SEEING THE WOOD AND THE TREES

Gender Equity for the Forestry Department and Trees for Tomorrow Project

MARCH 2000
Canadian International Development Agency

Jamaica: Trees for Tomorrow Project
Phase II

SEEING THE WOOD AND THE TREES

Gender Equity for the Forestry Department
and Trees for Tomorrow Project

prepared by:
Dorienne Rowen-Campbell

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ORM - Tecsult
Suite 300, 475 West Georgia Street
Vancouver, B.C. Canada
V6B 4M9
PREFACE

The title of this document, *Seeing the Wood and the Trees*, consolidates two reports prepared for the Jamaica Forestry Department through the Trees for Tomorrow Project.

The first report, *Part I: Gender Equity Update Report*, is an update of the gender equity reports commissioned by the Trees for Tomorrow Project in 1994 and 1997. The Update Report seeks to make visible to FD staff what they have achieved since 1994 and how the evolving context of life in Jamaica offers opportunities to further explore gender equity concerns.

The second report, *Part II: Gender Equity Strategy and Strategy Implementation Plan*, defines a way forward detailing activities, implementation plans and mechanisms for measuring performance in achieving gender equity. The strategy builds on the experience of the past eight years, based on efforts undertaken since 1994 to achieve gender equity.

Taken together, the reports serve to clarify for the Forestry Department and Trees for Tomorrow Project staff the ways in which gender equity issues have been and can continue to be addressed in the workplace and in field activities.
Jamaica: Trees for Tomorrow Project  
Phase II

Seeing the Wood and the Trees  
Gender Equity for the Forestry Department and  
Trees for Tomorrow Project

PART I:  
GENDER EQUITY UPDATE REPORT

March 2000
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<th>Full Form</th>
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<tr>
<td>ADMIN</td>
<td>Administration</td>
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<tr>
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<td>Bureau of Women's Affairs</td>
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<td>CANARI</td>
<td>Caribbean Natural Resources Institute</td>
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<td>Canadian International Development Agency</td>
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<td>Food and Agriculture Organisation of the United Nations</td>
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<td>FD</td>
<td>Forestry Department</td>
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<td>FFSTP</td>
<td>Forestry Field Skills Training Programme</td>
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<td>Forest Industries Development Company</td>
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<td>GE</td>
<td>Gender Equity</td>
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<td>HO</td>
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<td>Jamaica Public Service Company</td>
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<td>MinAg</td>
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<td>National Forest Management and Conservation Plan</td>
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<td>Natural Resources Conservation Authority</td>
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<td>PC</td>
<td>Parish Council</td>
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<td>Portland Environmental Protection Association</td>
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<td>PIOJ</td>
<td>Planning Institute of Jamaica</td>
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<td>PMF</td>
<td>Performance Management Framework</td>
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<td>PRA/RRA</td>
<td>Participatory Rural Appraisal/Rapid Rural Appraisal</td>
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<td>Rural Agriculture Development Authority</td>
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<td>SMRDP</td>
<td>St Mary Rural Development Project</td>
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<td>Trees for Tomorrow Project (CIDA)</td>
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<td>TORs</td>
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BACKGROUND TO METHODOLOGY

This report has been commissioned to provide a broad update of the gender equity situation in Jamaica, the Forestry Department (FD) and the Trees for Tomorrow Project (TFT) since the last studies relating to gender equity were undertaken.

The two main studies produced for TFT were Women in Forestry and Soil Conservation Division prepared by Marjorie Lewis-Cooper in 1993 and Trees for Tomorrow: Gender and Forestry Study prepared in 1997 by Linette Vassell. The Lewis-Cooper report focused on the Forestry Department while the Vassell report focused on the Trees for Tomorrow Project and the Project’s pilot area.

The Lewis-Cooper study, after situating the status of women and development (WID) issues in the country, narrowed its focus to the Forestry Department and its staff. After detailed interviews undertaken with a wide range of staff, Ms Lewis-Cooper assessed FD’s overall attitude to WID and discussed the status and concerns, primarily of the female staff. The report then made recommendations as to which activities should be undertaken to ensure that women participated more effectively in FD, particularly at the technical level where women were under represented. The Lewis-Cooper study included proverbs and songs which reflect, and are related to gender roles in forestry and these are attached to this report as Appendix III.

This report does not seek to offer a detailed update on all the findings of the Lewis-Cooper report. Eight years have passed and many assessments have been offered by a variety of consultants to TFT. Lewis-Cooper does however provide a baseline for data on establishment and on staff attitudes. This report concentrates on these aspects and identifies if and where changes in staffing and attitudes have occurred, and, most importantly, what are the significant lessons learned for FD and TFT.

A similar approach has been taken to Vassell’s report. That study highlighted gender relations in the Project’s Buff Bay/Pencar pilot area. Useful insights are offered on the roles men and women play in agriculture, domestic and community life and women’s and men’s attitudes to each other. Like the Lewis-Cooper study, Vassell also makes recommendations as to structures and processes for ensuring a more gender sensitive Project.

Some recent information relevant to gender equity concerns in the Buff Bay/Pencar pilot area is already contained in the detailed report Buff Bay/Pencar Watershed Pilot Area: Socio-Economic Study and Baseline Agroforestry Survey completed in April 2000 by Maria Giasson and Dan Orcherton from Forestry Department’s Trees For Tomorrow Project. The Report to UNDP Capacity Bridging Project Participatory Methods Component, Final Report, May 2000 prepared by Maria Protz also provides some updated and valuable material on three forest areas. These are Mount Airy, Bull Head and Gourie. Interesting data from these reports are highlighted here.

This report seeks to identify the critical lessons which have emerged, not just from the pages of studies, but through the recorded and reported experience of Project and Department staff. To that end a number of individual and group meetings were held with FD and TFT staff at Head Office and in the three Forest Regions. Discussions were held with FD partners such as RADA, NRCA, environmental NGOs, CBOs and individuals in the Buff Bay watershed pilot area. No structured questionnaires were administered.

The findings from this report have informed the development of the Gender Equity Strategy and Strategy Implementation Plan which is Part II of this document.
STRUCTURE OF THE REPORT

The Update Report is in effect divided into three sections. The first part deals with information on gender and society, on forestry and society and on issues specific to gender concerns in the Project’s pilot area. The second part deals in more detail with updating the information on staffing and attitudes. The final section deals with recommendations for action from both parts of the Update Report.

In an effort to highlight some critical gender equity concerns, either new or recurrent, that have implications for the effectiveness of a gender equity strategy, at the end of each section Issues Arising are brought to the reader’s attention. Suggestions for Action to address these critical issues follow immediately thereafter.

The Recommendations section, which concludes the report, provides the basis for the gender equity strategy.
1.0 INTRODUCTION

In 1992 the Canadian International Development Agency (CIDA) began a partnership with the Government of Jamaica (GOJ) that is designed to “strengthen the ability of the forest sector, primarily the Forestry Department, to plan and implement sustainable forest management and other soil and water conservation measures in Jamaica’s watersheds so as to increase awareness of the importance of forests throughout the country”. Phase I of the Trees for Tomorrow Project ended after six years and Phase II began in 1998.

A concern for gender equity has informed both phases of the project. This report was commissioned “to update the analysis of activities and gender orientation of the Forestry department”. The Terms of Reference (TORs) require an update of two studies undertaken in Phase I: Women in the Forestry and Soil Conservation Division, 1994 and Trees for Tomorrow: Gender and Forestry Study, 1997; as well as assessments of and consultations with FD staff, TFT Project staff and partners.

Each individual constructs his or her gender identity out of family and wider social influences that define the way in which that society expects men and women to behave: what is appropriate feminine behaviour; what is masculine; how society defines roles for women and men; and how it rewards and values these roles. The attitudes that the FD holds about gender issues should not be separated from the attitudes, expectations and understanding of gender equity of the society as a whole. The gender definitions which began in the home are reinforced or challenged through each individual’s social circumstances, life experiences and exposure to cultural traditions, religious beliefs, etc. These are internalised and both men and women apply these values into the work place; many times in the form of stereotypes about what types of work or behaviours are most appropriate for women or for men.

