existing institutions to
	provide entrepreneurial and management
	support to youth agro-entrepreneurs.
	2.4 Improve access to financing for youth
	agro-entrepreneurs.
Objective 3: Equip youth with knowledge	3.1 Create a national coordinating mechanism
and skills to participate in agriculture and	and framework for oversight of national
other related sectors.	agricultural education and training.
	3.2 Facilitate the creation of a demand driven
	agricultural education and training system.
	3.3 Enhance technical capacity of institutions
	to meet training needs of youth agro-
	entrepreneurs.
	3.4 Equip youth at all levels to effectively
	participate in the agricultural sector.
Objective 4: Improve the perception,	4.1 Improve knowledge and awareness of the
appreciation and legitimization of the	_
agricultural sector among youth.	4.2 Develop tools for knowledge dissemination.
	4.3 Promote multisectoral collaboration for
	improving knowledge and awareness of the agricultural sector.
	agricultural sector.

10.2 ACTIVITY MATRIX

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
Objective 1: Build c	apacity of youth to succes	sfully transition into, and	d participate in the ag	gricultural sector.	
1.1 Prepare and equip school aged youth for agriculture and related careers.	1.1.1 Expand coverage of existing 4-H Clubs stimulatory programmes to all public schools.	1.1.1.1 4-H Clubs stimulatory programmes expanded to cover all public schools.	i. At least 10 percent increase in coverage of 4-H Clubs stimulatory programmes each year.	Jamaica 4-H Clubs, MOEYI, primary schools, secondary schools	Year 1- onwards
	1.1.2 Review and update curricula for stimulatory programmes.	1.1.2.1 Curricula for stimulatory programmes reviewed and updated.	i. Curricula for stimulatory programmes reviewed and updated each year.	Jamaica 4-H Clubs, Agri-Business Technical Committee	Year 1- onwards
	1.1.3 Obtain NVQ-J accreditation for advanced training courses to youth.	1.1.3.1 NVQ-J accreditation for advanced training courses obtained.	i. NVQ-J accreditation for advanced training courses obtained by Year 2.	Jamaica 4-H Clubs, Agri-Business Technical Committee, National Committee on Education and Training, NCTVET	Year 1- 2
	1.1.4 Increase reach of 4-H training courses to youth.	1.1.4.1 Reach of 4-H training courses to youth increased.	i. At least 10 percent increase of youth access 4-H training courses each year.	Jamaica 4-H Clubs, Agri-Business Technical Committee, National Committee on Education and Training	Year 1- onwards
	1.1.5 Document and disseminate comprehensive	1.1.5.1 Comprehensive information on careers and business	i. Comprehensive information on careers and business	Jamaica 4-H Clubs, MOEYI, Agri-Business Technical Committee,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	information on careers and business opportunities in agriculture.	opportunities in agriculture documented and disseminated.	opportunities in agriculture documented and disseminated to all public schools by Year 3.	primary schools, secondary schools, post- secondary institutions, tertiary institutions	
	1.1.6 Implement sustainable school gardens programme in all public schools.	1.1.6.1 Sustainable school gardens programme in all public schools implemented.	i. Sustainable school gardens programme in all public schools implemented by Year 4.	Jamaica 4-H Clubs, MOEYI, Agri-Business Technical Committee, primary schools, secondary schools	Year 1- onwards
1.2 Create a facilitating environment for entry of youth to agribusiness.	1.2.1 Develop and implement standard operating procedures for institutions providing services to youth agroentrepreneurs.	1.2.1.1 Standard operating procedures for institutions providing services to youth agroentrepreneurs developed and implemented.	i. Standard operating procedures developed and implemented by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, producer organizations	Year 1-onwards
	1.2.2 Compile a starter package for youth entering into the agricultural sector.	1.2.2.1 Starter package for youth entering into the agricultural sector compiled.	i. Starter package for youth entering into the agricultural sector compiled by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, producer organizations	Year 1-onwards
	1.2.3 Develop web-based tools to provide support to youth agro-entrepreneurs.	1.2.3.1 Web-based tools to provide support to youth agro-entrepreneurs developed.	i. Web-based tools to provide support to youth agro- entrepreneurs developed by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, producer organizations	Years 1-2
	1.2.4 Hold competitions to develop ICT tools to support youth in agriculture initiatives.	1.2.4.1 Competitions to develop ICT tools to support youth in agriculture initiatives held.	i. At least one competition to develop ICT tools to support youth in agriculture initiatives	MICAF, Jamaica 4-H Clubs, RADA, secondary schools, post- secondary institutions, tertiary institutions	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			held each year.		
1.3 Build capacity of youth to successfully exploit opportunities in agribusiness.	1.3.1 Provide on-demand, agri-business training courses on all aspects of the value chain to youth agro-entrepreneurs.	1.3.1.1 Training courses on all aspects of the value chain to youth agroentrepreneurs provided.	i. At least 300 agro- entrepreneurs access agri-business training courses annually.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agri- Business Technical Committee	Year 1 onwards
	1.3.2 Provide youth- oriented extension support to agro-entrepreneurs.	1.3.2.1 Youth- oriented extension support to agroentrepreneurs provided.	i. Youth- oriented extension support to agro-entrepreneurs provided continuously.	RADA, Fisheries Division, Jamaica 4-H Clubs, Agri-Business Technical Committee	Year 1 onwards
	1.3.3 Develop and commission web-based platforms for providing extension support to youth agro-entrepreneurs.	1.3.3.1 Web-based platforms for providing extension support to youth agro-entrepreneurs developed and commissioned.	i. Web-based platforms for providing extension support to youth agro-entrepreneurs developed and commissioned by Year 2.	RADA, Fisheries Division, MICAF, Jamaica 4-H Clubs, Agri-Business Technical Committee	Years 1-2
	1.3.4 Develop incubation models for youth in agribusiness.	1.3.4.1 Incubation models for youth in agri-business developed.	i. At least one incubation model for youth in agri-business developed each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, HEART, Fisheries Division, Agri-Business Technical Committee	Year 1 onwards
	1.3.5 Establish agribusiness incubators for primary production.	1.3.5.1 Agri-business incubators for primary production established.	i. At least one agri- business incubator for primary production established each year.	MICAF, Jamaica 4-H Clubs, AIC, JBDC, HEART, RADA, Fisheries Division, Agri- Business Technical Committee	Year 1 onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	1.3.6 Designate land in Agro Parks and agricultural areas to youth agro-entrepreneurs.	1.3.6.1 Land in Agro Parks and agricultural areas designated to youth agro-entrepreneurs.	i. At least 20% of land in Agro Parks and agricultural areas designated to youth agro-entrepreneurs by Year 5.	MICAF, AIC, Jamaica 4-H Clubs, RADA, Fisheries Division, Agri- Business Technical Committee	Year 1- onwards
	1.3.7 Designate land in agricultural land banks to youth agro-entrepreneurs.	1.3.7.1 Land in agricultural land banks designated to youth agroentrepreneurs.	i. At least 20% of land in agricultural land banks designated to youth agroentrepreneurs by Year 5.	NLA, MICAF, AIC, Jamaica 4-H Clubs, RADA, Fisheries Division, Agri-Business Technical Committee	Year 1- onwards
	1.3.8 Identify and enlist mentors for agri-business programme.	1.3.8.1 Mentors for agribusiness programme identified and enlisted.	i. Mentors for agri- business programme identified and enlisted by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, development partners	Year 1
	1.3.9 Develop and implement training programme for mentors for agri-business programme.	1.3.9.1 Training programme for mentors for agri-business programme developed and implemented.	i. Training programme for mentors for agribusiness programme developed and implemented by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, development partners	Years 1-2
	1.3.10 Develop and disseminate technology packs for youth agroentrepreneurs.	1.3.10.1 Technology packs for youth agroentrepreneurs developed and disseminated.	i. At least two technology packs for youth agro- entrepreneurs developed and disseminated each	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations,	Year 1-onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			year.	development partners	
	1.3.11 Identify and train youth trainer of trainers island wide to aid in technology dissemination.	1.3.11.1 Youth trainer of trainers to aid in technology dissemination identified and trained.	i. At least 30 youth trainer of trainers identified and trained each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, development partners	Year 1-onwards
	1.3.12 Host agri-business opportunity identifying workshops.	1.3.12.1 Agri-business opportunity identifying workshops hosted.	i. At least one Agri- business opportunity identifying workshop hosted each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, development partners	Year 1-onwards
	1.3.13 Provide information on potential support services for agricultural value chains.	1.3.13.1 Information on potential support services for agricultural value chains provided.	i. At least one information booklet developed and updated each year. MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, private sector, producer organizations,	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, private sector, producer	Year 1 onwards
	1.3.14 Develop/Enhance web-based platforms for dissemination of opportunities for agri- business value chains.	1.3.14.1 Web-based platforms for dissemination of opportunities for agribusiness value chains developed/enhanced.	i. Web-based platforms for dissemination of opportunities for agribusiness value chains developed/enhanced by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, development partners	Years 1-2
	1.3.15 Execute capacity building workshops for	1.3.15.1 Capacity building workshops for	i. At least 2 capacity building workshops	MICAF, Jamaica 4-H Clubs, JBDC, RADA,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	collection and analysis of marketing data and information for youth agro-entrepreneurs.	collection and analysis of marketing data and information for youth agro-entrepreneurs executed.	for collection and analysis of marketing data and information for youth agro- entrepreneurs executed each year.	Agri-Business Technical Committee, private sector, producer organizations, development partners	
	1.3.16 Execute training workshops in marketing techniques for youth agroentrepreneurs.	1.3.16.1 Training workshops in marketing techniques for youth agro-entrepreneurs executed.	i. At least 2 training workshops in marketing techniques for youth agro- entrepreneurs executed each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Agri-Business Technical Committee, private sector, producer organizations, development partners	Year 1- onwards
	1.3.17 Execute training workshops in meeting quality standards for markets.	1.3.17.1 Training workshops in meeting quality standards for markets executed.	i. At least 2 training workshops in meeting quality standards for markets executed each year.	MICAF, Jamaica 4-H Clubs, JBS, RADA, Agri-Business Technical Committee, private sector, producer organizations, development partners	Year 1- onwards
	1.3.18 Collaborate with diverse market segments to create market opportunities for youth agro-entrepreneurs.	1.3.18.1 Collaboration with diverse market segments to create market opportunities for youth agro-entrepreneurs forged.	i. At least 2 collaborations forged with diverse market segments to create market opportunities for youth agroentrepreneurs.	MICAF, Jamaica 4-H Clubs, RADA, Agri- Business Technical Committee, private sector, producer organizations, development partners	Year 1- onwards
	1.3.19 Develop and disseminate resource materials for new entrants and existing agroentrepreneurs.	1.3.19.1 Resources materials for new entrants and existing agroentrepreneurs developed and disseminated.	i. Resources materials for new entrants and existing agro- entrepreneurs developed and	MICAF, Jamaica 4-H Clubs, JBDC, Agri- Business Technical Committee	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			disseminated by Year 1.		
	1.3.20 Execute knowledge sharing and networking workshops for youth agroentrepreneurs.	1.3.20.1 Knowledge sharing and networking workshops for youth agro-entrepreneurs executed.	i. At least one knowledge sharing and networking workshops for youth agro-entrepreneurs executed each year.	MICAF, Jamaica 4-H Clubs, JBDC, Agri- Business Technical Committee	Year 1- onwards
1.4 Facilitate the creation and commercialization of value added products among youth agroentrepreneurs.	1.4.1 Expand and enhance stimulatory scalable value added initiatives in all public schools to include greater emphasis on innovation and technology.	1.4.1.1 Stimulatory scalable value added initiatives in all public schools to include greater emphasis on innovation and technology expanded and enhanced.	i. Stimulatory scalable value added initiatives in all public schools to include greater emphasis on innovation and technology expanded and enhanced by Year 2.	Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector	Year 1- onwards
	1.4.2 Review and update curricula for scalable value addition for training programmes.	1.4.2.1 Curricula for scalable value addition for training programmes reviewed and updated.	i. Curricula for scalable value addition for training programmes reviewed and updated every two years.	Jamaica 4-H Clubs, SRC, HEART, Agri- Business Technical Committee	Year 1- onwards
	1.4.3 Design and execute competitions that promote innovation in value addition of locally produced raw material.	1.4.3.1 Competitions that promote innovation in value addition of locally produced raw material designed and executed.	i. At least one competition that promote innovation in value addition of locally produced raw material designed and executed each year.	Jamaica 4-H Clubs, RADA, JBDC, SRC, Agri-Business Technical Committee, private sector, MOEYI, HEART, secondary institutions, post- secondary institutions,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
				tertiary institutions	
	1.4.4 Create Youth Innovation Think Tanks and clusters to generate new products and technologies for commercialization.	1.4.4.1 Youth Innovation Think Tanks and clusters to generate new products and technologies for commercialization created.	i. At least one Youth Innovation Think Tank and cluster to generate new products and technologies for commercialization created each year.	Jamaica 4-H Clubs, RADA, JBDC, SRC, Agri-Business Technical Committee, private sector, MOEYI, HEART, MSTEM, secondary institutions, post-secondary institutions, tertiary institutions	Year 1- onwards
	1.4.5 Collaborate with Government, tertiary institutions, private sector and producer organizations to develop and institute internships and apprenticeship for youth value addition.	1.4.5.1 Collaboration with Government, tertiary institutions, private sector and producer organizations to develop and institute internships and apprenticeship for youth value addition forged.	i. At least two collaborations with Government, tertiary institutions, private sector and producer organizations to develop and institute internships and apprenticeship for youth value addition forged.	Jamaica 4-H Clubs, RADA, JBDC, SRC, Agri-Business Technical Committee, private sector, MOEYI, secondary institutions, post-secondary institutions, tertiary institutions	Year 1- onwards
	1.4.6 Develop models for value addition for youth agro-entrepreneurs.	1.4.6.1 Models for value addition for youth agroentrepreneurs developed.	i. At least 2 models for value addition for youth agro- entrepreneurs developed each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agri-Business Technical Committee, private sector	Year 1- onwards
	1.4.7 Demonstrate technologies for on-farm value addition.	1.4.7.1 Technologies for on-farm value addition demonstrated.	i. At least two technologies for on- farm value addition demonstrated each	MICAF, Jamaica 4-H Clubs, RADA, Agri- Business Technical Committee, private	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			year.	sector, producer organizations	
	1.4.8 Demonstrate the use of inexpensive technologies to create value added products.	1.4.8.1 Inexpensive technologies to create value added products demonstrated.	i. At least two inexpensive technologies to create value added products demonstrated each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, HEART, Agri- Business Technical Committee, private sector, producer organizations	Year 1 onwards
	1.4.9 Establish agribusiness incubators for value added production.	1.4.9.1 Agri-business incubators for value added production established.	i. At least one agribusiness incubators for value added production established each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Fisheries Division, Agri-Business Technical Committee, HEART	Year 1 onwards
	1.4.10 Build capacity in processing technologies and facilitate technology transfer.	1.4.10.1 Capacity in processing technologies built, and technology transfer facilitated.	i. Capacity in processing technologies built, and technology transfer facilitated to at least 50 youth each year.	MICAF, Jamaica 4-H Clubs, RADA, SRC, Agri-Business Technical Committee, private sector, producer organizations, education institutions	Year 1 onwards
	1.4.11 Build capacity in product development, standards, packaging, branding and marketing for value addition.	1.4.11.1 Capacity in product development, standards, packaging, branding and marketing for value addition built.	i. Capacity in product development, standards, packaging, branding and marketing for value addition built in at least 100 youth each year.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, HEART, Agri- Business Technical Committee, private sector, producer organizations	Year 1 onwards