This report looks first at the awareness of the society in general about gender equity and the policy environment which gives sustenance to equity concerns. It then looks at the context in which sustainable forest management strategies currently operate and the gender considerations which underlie the challenges faced by FD. Against this dual background the report then looks in more detail at the FD-TFT Project and attempts to update the information contained in the two earlier studies; assess the current staffing situation and attitudes and make suggestions as a basis for gender strategy development.
2.0 GENDER EQUITY - JAMAICAN CONTEXT

There have been two positive changes at the Jamaican government policy level since the 1997 report (*Trees for Tomorrow: Gender and Forestry Study*) was written. In 1999 the Cabinet Office began to require prior gender and environmental impact assessments on all matters coming to Cabinet. Training to assist with the development of capacity to undertake the assessments has been offered to relevant staff. In 1999 the Planning Institute of Jamaica (PIOJ) began work on a gender monitoring tool which is intended to be applied to all projects from all Ministries and agencies. The government has thus begun to institutionalise a concern for gender equity in a more meaningful way than has been achieved through the National Policy on Women (1987) which has been honoured more in the breach than in the observance. The Bureau of Women’s Affairs which has long planned to update the National Policy and to reflect more directly a concern for gender equity is in discussions with bilateral agencies about possible support for this initiative. The policy climate is thus a more positive one than was the case at the beginning of the Project and one which offers anchor points for FD’s own gender equity strategy development.

Of immediate import to FD however is the reality that, over the years, the Ministry of Agriculture (MinAg) has proven less than hospitable to any women-focused or gender oriented initiatives. For a gender strategy to be successful within FD special efforts will have to be made to persuade MinAg of the strategy’s utility and effectiveness. It will be important that a critical mass of FD staff understand gender equity issues and are committed to arguing in defense of the policy and programme activities required of a gender equity strategy.

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**Box 1: Gender Gaps**

**Education**
- Girls stay in school longer than boys and attain higher levels of education before leaving.
- Women outnumber men 3-1 in tertiary institutions.
- Men predominate in physics, engineering, agriculture & architecture.
- Women predominate in arts, education, medicine and law.

**Employment**
- Even with equal qualifications, women are under-represented in senior academic and administrative positions in the universities.
- Women accounted for 65% of total unemployment in 1999.
- Men accounted for 35% in 1999.
- Men are less qualified, earn more than women and have greater employment options.
- Women are more qualified, earn less than men and have fewer employment options.

**Power & Public Participation**
- Of 21 senators, 5 are women.
- Of 60 MPs, 52 are men.
- Of 227 local councillors, 54 are women.
- 72% of JPs are male.
- Women predominate on public sector committees, men predominate on private sector boards and committees.
- 59% of voluntary organisations/NGOs are male led, 31% of professional associations are female led.
- Women have high attendance rates at community meetings but usually do not chair proceedings.

**Income & Living Conditions**
- Men earn (average) 30% more than women (CARICOM).
- Female headed households (FFH) are in the two poorest quintiles with low levels of access to potable water.
- Women own less land than do men.

While at the policy level gender equity issues are being more clearly articulated, the society as a whole is not entirely supportive of the idea. There is a great deal of suspicion that “gender” is really just another way of ensuring enhanced roles and status for women. This goes against the grain of the “men are marginalised: women have taken over” arguments.

Although analysis reveals (See Box 1) that women still earn less than men and wield less power outside the home, the greater numbers of women graduating from secondary and tertiary educational institutions persuades the general public that men are at risk.

Gender equity is not understood, therefore, as a means of promoting balance and harmony in the society and bringing about a sharing of responsibility, power and privilege between women and men.

Many do not recognise that there are significant differences in women’s and men’s ability to earn equitably, to gain employment, to access services such as loans, to own land or to represent their concerns in the public arena. The measurement of these differences are called **gender gaps**. In Jamaica, despite their heavy participation and achievement in the educational sphere, the gender gaps between women and men show that men are still more privileged than women. Despite much progress, women remain disadvantaged. Figure 1 above represents this disadvantage graphically. The information from Box 1: Gender Gaps provides the data on which the Index of Advantage is based.

The external policy environment is also supportive of gender equity initiatives. In 1999 the Canadian International Development Agency (CIDA) revised their own policy to a gender equality policy which focuses on the achievement of equality between women and men in all cooperation activities. This is a shift from a more women-focused, women and development approach. Most important, CIDA now links gender equality to all CIDA development priorities and requires that all CIDA supported ventures promote gender equality in line with performance based management. Further, CIDA’s Environment Priority directly supports and requires gender equity initiatives in forestry:

*Environmental conditions such as deforestation soil degradation and watershed reduction affect men and women differently given their different roles and relative decision-making power. As consumers, producers and users of natural resources for their livelihoods, caretakers of their families, and educators, women also play an integral role in promoting sustainable and ecologically sound consumption and production patterns and approaches to natural resource management. CIDA’s goal of environmental sustainability will be elusive unless the differential impact of environmental factors on women and men is addressed and women’s contribution to environmental management is recognised and supported. (CIDA’s Policy On Gender Equality, p.13)*

TFT thus has a direct mandate to nurture the development of gender equity initiative in FD. The Environmental Action Programme (ENACT) also funded by CIDA already has a gender equity strategy and gender issues appear to be of concern in the USAID Ridge to Reef Project which is in its start up phase.

The timing of this renewal and development of a gender equity strategy is fortuitous in the wider international
area. In 2002 the Earth Summit will be held in South Africa. Throughout the preparatory period, FD will be able to access information, debates and discussion on the emerging agenda for the Summit. Already activities are underway to ensure that gender issues become a central aspect of the agenda informing the perspectives of the discussions. The NGOs have set up a Women’s Caucus and regular reports that include material of relevance to forestry will continue to be available. Environmental sustainability and related gender equity issues will be highlighted in the news over the next year and will provide an opportunity for FD to use this information and debate in building public awareness on forest conservation and management.

2.1 Issues Arising

1. Despite a positive policy environment, FD will have to develop a strategic approach to gain support from MinAg for the implementation and institutionalisation of any positive initiatives to support gender equity. A high level of commitment will be required from FD staff themselves.

2. There is very little data about gender issues and Jamaican forestry. The broad issues usually identified as gender issues in forestry by agencies such as CIDA, FAO, UNDP and World Bank are not always directly relevant to the Jamaican reality.

2.2 Suggested Actions

1. An aggressive training programme will be required to achieve the awareness, commitment and analytic competence required to argue forcibly and convincingly for the relevance of gender equity to forestry. This training will not be a one shot exercise but will need to be sustained so as to continue to support staff and departmental change processes and maintain capacity on gender equity.

2. FD will have to build up, incrementally, through formal reports, stories and recording of relevant personal experiences and an understanding of how gender roles and values impact on their daily work. FD will also need to record, share and discuss these findings.

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3.0 FORESTS AND SOCIETY - CHALLENGES TO FOREST CONSERVATION

Another important ‘context’ which needs to be examined is the relationship of the society to trees, forests and environmental sustainability. This will enable a better understanding of the opportunities and constraints which face FD and TFT in attempting to implement gender equity strategies.

3.1 Forest Lands as an Economic Asset

Interestingly, the Poverty Map of Jamaica\(^2\) (Appendix I) which spatially identifies areas of deprivation, indicates a correlation between the major forest areas of the country and the most deprived areas. Protz, \((\textit{Participatory Methods Component Final Report. UNDP. 2000})\) points out that the Mount Airy, Mount Pleasant and Mount James communities in St Andrew within the Blue and John Crow Mountains area are identified as being in the second poorest quartile, despite the Golden Spring area which it abuts being classified as the second wealthiest quartile. Similarly, Kellits, Mason’s River, John’s Vale, Douglas Castle, and Bull Head Forest Reserve where farming communities have encroached on forest lands are also among the poorest communities. For many people, therefore, forests and forest lands are an additional resource to augment food supplies, fuel, lumber or land. Wild yams, fruits and materials for bush teas are gathered from the forest as is dry wood for cooking. In many surveys communities downplay charcoal burning activities and emphasise collection of dry wood. It is, however, evident that coal is still being used. The increasing cost of LPG and kerosene may lead to an increase in charcoal production and an increased threat to forest reserves and protected lands.

In most of the communities surrounding forested areas land is family, rather than individually, owned. Crown lands are seen as anyone’s lands and are open to “capture”. It is very tempting and, to date, has proven relatively easy to capture forest lands for farming or homesteading.

As can be seen from Box 1: Gender Gap (above) poverty has its own gender dimensions. In the forest reserves, forested areas and contiguous communities, women, particularly those in female headed households are, as in the rest of the island, poorer than their male peers. Women own much less land than do men as may be seen in Table 1 below. However, it is mostly men, and often young men whose share of family land is minimal or those who have no access to land, who expand agricultural and other activities into forested areas.

<table>
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<th>Age Group</th>
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<th>Under 30</th>
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<tr>
<td>Female</td>
<td>46,080</td>
<td>5,480</td>
<td>18,051</td>
<td>22,549</td>
</tr>
<tr>
<td>Male</td>
<td>133,314</td>
<td>22,437</td>
<td>51,616</td>
<td>59,261</td>
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</table>


Although women may work along with their family members or partners, it is rare for women to appropriate


\(^3\) Deprivation or poverty in this case is defined by the relative “socioeconomic status of communities on the basis of their possession of certain social infrastructure” such as water supply; toilet facilities; access to employment and educational opportunities; and the level of overcrowding. Ibid.
land on their own. In terms of the use of forest products, both women and men, particularly the older ones, gather bushes for teas, medicines and bush baths, etc. Both women and men gather wood for cooking but men tend to be the ones who cut down trees, often leaving the felled products in place to dry before sawing them into boards. The cutting and sawmilling of hardwoods for building purposes is also a well rewarded activity. Interestingly, the same young men who go tree cutting in the forest are often very conscious of the value of trees on their own land. In the Section area of the Buff Bay watershed an unpleasant family feud developed in 1998 when an uncle decided to fell a large cedar on a family holding and sell it. It was the younger male family members who went to Kingston to prevent the sale, arguing that more cedars had to be planted and be on their way to full growth before that old tree could be sold. The same attitudes do not apply when it is “Guvy’ lan” (Government land).

While many reports discuss farming, coal production, etc. there is little mention of ganja growing. Yet, between 1990 and 2000 the Ganja Eradication Programme, a Programme of cooperation between the Jamaica Constabulary Force and the U.S. Government, destroyed ganja on some 7735 hectares of land. While some of these lands were in farming areas on the plains and some were in protected swamp areas, a great number of these hectares were in or abutting forest areas. The Ganja Eradication Programme concentrates its efforts on St Ann, Westmoreland, St Elizabeth, Hanover and Manchester. A unit is beginning work in St Thomas where incursions into mountain forest areas has been noted. Although there is similar activity in Portland, there is no unit established there to date but random raids are sometimes made.

Police records indicate that many of the hectares of ganja destroyed in Clarendon were in and around the Bull Head Forest Reserve, particularly Douglas Castle and Kellits. Ganja has also been destroyed in the Gourie area and in the Cockpit Country of St Elizabeth and Trelawny. Usually a circle or square is cut out and all the trees are felled save the perimeter trees which are left to protect the area from prying eyes. The area is often burnt and police note with concern that there is now growing evidence of use of Gramoxone to clear the land. Since ganja growing is an incursion onto Crown, protected and forest reserve lands, the activity poses a very real threat to the wardens who are required to patrol the area as they will be seen by ganja growers to interfere with their very lucrative business.

There appear to be clear gender roles in ganja growing also. Police indicate that the lands are cleared by men and the nurseries planted and maintained by men. The nurseries have been sizeable; some 159 nurseries were destroyed in 1999 and 10 in 2000 along with 10,246 plants.

Given women’s involvement in weeding and nursery activities in agriculture generally it might be expected that they would be involved at this stage in the ganja growing process. It may be that the growing areas are too far away for women with family responsibilities to efficiently travel back and forth and meet those domestic commitments. Women may become involved at the processing stage after the ganja is harvested. Police information however indicates that the majority of arrests have been of males and cannot confirm the roles that women may play.

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4 Narcotics Division, Jamaica Constabulary Force.

3.2 Public Attitudes

The primary challenges to sustainable forest management lie as much in the attitudes of the public to trees and forests as it does in the unending erosion of forest areas cleared for farming, coal production, ganja growing, lumber production, yam sticks and cooking (See Box 2).

Jamaicans have a predilection to “bushing”. There is generally little respect evidenced for trees or forests. When men are walking through fields or forests with a machete in hand, the majority of them slash idly at shrubs and chop into the trunks of trees as if to test the sharpness of their tool. Hillsides and road banks are cleared down to the soil.

This approach to manicuring the environment is reinforced by many role models. Some of the main culprits are the Jamaica Public Service Company (JPSCo), the Public Works Department (PWD) and the Parish Councils (PC). JPSCo chops trees brutally along the roadsides fearing that the branches will interfere with their lines. The Company does not discriminate, cutting down shrubs which will never reach to the lines as well as grown trees. There are no pruning skills in evidence, simply chopping. PWD undertakes or allocates road maintenance work at parish and community levels. PWD encourages severe bushing of the verges of the roads leaving the banks bare and vulnerable to landslips in the next heavy rain. The PCs are like the PWD in that the local government officials “give out” “Christmas” and other “holiday” work and it is usually to bush roadsides. All the above institutions reward those it hires for carrying out the work in this manner. Those it hires are without exception, save for flag work on the road, male. Males are therefore acculturated to chopping down rather than protecting trees and forested areas and models for this continuing behavior are sustained by institutions who reward them for inappropriate behaviour.

There are other gender dimensions to public attitudes to conservation and general practice. Tree cutting and sawmilling, cutting of yam sticks, coal production and ganja growing are in the main male activities. As local sayings remind us, *Woman nurture plant man would discard*. Women in the Buff Bay watershed indicate that they are concerned about forests and water conservation and attempt a nurturing role. They note that the men are not as committed to this but that they, the women, do not see themselves having enough authority to bring about change.6

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Despite the above statements, gender roles in forestry are somewhat different than in most developing countries. Women, while evidencing more concern about forest conservation than the men in their communities, have no models or traditions that would easily impel them to begin a Chipko style movement, or to undertake the green belt planting as in Kenya. The seed is there but it needs to be given opportunities and support to grow and bear fruit.

3.3 Issues Arising

1. Gender differences on forestry issues are not as strongly demarcated in Jamaica as they are in other countries where strategies have generally been able to rely on a mass of women who have a role or can be made to understand their role as being a protector of the trees. Here, there is less critical reliance on trees and forests for additional family sustenance, firewood, medicine, fertilisers and animal fodder. Women appear not to appreciate, viscerally, the mutuality of their relationship with the forests and trees and thus the need to use wisely and carefully nurture them. Women in societies which live on the edge of poverty, where drought and desertification are immediate threats to life and livelihood, have been the ones to act most effectively to conserve forests and trees (eg, Chipko movement).

There is some distance to travel between recognising trees as part of your own survival mechanisms and the general “goodwill and concern” that Jamaican women express on the subject. Again there is a distance between women of a community being committed to an aggressive tree planting and protection process and the more individual, and eroding, traditions in Jamaica which revolve around burying the navel string (umbilical cord) at a tree root or planting a tree for each new child.

Still, these are points of entry and a gender equity strategy should seek to develop these positives and work with women as real partners in each community until they become more assertive in their conservation efforts.

2. It has been demonstrated that women are ‘interested’ in forest conservation though not active protagonists whereas men play a very negative role. Continuing negative examples do not improve the situation or suggest alternatives to the young men. Particular measures must be introduced to try to encourage young men to become stakeholders.

3.4 Suggested Actions

1. Any gender equity strategy must address the means to encourage and reward males, particularly young males, as stakeholders in forest management and conservation.

2. Since JPSCo, PWD and PC tree cutting activities are so widespread and so visible to the public, FD should consider targeting these entities as part of their Public Awareness Programme. Demonstrations of how to prune and exposure to soil erosion concerns could encourage a change in practice among JPSCo and PWD staff and casual labourers. This would result in the modelling of more positive behaviours and would reinforce the other positive messages FD is bringing to schools and communities. Men hired by PWD would no longer be rewarded for bad practices. The institutions might also be persuaded to engage women on road crews and as supervisors.

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7 The Chipko Movement is based in India.
FD could begin this experiment in the Buff Bay/Pencar TFT pilot areas where they could join with a range of NGOs and CBOs, RADA, NRCA and JCDT, both to give weight to their message and to extend FD resources.

3. The Taino fled to the mountains to avoid the Spanish settlements and settlers. Some of their earliest strongholds were in Portland: Seaman’s Valley, Windsor, Moore Town and Comfort Castle. The Maroons later dwelt in these same areas. Any memory of plants and trees the indigenous people found important or how they used them was probably passed on to Maroons. An opportunity exists for FD to become involved in a Maroon “reclamation” project in Charles Town in the Buff Bay watershed area. Planners indicate that included in the re-development will be a ‘wellness’ and learning centre where the public will be able to learn about Maroon herb, bush and tree lore. The Public Awareness Unit could link in to this initiative.

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9 Keith Lumsden, Architect, Land Use Planner, interview.
4.0 THE BUFFBAY/PENCAR WATERSHED PILOT PROJECT AREA

While the totality of TFT activities serve to enhance the capacity of FD, community level activities have been concentrated in the BuffBay/Pencar watershed. The larger portion of the Project area, the Buff Bay watershed lies in the parish of Portland while the Pencar section is in St Mary. The Buff Bay watershed comprises a long corridor dotted with small communities alongside and close to the Buff Bay River and tributaries. The communities in the watershed are primarily farming communities with coffee being the main crop in the middle and upper reaches of the Buff Bay section. The Portland section of the pilot area thus has a greater reliance on export market than does the Pencar area which produces mainly for the local market.