	1.4.12 Develop and provide appropriate financing packages to	1.4.12.1 Appropriate financing packages to support youth value	i. At least 3 appropriate financing packages to support	DBJ, public and private financial institutions, MICAF, Jamaica 4-H	Year 1 onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	support youth value added enterprises and on-farm value addition.	added enterprises and on- farm value addition developed and provided.	youth value added enterprises and on- farm value addition developed and provided each year.	Clubs, RADA, Agri- Business Technical Committee, private sector, producer organizations	
	1.4.13 Collaborate with national institutions and development partners to provide exposure to technologies and best practices through study tours, short courses, workshops, etc.	1.4.13.1 Collaboration with national institutions and development partners to provide exposure to technologies and best practices through study tours, short courses, workshops, etc. forged.	i. At least two collaboration with national institutions and development partners to provide exposure to technologies and best practices through study tours, workshops, short courses, etc. forged.	MICAF, Jamaica 4-H Clubs, RADA, SRC, MDAs, Agri-Business Technical Committee, private sector, producer organizations, education institutions, development partners	Year 1 onwards
	1.4.14 Develop and operationalize web-based tools and help desks to provide support to youth agro-entrepreneurs.	1.4.14.1 Web-based tools and help desks to provide support to youth agro- entrepreneurs developed and operationalized.	i. Web-based tools and help desks to provide support to youth agro- entrepreneurs developed and operationalized by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, MDAs, Agri- Business Technical Committee	Year 1 onwards
1.5 Facilitate the creation and commercialization of technologies for the agricultural sector.	1.5.1 Promote demand-driven methods to determine opportunities for technology development in the sector.	1.5.1.1 Demand-driven methods promoted for technology development in the sector.	i. At least one workshop held each year to promote demand-driven methods to determine opportunities for technology development in the	SRC, MSTEM, Jamaica 4-H Clubs, HEART, MICAF, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural	Year 1 onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			sector.	school, farmers' organizations, fishers' organizations, private sector, development partners.	
	1.5.2 Form partnerships with universities, research institutions and the private sector to create/enhance agricultural innovation programmes for youth.	1.5.2.1 Partnerships with universities, research institutions and the private sector to create/enhance agricultural innovation programmes for youth formed.	i. At least 1 partnership formed each year to create/enhance agricultural innovation programmes.	MICAF, SRC, MSTEM, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, farmers' organizations, fishers' organizations, private sector, development partners.	Year 1 onwards
	1.5.3. Collaborate with the private sector, universities and development partners to establish funding and support for development, testing and commercialization phases.	1.5.3.1 Funding and support for development, testing and commercialization phases established.	i. At least 3 partners committed to funding and support development, testing and commercialization phases each year.	MICAF, SRC, MSTEM, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, farmers' organizations, fishers' organizations, private sector, development partners.	Year 1 onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
Objective 2: Provio	le an enabling environmen	t for agricultural enterp	rise creation and deve	elopment, leveraging the	value chain.
2.1 Increase awareness and appreciation of entrepreneurship in the agricultural sector.	2.1.1 Develop agroentrepreneurship curricula for all levels of the education system.	2.1.1.1 Agroentrepreneurship curricula for all levels of the education system developed.	i. Agroentrepreneurship curricula for all levels of the education system developed by Year 2.	MICAF, MOEYI, Jamaica 4-H Clubs, JBDC, HEART, National Committee on Agriculture Education and Training, Agro- Entrepreneurship Technical Committee, development partners	Years 1-2
	2.1.2 Coordinate with education institutions to integrate agroentrepreneurship curricula in schools and institutions.	2.1.2.1 Education institutions to integrate agro-entrepreneurship curricula in schools and institutions coordinated.	i. Education institutions to integrate agro- entrepreneurship curricula in schools and institutions coordinated by Year 4.	MICAF, MOEYI, Jamaica 4-H Clubs, JBDC, HEART, education institutions, National Committee on Agriculture Education and Training, Agro- Entrepreneurship Technical Committee	Year 3-4
	2.1.3 Develop agroentrepreneurship curricula for unattached youth.	2.1.3.1 Agro- entrepreneurship curricula for unattached youth developed.	i. Agro- entrepreneurship curricula for unattached youth developed by Year 1.	MICAF, MOEYI, Jamaica 4-H Clubs, JBDC, HEART, National Committee on Agriculture Education and Training	Year 1- onwards
	2.1.4 Form partnerships with programmes for unattached youth to integrate agroentrepreneurship curricula into training programmes.	2.1.4.1 Partnerships with programmes for unattached youth to integrate agroentrepreneurship curricula in training	i. At least 2 partnerships with programmes for unattached youth to integrate agro- entrepreneurship	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, JBDC, other MDAs	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
		programmes formed.	curricula in training programmes formed each year.		
	2.1.5 Collaborate with Government, private sector and producer organizations to develop and institute internship and apprenticeship programmes for students of agricultural programmes.	2.1.5.1 Internships and apprenticeship programmes developed and instituted with Government, private sector and producer organizations.	i. At least 2 internships and apprenticeship programmes developed and instituted with Government, private sector and producer organizations each year.	MICAF, MOEYI, MSTEM, Jamaica 4-H Clubs, JBDC, HEART, education institutions, National Committee on Agriculture Education and Training, Agro- Entrepreneurship Technical Committee, private sector, producer organizations	Year 1- onwards
2.2 Build entrepreneurial and business management capacity of youth in the agricultural sector.	2.2.1 Develop and implement an agroentrepreneurial programme for all youth in agribusiness.	2.2.1.1 Agro- entrepreneurial programme for all youth in agribusiness developed and implemented.	i. Agro- entrepreneurial programme for all youth in agribusiness developed and implemented by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, HEART, Agro- Entrepreneurship Technical Committee	Year 1-onwards
	2.2.2 Develop agroentrepreneurship curricula for all youth in agribusiness.	2.2.2.1 Agroentrepreneurship curricula for all youth in agribusiness developed.	i. Agro- entrepreneurship curricula for all youth in agribusiness developed by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, HEART, National Committee on Agriculture Education and Training, Agro- Entrepreneurship Technical Committee	Year 1
	2.2.3 Conduct training workshops for youth on all aspects of agro-	2.2.3.1 Training workshops for youth on all aspects of agro-	i. At least two cycles of training workshops for youth on all	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, HEART, National	Year 1-onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	entrepreneurship.	entrepreneurship conducted.	aspects of agro- entrepreneurship conducted each year.	Committee on Agriculture Education and Training, Agro- Entrepreneurship Technical Committee	
	2.2.4 Identify and enlist coaches and mentors for agro-entrepreneurship programme.	2.2.4.1 Coaches and mentors for agroentrepreneurship programme identified and enlisted.	i. Coaches and mentors for agro- entrepreneurship programme identified and enlisted by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, SRC, Agro- Entrepreneurship Technical Committee, private sector, producer organizations, development partners	Year 1
	2.2.5 Develop and disseminate resource materials for new entrants and existing agroentrepreneurs.	2.2.5.1 Resource materials for new entrants and existing agroentrepreneurs developed and disseminated.	i. Resources materials for new entrants and existing agro- entrepreneurs developed and disseminated by Year 1.	MICAF, Jamaica 4-H Clubs, JBDC, Agro- Entrepreneurship Technical Committee	Year 1- onwards
	2.2.6 Execute knowledge sharing and networking workshops for youth agroentrepreneurs.	2.2.6.1 Knowledge sharing and networking workshops for youth agro-entrepreneurs executed.	i. At least one knowledge sharing and networking workshop for youth agro-entrepreneurs executed each year.	MICAF, Jamaica 4-H Clubs, JBDC, Fisheries Division, Agro- Entrepreneurship Technical Committee	Year 1- onwards
2.3 Build capacity of existing institutions to provide entrepreneurial and management support to youth agro-	2.3.1 Assess capacity of existing Agencies/ Divisions in MICAF to deliver agroentrepreneurial support to youth.	2.3.1.1 Capacity of existing Agencies/ Divisions in MICAF to deliver agroentrepreneurial support to youth assessed.	i. Capacity of existing Agencies/ Divisions in MICAF to deliver agro-entrepreneurial support to youth assessed by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Years 1- 2