This concentration of coffee farming has led to severe degradation of the tree cover on slopes as CIB has never encouraged shade-grown coffee. The European Union (EU) has recently assisted with the refurbishment of the Albany Coffee Processing Plant and is offering farmers grants to resuscitate coffee farms if they commit to sell their produce to the Albany factory. In recent years coffee production has been in a slump and many farmers were not expanding their coffee holdings. With the incentives now being offered, much more of the treed area of the hillsides may, once again, come under threat. The EU initiative comes at a time when lands formerly belonging to the Forest Industries Development Company (FIDCO) are being offered for sale. Much of the acreage has been identified as suitable for coffee farming. Indeed, much of the acreage had already been leased to coffee interests. Renewed investment in coffee might lead to these lands also being denuded of trees.

4.1 Gender Equity Issues

A recent study10 has provided updated socio-economic information as well as a baseline agroforestry survey which details agroforestry practices in the area. Information was derived from a random survey of 43 farmers. Of the 43 farmers interviewed, 6 were female. All the women were from the Portland section of the watershed. There is very useful information in the Baseline Survey but much of it is not sex-disaggregated and thus does not contribute as fully as it might to an understanding of gender dynamics in the pilot area.

4.2 Land Tenure and Access

Men and women have a different relationship with land and this is reflected in differing patterns of land ownership. Portland parish has the second lowest number of female farm holders in the island. The lowest is St Andrew, much of which is urban or peri-urban. In Portland more than four times as many men own land than women while in St Mary, one woman owns land to every three men. Farm size differs as much between women and men as the pattern of ownership with women holding significantly less land than men. In Portland the average size of farm is 2.6 hectares for men and 1.1 for women. In St Mary the average farm size for men is 2.0 hectares and 1.2 for women.11

Statistics on who “holds” the land give only one perspective on gender relations in farm communities. Women’s roles and relationships with agriculture are not restricted to ownership. Faith Innerarity in Gender

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11 The last available disaggregated statistics are taken from the 1978/9 Census of Agriculture, STATIN. They are thus merely indicative.
Relations in Rural Jamaica: Implications for Women’s Economic and Social Development\textsuperscript{12} reminds that “it is necessary to estimate how many (of the male-operated farms) would have at least one female family member working on the farm” to obtain a true picture of the life, roles and responsibilities of rural men and women. The 1993 Women Food Producers Survey indicated a high level of decision-making among women in farm families. Decisions were taken on what crops to plant and on marketing as well as buying of pesticides and fertilisers. The same survey also highlights some of the difficulties experienced by women farmers such as lack of access to training and credit and difficulties with sourcing and paying for labour.

It is expected that this pattern of decision-making and the constraints identified will also hold true in the Project’s pilot area. The socio-economic update and baseline report confirms this expectation. For example it notes that farmers in the pilot area are older (40+) as young men and women leave the area to search for work in urban centres, some returning for seasonal work. All farmers thus reported difficulties with getting labour however, whereas men tended to work their own farms with some family help, single female farm holders reported difficulties with finding labour to do work on the farm that they themselves were unable to do.

That rural women are disadvantaged compared to rural men is not a new finding. The National Policy on Women (1987) recognised that women in agriculture were disadvantaged compared to men and recommended measures to upgrade women’s skills, promote new opportunities and address constraints to access to credit, markets, training and support services. The National Five Year Development Plan (1990-95) also addressed the situation of women in rural communities and promised to:

- develop appropriate systems of training for women in agriculture;
- redress women’s limited access to credit, marketing and support services in agriculture, with particular emphasis on women’s entrepreneurial and agricultural activities; and
- mobilise farmers and unemployed women in the development of small community-based farm projects that will improve domestic food crop production.

Very few initiatives emerged from the Development Plan and there has been little government led training or community based projects in the pilot area. The women of the pilot area have received no particular government assistance with markets or access to credit or technology to improve farm practice and often remain ignorant of what is available. Such services as exist have been supplied by the Rural Agriculture Development Authority (RADA) and sometimes by the Coffee Industry Board (CIB), neither of which have demonstrated a concern for gender equity. Many RADA activities are still directed to stereotypes: woman as the homemaker rather than woman as the farmer. Thus the production of jams, jellies and craft are seen as being useful training for women.

The Women Food Producers Survey also noted that some 10% of those interviewed cited gender discrimination as one reason for their lack of access to services and information. A similar proportion of women who consciously recognise gender discrimination might be found in the pilot area. Often however, the response is that ‘is so it go...’.\textsuperscript{13} There are opportunities through Project activities to help women become aware of the basis of discrimination and thus begin to challenge it.

One important element of life in the pilot area that is mentioned in all TFT studies, is the high participation rate, in community organisations, of women compared to men. These organisations are mainly school and

\textsuperscript{12} The Construction of Gender Development Indicators for Jamaica. Sector Studies. ed. Patricia Mohammed, PIOJ, UNDP, CIDA. July 2000.

\textsuperscript{13} Interviews for Gender Equity Update Report.
church based and women have active membership and leadership roles. They may therefore, be engaged to participate in project activities both through their farming roles and their community management responsibilities.

4.3 Gender Equity Capacity of Organisations Working in the Watershed

As has been noted in the *Socio-economic Update and Agroforestry Baseline Survey*, a number of organisations work in the watershed. The primary government agencies are RADA, which provides extension services to farmers, CIB which offers some technical assistance to coffee growers and buys ripe cherries to process and export, and of course, the FD.

Of these organisations only FD has begun to enunciate a concern for gender equity. While FD capacity on gender equity is still limited, there is intention to change this. There has been little interest in developing any capacity in RADA or CIB as institutions although there may be interest and commitment demonstrated by individuals.

The Jamaica Agricultural Society is a farmers’ association designed to group farmers from local to national levels to help them access services and benefits, raise concerns and raise the profile of farming. In many areas of the country the JAS operates in name only with few or no active members. Notably the Spring Hill branch in Buff Bay watershed is active. The Spring Hill branch has membership comprised, in the main, of the larger coffee farmers in the Portland section of the watershed. JAS appears to have little to offer the small farmers in the Cascade section of the watershed. In St Mary many of the names on the JAS list have not been to a meeting in years. Not surprisingly, given the age of the majority of farmers, JAS is an organisation made up of older people. Many branches report difficulty in attracting younger farmers, be they women or men. JAS is a male dominated organisation which has minimal capacity on gender equity and has evidenced no interest in such issues.

The Jamaica Conservation and Development Trust (JCDT), a national NGO, manages the Blue and John Crow Mountains National Park. It has attempted to identify and train female rangers and, to some extent, to identify some women to sit on its local advisory committees. Although it does not claim to have a gender equity policy, JCDT appears open on the issue and thus could be an effective partner with FD in the pilot area.

The Portland Environmental Action Association (PEPA), an NGO, has a parish-wide membership base and operates awareness and education programmes for schools and communities. It also plays a strong advocacy role with local and national government on environmental policy issues. The gender balance of membership is relatively equal although there are slightly more women participating. There appears to be a fairly equal representation of women and men at the Board level. Although PEPA makes no statements about gender equity, its approach is inclusive.

The St Mary Rural Development Project (SMRDP) is another local NGO which has taken an inclusive approach to the marketing cooperatives it has set up. Although gender equity is not mentioned as a goal, the organisation has clearly identified the different needs of the men and women in the community and tried to respond with appropriate programmes.

The Buff Bay Development Action Committee (BUBADAC), an NGO, works with farmers and schools on such issues as soil conservation, tree planting and composting. Gender equity has never been an issue. The

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14 Interview with Branch Secretary.
recent cooperation with Canada World Youth may enhance their capacity to bring a gender perspective to their work, particularly with the schools.

JCDT, PEPA, SMRDP and BUBADAC are the organisations which are most likely to support FD’s gender equity activities in the pilot area. As recommended in the *Socio-economic Study and Agroforestry Baseline Survey*, SMRDP and BUBADAC are likely to be the organisations with whom the most effective collaboration might be effected because they work so closely with the pilot communities. These are also the organisations with whom the most effective partnerships in furtherance of the gender equity strategy will be made. FD will, however, have to take the leadership role.

Another environmental project is likely to offer some support to gender equity initiatives. The USAID funded Ridge to Reef project is in its start-up phase. There is some evidence of a concern for gender equity issues and there may be opportunities for partnership and cooperation.

### 4.4 Issues Arising

1. A great deal of useful information about the pilot area is contained in the *Socio-economic Study and Agroforestry Baseline Survey*. However, wherever possible that information needs to be disaggregated by sex. At the very least readers need to be made aware as to whether or not the types of land use or farming practices mentioned are the same for women and men. For example, do men and women both employ wind breaks or erosion control structures or hedgerow inter-cropping? If not, do men use a particular set of practices and women others? The reader thus has a clue as to what sorts of information/activities might be most effective with women or with men. If men use particular practices and women do not, what might be the reasons for the differences? If the answers are not known, a report which at least raises the questions provides direction as to knowledge gaps and what other questions field workers might need to explore.

   The PIOJ now has its Gender Equity Checklist which can serve as a guide and a reminder to the types of questions which could be included by researchers and field workers.

2. Farmers and farming communities have been promised a great deal and little has been delivered. Even less has been delivered to ensure some equity between male and female farmers. This does not mean that a gender equity approach in the pilot area will be welcomed, even by women farmers themselves. Care will have to be taken so that it is not felt by women or men that the intent of gender equity activities are to privilege women at the expense of men. Isolated rural communities are highly interdependent and the intent of a gender equity strategy is to strengthen, not undermine, the fabric of that society. The approach should emphasise women’s interests are being included and try to ensure that, unlike other areas in society, there is no male backlash.

3. FD must take a leadership role in gender equity issues and support partners in developing their own, complementary capacity in this regard. This will require a highly participatory and inclusive approach to community development.
4.5 **Suggested Actions**

1. FD will need to ensure that all reports are as fully disaggregated by sex as is possible from existing data. Reports or surveys undertaken need to generate their own data to accurately represent the experiences of women and men in roughly the proportion in which they participate in any given activity. If 30% of women and 70% of men are involved in agroforestry, the report/survey should adopt a methodology which can reflect this proportion. Gender equity approaches seek to ensure that, at a minimum, women and men through their involvement in an activity/project do not end up less well off than their male or female peers. Sex disaggregated information identifies which sex does what, how, when and for what reward. This information is, therefore, vital to any baseline study. That baseline provides the information from which changes, outputs and outcomes may be assessed.

2. The PIOJ Gender Equity Checklist will need to be tested and adapted for use with FD work.

3. FD has a number of “gender allies” in the organisations that work in the pilot area. FD will however need to take a leadership role. A first step should be an information/awareness session on the gender equity strategy and possible activities relating to this. The meeting would be designed to encourage input from the organisations and initiate discussion on their full participation and, indeed, partnership.

4. Gender equity speaks to issues that relate directly to changing the balance of power, authority and rewards through expanding the range of accepted roles for both men and women. This is not always welcomed. FD staff will, therefore, need not only skills to work with communities, individuals and organisations but specific skills on how to present gender equity issues and relate their importance to the lives of the community in which they are working. Training needs to be provided which helps staff to understand how to gain entry to communities and how to negotiate gender equity issues.
5.0 ESTABLISHMENT: FORESTRY DEPARTMENT

An organisation which has a goal of gender equity reflects this not only in policy statements and activities but in the constitution of the staff of that organisation. The Lewis-Cooper report noted the asymmetry of staffing. Very few women worked in technical positions, many more women than men worked as daily workers. It was recommended that FD and TFT make strenuous efforts to identify, recruit and train women for technical and management positions.

Table 2: Categories and Numbers of Staff Members (as per Table 2 Vassell report p.34)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1994</th>
<th>1997</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>TOTAL</td>
<td>%F</td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Technical</td>
<td>58</td>
<td>2</td>
<td>60</td>
<td>1.6</td>
</tr>
<tr>
<td>Support</td>
<td>15</td>
<td>33</td>
<td>48</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>35</td>
<td>115</td>
<td>30</td>
</tr>
</tbody>
</table>

The data above demonstrates that since the Lewis-Cooper report there had been a 25% increase in the numbers of women at the top management and administrative level and a 18% increase of women in the technical level, accounted for mainly by an increase in foresters. The Vassell report noted that this indicated a “clear sensitivity to the gender policy” as the increase took place at a time when FD had reduced technical staff from 60 to 35 persons.

In 2001 the establishment consists of 145 staff but 12 of the technical posts are vacant. Table 3 provides a picture of the establishment as it exists today.

Table 3: Forestry Department - 2001 Establishment

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>M</th>
<th>F</th>
<th>TOTAL</th>
<th>%F</th>
<th>SUB CATEGORIES</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7</td>
<td>11</td>
<td>64</td>
<td>Conservator</td>
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<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Directors</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Middle Management</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>TECHNICAL (8 positions vacant)</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>20</td>
<td>Managers</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Reg. Operations (5 vacant positions)</td>
<td>58</td>
<td>7</td>
<td>65</td>
<td>11</td>
<td>Middle Managers</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technical Officers</td>
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<td></td>
<td></td>
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<td>Forest Wardens</td>
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<td>4</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Forest Wardens</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>SUPPORT</td>
<td>24</td>
<td>35</td>
<td>59</td>
<td>59</td>
<td>Secretarial</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Accounts</td>
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<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clerical</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ancillary</td>
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<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>94</td>
<td>51</td>
<td>145</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that there is increasing gender balance in FD with men comprising 65% of all staff and women 35%. This contrasts with women making up 25% of all staff in 1997. In the Administration category
women’s participation has increased from 25% in 1997 to 64%. At the same time there appears to be a more even sex distribution in the Support staff category with men being 41% as opposed to 66% in 1997. This figure hides the reality that there is still a high degree of sex role stereotyping in this staff classification. All the secretaries are female, only one male works in accounts and only one male works in a clerical position. Ancillary staff, which includes staff such as drivers, is three-quarters male. It must be recognised, however, that FD does not set job market trends. It is difficult to find males who want to work as secretaries, although it is now easier and easier to find women who will work as drivers. Overall, it should be recognised that in less than ten years (taking 1994 as the baseline) FD has managed to significantly change its staff profile. In 1994 there were no women in Administration and only two in Technical. Although more needs to be done, much has been achieved.

The major shortcoming lies in the failure to maintain the level of achievement in the technical category achieved in 1997. The percentage of women in technical positions has declined significantly since then. In 1997 there were 7 women in regional operations or field positions and 35 men. At present there are 56 men in the field but there are still only 7 women. There are two women in technical positions at HO. Clearly, despite the best efforts of TFT to recruit and train women for those technical positions, something has gone amiss.

Gender equity is concerned not only with the disposition of male and female staff in general categories but with the gender balance of decision-making. The organisation’s most senior decision-maker is now female. There is one female Director and one male and, in a complete reversal of the 1994 and 1997 situation, there are 5 female middle managers and only two male. Women thus have the major share of authority and decision-making in Head Office. In the field this is balanced by a complete absence of women in any position of authority.

5.1 Issues Arising

Technical staff indicated that there were a number of reasons for the fall off in women’s participation in the field and women who had received training had a number of reasons for dissatisfaction:

**Attitudes**

1. Lack of support from peers was one concern identified. Field work is difficult, many staff do not regard women as partners but as secondary and are not sure they can really do the job.
2. It was also suggested by one respondent that there should be more respect shown for the achievements of those who obtained degrees and diplomas.
3. One respondent mentioned some level of harassment. Although the respondent informally reported her experience she did not follow up through the appropriate channels.
4. Husbands and family can be impediments to taking up training offers or transfers on the job. Both training and transfers are often requirements for promotion. The lack of support that women are given to avail themselves of these opportunities hampers their progression in the service and often leads them to give up.
5. Some support staff members suggested that, although the work environment had improved, there are still occasions where women felt they were disregarded or their work devalued simply because they were women.
Security
6. Conditions in the field are difficult; issues ranged from personal security because of a lack of transportation and communication equipment, concern about confrontation/threats from communities to the lack of amenities such as sanitary conveniences. Whereas both men and women raised the need for better security, society perceives women as being more vulnerable and they are consequently at greater risk than are men.

Neisha Haniff \(^{15}\) in an unpublished report argues that 1 in 5 Jamaican women experiences wounding and assault (including murder). Further, that despite the much publicised high rates of violence against men, women in fact are exposed to far greater violence. Security for female field staff is thus a very real concern.

Conditions of Work
7. Both men and women indicated that, after the rigours of the training programmes, the remuneration was often insufficient. Although many men have left the service, the few women who were attracted to forestry, trained and then lost to the service show up more vividly in the statistics. FD is however, locked into civil service remuneration standards and regulations and has no power to change those conditions. FD can change other workplace conditions but neither women nor men were very outspoken as to what qualitative changes or incentives might encourage staff to remain in Forestry.

5.2 Suggested Action

Issues one through five are gender issues and need to be addressed as such:

1. *Attitudes* 1, 2, 3, and 5 are the types of attitudinal problems that can be directly addressed in gender equity awareness workshops specifically oriented to changing workplace values and male/female work relationships. A series of such workshops should be held and all staff required to attend.