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
entrepreneurs.	2.3.2 Develop and implement capacity building programme to address gaps identified in the assessment.	2.3.2.1 Capacity building programme to address gaps identified in the assessment developed and implemented.	i. Capacity building programme to address gaps identified in the assessment developed and implemented by Year 3.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Years 2- 3
	2.3.3 Develop integrated ICT platforms to enhance communication and information sharing among institutions.	2.3.3.1 Integrated ICT platforms for communication and information sharing among institutions developed.	i. Integrated ICT platforms for communication and information sharing among institutions developed by Year 2.	MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Years 1- 2
2.4 Improve access to financing for youth agro-entrepreneurs.	2.4.1 Develop financing models for youth agribusiness enterprises on a continuous basis.	2.4.1.1 Financing models for youth agri-business enterprises developed.	i. At least two financing models for youth agri-business enterprises developed each year.	DBJ, PC Bank, Private Financial Institutions, MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Year 1- onwards
	2.4.2 Develop and implement financing (credit and grant) programme for youth agro-entrepreneurs.	2.4.2.1 Financing programme for youth agro-entrepreneurs developed and implemented.	i. Financing programme for youth agro-entrepreneurs developed and implemented by Year 1.	DBJ, PC Bank, Private Financial Institutions, MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Year 1- onwards
	2.4.3 Conduct training for credit managers and officers from public and private financial institutions.	2.4.3.1 Training for credit managers and officers from public and private financial institutions conducted.	i. At least one training workshop for credit managers and officers from public and private financial	DBJ, PC Bank, Private Financial Institutions, MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			institutions conducted each year.	Agro-Entrepreneurship Technical Committee	
	2.4.4 Document lessons learned and best practices for evidenced based financing policies.	2.4.4.1 Lessons learned and best practices for evidenced based financing policies documented.	i. At least one study on lessons learned and best practices for evidenced based financing policies documented each year.	DBJ, PC Bank, Private Financial Institutions, MICAF, Jamaica 4-H Clubs, JBDC, RADA, Fisheries Division, Agro-Entrepreneurship Technical Committee	Year 1- onwards
Objective 3: Equip	youth with knowledge and	l skills to participate in a	griculture and other	related sectors.	
3.1 Create a national coordinating mechanism and framework for oversight of national agricultural education and training.	3.1.1 Establish and operationalize a National Committee on Agriculture Education and Training.	3.1.1.1 National Committee on Agriculture Education and Training established and operationalized.	i. National Committee on Agriculture Education and Training established and operationalized by Year 1.	MOEYI, MICAF, Jamaica 4-H Clubs, YIACC, CASE, UWI, UTECH, NCU, HEART, Community Colleges, Knocklava, MSTEM, SRC, private sector, producer organizations	Year 1- onwards
Agriculture Education Training Policy and Implementation Pland 3.1.3 Mobilize resort for a National Agriculture Education and Training Policy and	3.1.2 Develop a National Agriculture Education and Training Policy and Implementation Plan.	3.1.2.1 National Agriculture Education and Training Policy and Implementation Plan developed.	i. National Agriculture Education and Training Policy and Implementation Plan developed by Year 2.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, development partners.	Years 1-2
	3.1.3 Mobilize resources for a National Agriculture Education and Training Policy and Implementation Plan.	3.1.3.1 Resources for a National Agriculture Education and Training Policy and Implementation Plan mobilized.	i. At least 20% of resources for a National Agriculture Education and Training Policy and Implementation Plan	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, private sector, development partners.	Years 2-onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			mobilized by Year 3.		
	3.1.4 Operationalize the National Agriculture Education and Training Policy and Implementation Plan.	3.1.4.1 National Agriculture Education and Training Policy and Implementation Plan operationalized.	i. National Agriculture Education and Training Policy and Implementation Plan operationalized by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, private sector, development partners.	Year 3- onwards
	3.1.5 Develop agreements among institutions for the sharing of resources and facilities.	3.1.5.1 Agreements developed among institutions for the sharing of resources and facilities.	i. At least 4 Agreements signed among institutions for the sharing of resources and facilities by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, private sector, development partners.	Year 1- onwards
3.2 Facilitate the creation of a demand driven agricultural education and training system.	3.2.1 Conduct manpower assessment for the agricultural sector.	3.2.1.1 Manpower assessment for the agricultural sector conducted.	i. Manpower assessment conducted by Year 1.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, private sector, producer organizations, development partners.	Years 1-2
	3.2.2 Develop training needs analysis for the agricultural sector.	3.2.2.1 Training needs analysis developed for the agricultural sector.	i. Training needs analysis developed by Year 2.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National	Years 1-2