2. *Sexual harassment*. The subject of sexual harassment should also be addressed in gender equity awareness workshops. In addition, management needs to send strong signals that such behaviour will not be tolerated in FD. The Jamaica Civil Service Association has long advocated that service regulations be changed to address harassment but, for the past five years, no changes have been made. Regulations are in the process of being redrafted and updated and, in the next year or so, may reflect the concern. Until such time the Human Resource Management and Personnel Department should prepare a statement on sexual harassment and convey it to all staff. The recommended workshops provide an opportunity to have staff arrive at the consensus as to the unacceptability of such behaviour. The statement from management needs to be supported by clear steps which must be taken to report and document such behaviour and a plan for dealing with what is always a difficult situation.

3. *Attitude* 4 reflects the impact of wider societal values. Unless specific safeguards are built into training and promotion systems, individuals often get snared by the values of their family and social groups as well as the gender role expectations that the individual often shares with the family.

4. A number of institutions have experimented with affirmative measures to help women integrate family obligations with career advancement. All the solutions are costly. They include a stipend for

\(^{15}\) From Woman Inc., Crisis Centre.
child care while attending a course; regular paid ‘home leave’ when on a course abroad; an allocation for family to accompany the student; and negotiation for permits to allow the spouse to work, even part time.

FD has, however, some positive experience with its scholarships and training programme that can effectively be applied to any further degree or diploma programmes and indeed to skills training generally.

5. **Lessons learned from affirmative scholarship programmes.** The most positive results from training were derived when FD men and women were on a diploma/degree programme together. It was felt that going through the same experience encouraged the men to stop seeing the women on the course as “women, and thus different or lesser” and simply to begin to see them as peers. The course actually served as a team building exercise encouraging trust and mutual dependence. Many friendships were made during the course and those males and females have remained peers and good colleagues to this day. Interestingly, women who related this experience have not left FD and report higher satisfaction levels with their jobs.

Whenever possible a ‘team’ approach should be taken to training with two or three staff members enrolled at the same institution.

6. **Personal Security** is also a gender issue. Concerns about security must not be underrated for either women or men. An efficient transportation and communication system would go a long way to answering some of these concerns. Given the budget allocated to the MinAg it is unlikely that, in the short term, such a system will become a reality.

Even with the best of systems, the current volatile nature of human interaction in the society leaves people who work at the interface of change vulnerable. It is recommended that FD mount a self defence course for all field staff. This course would be directed at giving both women and men skills to gain a few, precious seconds to escape from an attacker. The course would be designed to teach practical escape strategies not ‘street fighting skills”, karate, judo, etc.

7. **General workforce malaise.** Issue 7 is difficult to address. It relates to the general malaise expressed by staff all over the civil service. Few have any answers, many are simply dissatisfied. A goal of gender equity implies change and the workshops relating to this change (ie, those on gender equity awareness) provide an opportunity for staff to examine the types of changes that would be most beneficial to creating a productive work environment in FD and to commit to their role in implementing these changes. Responses to this challenge will provide management with some insights and direction as to most appropriate qualitative changes which might be supported.

8. Although it is recognised that FD must work within the confines of the MinAg and the wider regulations of the civil service, there are some changes which the Department could implement on its own.

9. **Career planning.** Although FD, not having ultimate control over its promotions and hiring processes, may not be able to deliver on all expectations, the introduction of career planning demonstrates to staff that the Department has a vision as well as a mission and that staff are a long term part of that vision.

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16 See also Cecile Jarrett, Report on Planning & Management, Forest Capacity (Bridging) Project. UNDP 2000.
10. A mentorship programme to match junior staff to more experienced staff could provide guidance and support to junior staff and encourage and nurture their development. When women form a minority of the professional or technical cadre in any workplace, they are often isolated from formal and informal decision-making structures. Mentorship programmes are particularly useful for female staff who are assisted to develop a guided, structured understanding of the ethos of the organisation and a protected entry into workplace relationships. Mentoring is also an important ongoing element in effective career planning.
6.0 THE NURSERY FACILITIES

Both the Vassell and Lewis-Cooper reports discuss the situation and conditions of the nursery workers. Although physical facilities may have improved, the majority of the nursery workers remain temporary or weekly paid workers. Further, while the men appear to work consistently at Moneague nursery as temporary workers, the women are hired ‘on rotation’ every fortnight. The same group women may or may not receive work. They are thus disadvantaged compared to the men.

6.1 Issues Emerging

At the FD nursery facilities gender issues and management and organisational issues are almost inextricably intertwined. Not only are the women disadvantaged, but the FD itself is deprived of a consistent, core body of workers. The nurseries should be a cost recovery centre for FD but the staffing system and nursery management practices do not promote this.

1. Nursery workers appeared unclear as to the significance of their work; the mission of FD and their own role in achieving this. Nursery workers often feel left out of the mainstream of FD information flow and there is insufficient feedback as to the effectiveness or otherwise of their efforts. An opportunity is thus missed to make them ambassadors in their communities. They are more likely to spread positive messages to family and friends if they have a firm understanding of how their work in the nursery contributes to forestry management and conservation and to the preservation of watersheds.

2. Further, daily workers are difficult to motivate. An understanding of where the repetitive work they do fits in to the achievement of FD goals, to the preservation of forests, to providing stock for agro-forestry, is likely to increase their motivation to improve their quality of work.

3. The nursery workers have had little training, particularly the women who are only there on a rotational basis. An investment in training should contribute to better results from the nurseries. In the head office nursery one of the young men expressed great interest in learning more but had not opportunities to pursue this interest.

Box 3: Special Issues in the Moneague Nursery

In Moneague, two nursery workers, a man and a woman, appeared to be spokespersons for the group. Interestingly, they are not employed by FD but are staff contributed by a politician and paid through SESP via RADA. It was clear that their attitudes to women working in the nursery was slightly different from other nursery workers and FD staff. They felt that women should only be hired on a rotation basis as the men needed the work more and could do the work more effectively. The present system was just fine.

If such persons continue to be allowed a leadership role in the nursery it will be difficult to introduce changes, improve attitudes, or increase performance. Indeed, because these people are not under the control of FD, they may easily undermine FD attempts to change not only gender relations in the nursery but efforts to make the nursery an effective cost recovery centre.
6.2 **Possible Action**

1. It would be productive from a practical management as well as from a gender perspective to review hiring practices in the nurseries.

2. Efforts should be made to develop a core group of workers with a clear understanding of their roles, responsibilities to FD and required delivery of outputs.

3. Efforts should be made to ensure an equitable balance of women and men amongst those hired.
7.0 SUMMARY OF RECOMMENDATIONS

Although FD and Trees for Tomorrow Project have made some inroads on gender equity issues since the 1994 and 1997 reports, there are opportunities to increase the gender equity profile of the Department and its activities. The most critical need is to agree and implement a gender equity strategy. The summary of recommendations which follows is extracted from the Issues Emerging sections of this report and highlights some of these opportunities.

7.1 A Guiding Strategy

1. FD should adopt a strategy to guide their efforts to develop an organisation based on the principles of gender equity.

7.2 Provision of Training

2. FD should develop a long term training programme designed to develop staff understanding of the relevance of gender equity issues to forestry, as well as commitment and skills.
3. FD should develop specific training to provide staff not only skills to work with communities, individuals and organisations but specific skills on how to present gender equity issues and relate their importance to the lives of the community in which they are working. In this regard, training in negotiation and conflict resolution is extremely important. PRA/RRA techniques should be part of the curriculum.
4. FD should hold a series of workshops specifically oriented to changing workplace values and male/female work relationships. All staff should be required to attend.
5. FD should mount a self defence course for all field staff. This course would be directed at giving both women and men skills to gain a few, precious seconds to escape from an attacker. The course would be designed to teach practical escape strategies not “street fighting skills”, karate, judo, etc.

7.3 Creating Data on Gender and Forestry in Jamaica

6. FD should seek to construct, incrementally, through formal reports, stories and recording of relevant personal experiences, data on the manner in which gender roles and values impact on their daily work.
7. FD should also record, share, discuss and disseminate these findings.
8. All reports should be as fully disaggregated by sex as is possible from existing data and reports or surveys undertaken should generate their own data to accurately represent the gender dimensions of the subjects addressed.
9. FD should test and adapt the PIOJ Gender Equity Checklist and apply it to its field work.