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
				Committee on Agriculture Education and Training, private sector, producer organizations, development partners.	
	3.2.3 Conduct reviews of existing agricultural programmes for agricultural education and training.	3.2.3.1 Reviews of existing agricultural programmes for agricultural education and training conducted.	i. Reviews of existing agricultural programmes for agricultural education and training conducted every 3 years.	National Committee on Agriculture Education and Training, education institutions offering agricultural programmes	Ongoing
	3.2.4 Conduct reviews of curricula for agricultural education and training.	3.2.4.1 Reviews of curricula for agricultural education and training conducted.	i. Reviews of curricula for agricultural education and training conducted every 3 years.	National Committee on Agriculture Education and Training, education institutions offering agricultural programmes	Ongoing
	3.2.5 Develop/Update programmes and curricula to respond to new and emerging areas.	3.2.5.1 Programmes and curricula to respond to new and emerging areas developed/updated.	i. Programmes and curricula to respond to new and emerging areas developed/ updated periodically.	National Committee on Agriculture Education and Training, education institutions offering agricultural programmes	Ongoing
	3.2.6 Develop short courses to address specific needs of the agricultural sector.	3.2.6.1 Short courses to address specific needs of the agricultural sector developed.	i. Short courses to address specific needs of the agricultural sector developed periodically.	National Committee on Agriculture Education and Training, education institutions offering agricultural programmes	Ongoing
	3.2.7 Collaborate with bilateral and international	3.2.7.1 Partnerships forged with bilateral and	i. At least 3 partnerships forged	MICAF, MOEYI, Jamaica 4-H Clubs,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	development partners for support in capacity building in the education and training system.	international development partners for capacity building in the education and training system.	with bilateral and international development partners for capacity building in the education and training system by Year 4.	HEART, National Committee on Agriculture Education and Training, private sector, producer organizations, development partners.	
	3.2.8 Develop and institute a national mechanism for tracking graduates of agricultural institutions.	3.2.8.1 National mechanism for tracking graduates of agricultural institutions developed and instituted.	i. National mechanism for tracking graduates of agricultural institutions developed and instituted by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, private sector, development partners.	Years 1-3
	3.2.9 Develop and institute national mechanisms for transitioning students within the agricultural education system.	3.2.9.1 National mechanisms for transitioning students within the agricultural education system developed and instituted.	i. National mechanisms for transitioning students within the agricultural education system developed and instituted by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, STATIN, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, private sector, development partners.	Years 1-3
3.3 Enhance technical capacity of institutions to meet training needs of youth agro-	3.3.1 Conduct training needs assessment of staff in relevant institutions.	3.3.1.1 Training needs assessment of staff in relevant institutions conducted.	i. Training needs assessment of staff in relevant institutions conducted in Year 1.	MICAF, MOEYI, Jamaica 4-H Clubs, RADA, Fisheries Division, AIC, JBDC, SRC, HEART	Year 1

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
entrepreneurs.	3.3.2 Develop and implement training programme for staff of relevant institutions.	3.3.2.1 Training programme for staff of relevant institutions developed and implemented.	i. Training programme for staff of relevant institutions developed and implemented by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, RADA, Fisheries Division, AIC, JBDC, SRC, HEART	Years 2-3
	3.3.3 Collaborate with development partners and international educational institutions to offer programmes and courses to educators and agricultural professionals.	3.3.3.1 Partnerships with development partners and international educational institutions to offer programmes and courses forged.	i. At least 3 partnerships with development partners and international educational institutions to offer programmes and courses forged by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, development partners.	Year 1- onwards
3.4 Equip youth at all levels to effectively participate in the agricultural sector.	3.4.1 Develop and implement agribusiness and agro-entrepreneurship training programmes for youth in agriculture.	3.4.1.1 Agribusiness and agro-entrepreneurship training programmes for youth in agriculture developed and implemented.	i. Agribusiness and agro-entrepreneurship training programme for youth in agriculture developed and implemented by Year 1	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, JBDC, Fisheries Division, SRC, National Committee on Agriculture Education and Training, development partners.	Year 1- onwards
	3.4.2 Facilitate access to training programmes.	3.4.2.1 Access to training programmes facilitated.	i. Access to training programmes facilitated by Year 1.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, JBDC, Fisheries Division, SRC, National Committee on Agriculture Education and Training, development partners.	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	3.4.3 Forge partnerships with development partners and international educational institutions to offer programmes and courses to youth.	3.4.3.1 Partnerships with development partners and international educational institutions to offer programmes and courses forged.	i. At least 3 partnerships with development partners and international educational institutions to offer programmes and courses forged by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, development partners.	Year 1- onwards
	3.4.4 Forge partnerships with private sector to offer financing support to students pursuing agriculture/agribusiness programmes.	3.4.4.1 Partnerships with private sector to offer financing support to students pursuing agriculture/agribusiness programmes forged.	i. At least 1 partnership with private sector to offer financing support to students pursuing agriculture/ agribusiness programmes forged each year.	MICAF, MOEYI, Jamaica 4-H Clubs, National Committee on Agriculture Education and Training, private sector, producer organizations	Year 1- onwards
	3.4.5 Collaborate with private sector to offer internships, apprenticeships to students taking agricultural programmes.	3.4.5.1 Internship and apprenticeship programmes in collaboration with the private sector developed.	i. At least 3 national internship and apprenticeship programmes with the private sector developed by Year 3.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, private sector, producer organizations.	Year 1-onwards
	3.4.6 Establish partnerships with secondary, post-secondary and tertiary institutions to utilize students of agriculture and other	3.4.6.1 Partnerships with secondary, post-secondary and tertiary institutions to utilize students of agriculture and other science students	i. At least 8 partnerships with secondary, post- secondary and tertiary institutions established by Year	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training,	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	science students in research and development programmes.	in research and development programmes established.	3.	Secondary, post- secondary and tertiary institutions.	
	3.4.7 Host competitions among students to develop tools for networking and sharing of findings among the youth research community.	3.4.7.1 Competitions among students to develop tools for networking and sharing of findings among the youth research community hosted.	i. At least 1 competition hosted every two years to develop tools for networking and sharing of findings among the youth research community.	MICAF, MOEYI, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, Secondary, post- secondary and tertiary institutions.	Year 1- onwards
	3.4.8 Establish partnerships with Government, private sector, educational institutions and development partners to support research and development initiatives for youth.	3.4.8.1 Partnerships with Government, private sector, educational institutions and development partners to support research and development initiatives for youth established.	i. At least 3 partnerships with Government, private sector, educational institutions and development partners to support research and development initiatives for youth established by Year 3.	MICAF, MOEYI, MDAs, Jamaica 4-H Clubs, HEART, National Committee on Agriculture Education and Training, tertiary institutions, community colleges, agricultural school, private sector, development partners.	Year 1- onwards
Objective 4: Improv	ve the perception, apprecia	ation and legitimization (of the agricultural sec	tor among youth.	
4.1 Improve knowledge and awareness of the multifaceted nature of agriculture.	4.1.1 Develop public education and awareness programme.	4.1.1.1 Public education and awareness programme developed.	i. Public education programme developed by Year 1	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Public Education and Awareness Technical Committee, Producer	Year 1