7.4 In the Field

10. Any planned activity must address the means to encourage and reward males, particularly young males, as stakeholders in forest management and conservation.
11. Any planned activity must make specific efforts to ensure that a fair proportion of women have opportunities to participate.
7.5 In the Pilot Area

12. FD, as part of its Public Awareness programme, should target JPSCo, PWD and PC since their tree cutting activities are so widespread and so visible to the public. A change in practice among JPSCo and PWD staff and casual labourers might result in the modelling of more positive behaviours and would reinforce the other positive messages FD is bringing to schools and communities. These institutions might also be persuaded to engage women on road crews and as supervisors. In this initiative FD should join with BUBADAC, SMRDP, PEPA, RADA, JCDT and NRCA to give weight to their message and to extend FD resources.

13. FD should give priority to working with BUBADAC and SMRDP as these are likely to be the organisations which will, in the short term, develop the greatest capacity on gender equity.

14. FD Public Awareness Unit could collaborate with the Maroon ‘wellness’ and learning centre being planned for Charles Town. This is to provide opportunities to learn about bush and tree lore.

15. FD has a number of “gender allies” in the organisations that work in the pilot area and should provide opportunities for them to learn about gender equity. A first step should be an information/awareness session on the gender equity strategy and the development of joint activities arising out of this.

7.6 FD Staff Issues

16. FD should apply the lessons learned from the scholarship programme. The most positive results from the training were derived when FD men and women were on a diploma/degree programme together. Whenever possible a ‘team’ approach should be taken to training with two or three staff members (of both sexes) enrolled at the same institution.

17. FD should introduce career planning for the organisation. This demonstrates to staff that the Department has a vision as well as a mission and that staff are a long term part of that vision.

18. FD should develop a mentorship programme which matches junior staff to more experienced staff for guidance and staff development.

19. FD should prepare a statement on sexual harassment and convey it to all staff. This should be supported by detailing clear steps for the reporting and documentation of such behaviour.

7.7 In the Nurseries

20. FD should review hiring practices in the nurseries so that FD develop a core group of workers with a clear understanding of their roles, responsibilities to FD and required delivery of outputs.

21. FD should attempt to ensure an equitable balance of women and men amongst those hired.
BIBLIOGRAPHY


FAO Gender and Forestry Reports. FAO Website.


Hyacinth Evans, Faculty of Education, UWI Mona, Policy Development Unit, Planning Institute of Jamaica. 1999.


Network 2000 Newsletters Nos. 8, 7, 10.


POVERTY MAP OF JAMAICA (1996)

1998 Update

LEGEND

- Community Boundaries
- Parish Boundary

Poverty Index

- Quartile 1 (Least Poor)
- Quartile 2
- Quartile 3
- Quartile 4 (Most Poor)

1:900000

This map was produced from the study:
Poverty Mapping: A Report on the Spatial Representation of Deprivation in Jamaica
March 1994
Policy Development Unit (PDD)

N.B.: Montego Bay is not included in this map.
APPENDIX II

TERMS OF REFERENCE
TERMS OF REFERENCE

FOR

CONSULTANCY TO DEVELOP A GENDER EQUITY STRATEGY FOR THE
FORESTRY DEPARTMENT

1. Background

The goal of the Trees for Tomorrow Project is to improve the management and
conservation of forests and tree crops for the sustainable development of the people of
Jamaica.

The Project objectives are to strengthen the institutional capability of the forestry sector,
primarily the Forestry Department of the Ministry of Agriculture; to plan and implement
sustainable forest management and other soil and water conservation measures in
Jamaica; and at the same time increase awareness of the importance of environmental
issues throughout the country.

The Trees for Tomorrow Project addresses CIDA's Official Development Assistance
(ODA) Priorities such as the environment, basic human needs, and gender equity.

The Project has undertaken two gender analysis studies to date. These are:

Women in the Forestry and Soil Conservation Division, March 1994; and Trees for
Tomorrow Gender and Forestry Study, June 1997.

Phase II of the Project will now undertake the development and implementation of a
gender equity strategy.

2. Expected Results

A gender equity strategy will be prepared for the Forestry Department that will include
an implementation/action plan that incorporates proposed monitoring (performance
assessment). The strategy will meet the goals and objectives of CIDA's policy on gender
equality and of the Forestry Department as stated in the National Forest Management and
Conservation Plan (NFMCP).

3. Scope of Work

1 Forestry and Soil Conservation Division is the former name of Forestry Department.
Reporting to the CEA Project Manager, the Consultant will undertake the following activities:

- Meet with the CEA Project Manager and the National Project Manager to discuss tasks, logistics and expected outputs.

- If requested, meet with Canadian High Commission Representative to discuss achievement of CIDA Gender Equality Goals and Objectives.

- Prepare and submit a workplan to the CEA Project Manager for approval.

- Undertake the consultancy as per the approved workplan that will include but not necessarily be limited to the following:

  a) Update analysis of activities and gender orientation of the Forestry Department based on:
     - A review of the documents listed in the attached Appendix;
     - Individual and group meetings with Forestry Department staff, CEA staff, and others as required; and
     - Collection of field data as deemed necessary after review of existing documents.

  b) Develop a gender equity strategy for the Forestry Department that focuses on the following (as indicated in the NFMCP):
     - Making the Forestry Department a more gender-sensitive organisation that is fully equipped to incorporate gender issues in its operations;
     - Promoting the recruitment of women into professional and technical levels within the Forestry Department; and
     - Contribute to improvement of the socio-economic condition of rural women in the communities served by the Forestry Department.

  c) Develop a gender equity strategy implementation/action plan that will:
     - Detail gender sensitisation training programmes for the Forestry Department, communities and other groups;
     - Encourage and assist young women to pursue forestry as a career;
     - Address concerns of women in relation to facilities, conditions of work and terms of employment, particularly in the nurseries; and
     - Widely advertise training opportunities, with special attention paid to women, in order to offer staff mobility and opportunities for promotion.

  d) Define indicators for measuring results of implementation of the gender equity strategy and implementation/action plan:
4. **Deliverables**

A report detailing the gender equity strategy and implementation/action plan.

Five bound hardcopies and two electronic copies of the report will be delivered by the Consultant.

5. **Qualifications**

The Consultant will have specialised training in and at least five years experience in gender equity analysis and strategy development – preferably within the context of CIDA programmes.

6. **Duration and Schedule**

This consultancy will be for a maximum of 30 fee days and should start on or about April 15, 2000.
The document review will include but not necessarily be limited to the following documents:

*Women in the Forestry and Soil Conservation Division*, Ms. Majorie Lewis-Cooper, Development consultants, March 1994


*ENACT Gender Analysis*, Dorianne Campbell, 1999

*ENACT Gender Strategy* (if completed by the start of consultancy)

*CIDA’s Policy on Gender Equality*, March 1999

APPENDIX II

MARJORIE LEWIS-COOPER REPORT - APPENDIX 11

Folk songs, proverbs, traditional stories
and beliefs heard in women’s role in forestry
APPENDIX II

Folk songs, proverbs, traditional stories, beliefs heard in womens role in Forestry/Agriculture.

Identied by Respondents

Women not to walk over young plant when they have monthly or plant will burn up.

Hill an gully

Day de light

Like the way you walk, Marie

If pregnant woman plant pumkin/peas it will bear everlasting.

If you plant thyme a menstruating woman should not go too near or it will die.

When cabbage is folding, women not to walk through unless she wears pants or lap her frock tail or it will not fold or reopen.

When a woman’s period begins she should not hold a young baby on her belly or it will gripe the baby. It is different if it is your baby.

Brown skin gal stay home an mind baby.

Woman that work in the field will give man bun.

Woman a forest weed grass till she get ole.

Carry me ackee go a Linstead market.

Womens hand more fertile.

Women nurture plant man would discard.

Satan yu cyan hol wi no more.

Women to walk on chalkline story.

Dont plant field on empty stomach, it bears better if done with belly full

Carry ackee.