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
				Organizations	
	4.1.2 Engage youth to develop social media tools to support the public education programme.	4.1.2.1 Social media tools developed.	i. Social media tools developed by Year 2.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, Schools, colleges and universities.	Years 1-2
	4.1.3 Identify and appoint agriculture brand ambassadors and youth advocates.	4.1.3.1 Brand ambassadors and youth advocates identified and appointed.	i. Brand ambassadors and youth advocates identified and appointed by Year 2.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, private sector.	Year 2- onwards
	4.1.4 Document and disseminate success stories.	4.1.4.1 Success stories documented and disseminated.	i. Success stories documented and disseminated by Year 2.	Jamaica 4-H Clubs, MICAF, RADA, Producer Organizations, private sector	Year 2- onwards
	4.1.5 Plan and execute Agricultural Research and Innovation Day.	4.1.5.1 Agricultural Research and Innovation Day executed.	i. Agricultural Research and Innovation Day executed once per year.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, SRC, YIACC, producer organizations, private sector, schools, colleges and universities.	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	4.1.6 Conduct study tours for students at all levels of the education system.	4.1.6.1 Study tours conducted.	i. At least 500 students participate in study tours each year.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Producer Organizations, Schools, colleges and universities.	Year 1- onwards
	4.1.7 Advocate with promoters of Agricultural shows/events to include a youth component.	4.1.7.1 Agricultural shows contain a youth component.	i. At least 50% of all agricultural shows/events contain a youth component by Year 5.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Producer Organizations, Schools, colleges and universities.	Year 1- onwards
	4.1.8 Execute youth related events and fora.	4.1.8.1 Youth related events and fora executed.	At least 3 main Youth related events and fora executed per year.	Jamaica 4-H Clubs, MICAF, MOEYI, RADA, HEART, YIACC, Producer Organizations, Schools, colleges and universities.	Year 1- onwards
4.2 Develop tools for knowledge dissemination.	4.2.1 Establish interactive website and social media tools dedicated to youth in agriculture.	4.2.1.1 Website and social media tools dedicated to youth in agriculture established.	i. Website and social media tools dedicated to youth in agriculture established by Year 2.	Jamaica 4-H Clubs, MICAF, YIACC, Public Education and Awareness Technical Committee	Years 1-2
	4.2.2 Develop and distribute promotional and information material for youth in agriculture.	4.2.2.1 Promotional and information material for youth in agriculture developed and disseminated.	i. Promotional and information material for youth in agriculture developed and disseminated by	Jamaica 4-H Clubs, MICAF, MOEYI, SRC, YIACC, Public Education and Awareness Technical	Years 2- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
			Year 2 and onwards.	Committee, Producer Organizations, schools, institutions	
	4.2.3 Develop and disseminate videos on all facets of youth in agriculture.	4.2.3.1 Videos on all facets of youth in agriculture developed and disseminated.	i. At least 10 videos on all facets of youth in agriculture developed and disseminated by each year.	Jamaica 4-H Clubs, MICAF, MOEYI, SRC, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, schools, institutions	Year 1- onwards
	4.2.4 Compile and disseminate educational material to support youth in agriculture.	4.2.4.1 Educational material to support youth in agriculture compiled and disseminated.	i. Educational material to support youth in agriculture compiled and disseminated through websites and outreach events each year.	Jamaica 4-H Clubs, MICAF, MOEYI, SRC, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, schools, institutions	Year 1- onwards
4.3 Promote multisectoral collaboration for improving knowledge and awareness of the agricultural sector.	4.3.1 Establish partnership with the media to promote youth in agriculture issues.	4.3.1.1 Partnerships with the media to promote youth in agriculture issues established.	i. Partnerships with the media to promote youth in agriculture issues established by Year 1.	Jamaica 4-H Clubs, MICAF, MOEYI, media houses	Year 1- onwards
	4.3.2 Collaborate with schools at all levels of the education system to introduce youth in agriculture initiatives.	4.3.2.1 Schools at all levels implement youth in agriculture initiatives.	i. At least 50% of all schools implement youth in agriculture initiatives by Year 3.	Jamaica 4-H Clubs, MICAF, MOEYI, SRC, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, schools, institutions	Year 1- onwards

STRATEGIES	ACTIONS	OUTPUTS	INDICATORS OF ACHEIVEMENT	RESPONSIBLE AGENCIES AND STAKEHOLDERS	TIMEFRAME
	4.3.3 Establish partnerships with non-state actors to provide support to youth in agriculture initiatives.	4.3.3.1 Partnership with non-state actors to provide support to youth in agriculture initiatives established.	i. At least 2 new partnerships with non-state actors to provide support to youth in agriculture initiatives established each year.	Jamaica 4-H Clubs, MICAF, MOEYI, SRC, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, private sector, civil society, schools, institutions	Year 1- onwards
	4.3.4 Establish partnerships with state actors to provide support to youth in agriculture initiatives.	4.3.4.1 Partnerships with state actors to provide support to youth in agriculture initiatives established.	i. At least 1 new partnership with state actors to provide support to youth in agriculture initiatives established each year.	Jamaica 4-H Clubs, MICAF, MOEYI, other MDAs	Year 1- onwards
	4.3.5 Develop funding strategy to mobilize resources for public education and awareness activities.	4.3.5.1 Funding strategy to mobilize resources for public education and awareness activities developed.	i. Funding strategy to mobilize resources for public education and awareness activities developed by Year 1.	Jamaica 4-H Clubs, MICAF, MOEYI, YIACC, Public Education and Awareness Technical Committee, Producer Organizations, private sector, civil society, schools, institutions	Year 1

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GLOSSARY

Agribusiness The sector of the economy that is the sequence of interrelated activities

made up of genetics and seed stock, firms, agricultural input suppliers, agricultural producers, agricultural commodity merchandisers, food

processors, food retailers and food consumers.

Agro Park Agricultural development area equipped with the requisite infrastructure

and facilities to facilitate integrated agricultural production along the value

chain.

Entrepreneurship The process through which an opportunity is recognized, the risks of

investment accepted and resources combined to facilitate the creation of

value added or profit.

Intrapreneurship Employees who use their entrepreneurial skill while working within an

organization.

School garden Any agricultural activity that is carried out in, or near a school and is programme maintained (at least partly) and used by students and teachers in different

maintained (at least partly) and used by students and teachers in different manners. It may include the growing of crops, rearing of animals, containerized garden, aeroponics, aquaponics, aquaculture, permaculture,

greenhouse production, nursery operations, organic agriculture, etc.

Soft Skills Character traits and interpersonal skills that characterize a person's

relationships with other people.

Value Chains The full range of activities which are required to bring a product or service

from conception, through the different phases of production (involving a combination of physical transformation and the input of various producer

services), delivery to final consumers, and final disposal after use.