Pregnant women walks through field crops grow well especially pumpkin.
Song - Women lead him bad, him good.
Dont corn meat when menstruating as meat will spoil.
Man who smokes tobacco in a tomato fields will destroy it.
Woman a heavy load.
Tally mi banana.
Man piaba, Woman piaba.
Every hoe hab im tick a bush.
Yellow snake afraid of women will curl up and allow a women to pass.
The cross on donkey was because Mary rode donkey.
Woman have heavy load when Saturday morning come.
Mi coffee, mi coffee.
Ole Mass Charlie, he have a bad time.
Mango time.
Dip and fall back.
Farmer in the den.
When woman pick chocho it dries up.
Religion - term husbandman the keeper of the vineyard suggests this is male role.
If a woman walks in a pumkin field or among peas and plants that are blossoming the plants wont bear.
Girls you can t do what the guys do and still be a lady
Island in the sun (women washing and men fishing)
Grave digging songs tends to be sexist - women never dig graves.
Woman a heavy load when Saturday morning come
Mama me wan go work fe earn me own money
Poem Market woman by Daisy Hyne.
Canadian International Development Agency

Jamaica: Trees for Tomorrow Project
Phase II

Seeing the Wood and the Trees
Gender Equity for the Forestry Department and
Trees for Tomorrow Project

PART II:
GENDER EQUITY STRATEGY
and
STRATEGY IMPLEMENTATION PLAN

December 2000
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APPENDIX I PIOJ - GOJ GENDER EQUITY CHECKLIST
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### ACRONYMS

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<tr>
<td>ADMIN</td>
<td>Administration</td>
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<td>Bureau of Women’s Affairs</td>
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<td>Caribbean Natural Resources Institute</td>
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<td>Canadian Executing Agency</td>
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<td>Food and Agriculture Organisation of the United Nations</td>
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<td>FFSTP</td>
<td>Forestry Field Skills Training Programme</td>
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<td>GE</td>
<td>Gender Equity</td>
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<tr>
<td>GOJ</td>
<td>Government of Jamaica</td>
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<td>HO</td>
<td>Head Office</td>
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<td>JPSCo</td>
<td>Jamaica Public Service Company</td>
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<tr>
<td>LFMC</td>
<td>Local Forest Management Committee</td>
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<td>LFMP</td>
<td>Local Forest Management Plan</td>
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<td>MinAg</td>
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<td>National Forest Management and Conservation Plan</td>
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<td>Planning Institute of Jamaica</td>
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<tr>
<td>PMF</td>
<td>Performance Management Framework</td>
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<tr>
<td>PRA/RRA</td>
<td>Participatory Rural Appraisal/Rapid Rural Appraisal</td>
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SUMMARY

The gender equity strategy which follows was first prepared as a draft for discussion by senior management of the Forestry Department and Trees for Tomorrow Project. This began a process of consultation on the development and implementation of the strategy which is intended to be sustained through gender equity orientation workshops and discussion and debate at regular staff meetings. Through this process it is expected that staff, partners and Trees for Tomorrow Project will increasingly take ownership of the strategy, refining it continuously to reflect evolving requirements.

The approach taken was to try to identify a strategy which would be integral, rather than additional, to established and developing Trees for Tomorrow Project activities and Forestry Department priorities. The strategy does not attempt to address gender equity concerns in the society as a whole except in so far as these relate to enhancing performance and improved service delivery.

Training forms a critical part of the strategy. A four pronged approach is recommended:

1. The findings of the Gender Equity Update Report (Part I of this document) indicate that one of the lessons learned over the past eight years is that affirmative measures, such as those instituted to enhance the numbers of women in technical areas, often fail if institutional support mechanisms are inadequate. Extensive training is recommended to create a climate in the Forestry Department where men and women work comfortably, and supportively, together. This aspect of the training concentrates on attitudinal and behavioural change at the personal as well as the organisational level.

2. The second approach focuses on developing staff capacity to recognise gender issues and appreciate the relevance of gender equity to the work of Forestry Department and the effectiveness of its service delivery.

3. The third approach is an innovative gender training process designed specifically to meet the conflict resolution and negotiation needs of field staff responsible for community interaction and outreach. This has been discussed with staff involved in training and the details of course content will be collaboratively designed by Forestry Department training staff and training providers.

4. Security emerged as a critical concern of field staff. Both men and women are at risk but women are often physically more vulnerable to attack than men and are perceived as such by society. To address this need and to help to put women and men working in the field on a more equal footing, self-defence training, intended to gain valuable seconds to escape an attacker, is recommended.

A management structure through which the gender equity strategy will be implemented has been suggested by Forestry Department. This structure vests responsibility and accountability for implementation and monitoring in specific staff positions. Trees for Tomorrow Project CEA has its own established implementation and monitoring channels and hierarchy of responsibility.

Expected Outputs and Performance Measurement Indicators are already contained in the Trees for Tomorrow Performance Measurement Framework. The gender equity strategy expands on the gender equity dimensions of the framework and additional indicators are provided.

Additional resources required to implement the gender equity strategy have been identified as part of the Implementation Plan. The resources have not, however, been costed.
1.0 BACKGROUND

The Trees for Tomorrow Project (TFT) began in 1992 with Phase I. In 1998 Phase II began. Its goal is “to improve the management and conservation of forests and tree crops for the sustainable benefit of the people of Jamaica”.

The project aims to:

“strengthen the ability of the forest sector, primarily the Forestry Department, to plan and implement sustainable forest management and other soil and water conservation measures in Jamaica's watersheds, and to increase awareness of the importance of forest throughout the country”

Phase I concentrated on:

- Policy review
- Institutional planning
- Collection of baseline data
- Watershed management

In Phase I of the Trees for Tomorrow Project a gender strategy was recommended and elements were implemented with mixed success and little sustainability. The components of the gender approach were based on provision of greater equality of access for females for jobs in forestry; a greater voice in decision-making (eg, representation of the Bureau of Women's Affairs on the Project Steering Committee); and a gender policy for the Forestry Department. An effort was made to collect specific data on women's participation in forestry and conservation. Attempts were made to provide females with access to scholarships, changes were made in nomenclature of jobs so that they were not obviously male and to encourage more women to participate in forestry. Whereas women did indeed receive scholarships, it appears that necessary support mechanisms for their entry into the field were not in place. As a result, many of those qualified no longer work actively as foresters.

Phase II has three components:

- Institutional strengthening of the forestry sector
- Building technical capacity for forest management
- Development of pilot projects in watershed management

The gender strategy for Phase II of the Trees for Tomorrow Project is informed by the lessons learned from Phase I and shaped by the requirements to effectively relate the gender strategy to a Phase II that has been operating for two years. The direction was defined by answers to two questions:

- What gender equity interventions will best contribute to, and enhance Project performance?
- What interventions will most effectively change the male dominated face of the technical areas in forestry?

The strategy is thus designed to complement the Project purpose and operate within the parameters of the existing components. It will however require some additional and specific activities.
2.0 CONTEXT

The Forestry Department (FD) is part of the Ministry of Agriculture. Although it has its own mandate, priorities and management structure it still remains part of the greater whole and reports to the Permanent Secretary in the Ministry of Agriculture. Agriculture has remained very much a male field. The ethos and working styles and relationships in that Ministry reflect this. FD, while female headed, is also mainly staffed by males except in clerical posts.

Although pressed since 1987 to implement the agriculture-specific recommendations of the National Policy on Women, the Ministry of Agriculture has never taken this very seriously. Gender issues in agriculture tend to be seen as relating mainly to the division of labour and coloured by the reality of the lesser equity that women have in land ownership compared to men. Nationwide one farm in five is operated by a woman. While there is some recognition that women are farmers in their own right and that rural women play an important role, that contribution tends to be described as relating to domestic management; to production of jams, jellies, crafts and marketing.

There is little of understanding of the decision-making roles of women and men and the dynamics of power in the household and how this relates to farm and forest management and environmental sustainability. This way of thinking blinkers staff to the many opportunities for extending and building on existing roles of men and women to create more efficient, attractive and sustainable opportunities for rural livelihoods.

The above will seriously constrain FD’s ability to implement a gender strategy since their key field partners such as RADA and their management peers possess little gender equity insights.

There are some positive developments. Since the inception of Phase II, the Planning Institute of Jamaica (PIOJ) has developed a gender equity monitoring framework. This framework is to be applied to projects and programmes in all sectors and is about to be tested in the field. It is designed to assist the PIOJ to report on the outputs and outcomes of a variety of interventions for gender equity by the Government of Jamaica (GOJ) and international partners. If rigorously applied by PIOJ the monitoring tool will contribute to building awareness in FD partners of the utility of gender equity initiatives, and require them to take these more seriously. Further, a Cabinet Office directive instructs that all issues before Cabinet contain a gender impact assessment.

The FD itself is facing many challenges. Despite obvious needs in the field, the Department is understaffed. Current streamlining of the civil service has resulted in many positions remaining vacant with persons acting in a temporary capacity for long periods. There is a tension between the 'tenured' positions of the civil service and specific technical areas of competence required to implement the National Forest Management and Conservation Plan (NFMCP). Staff express concerns about the lack of career mobility and planning; the system's inability to reward those who perform; field conditions; and services and supports such as transport and housing. Although morale is often low, there is a core of dedicated staff in both field and Head Office who have remained committed to forestry despite personal cost. Management is addressing these challenges and, as detailed in NFMCP, looks to develop its human resource through strategies of staff motivation, training and expanding the role of women through a gender equity strategy. Gender equity is a change issue and the changes being considered in FD provide an opportunity and challenge to integrate gender issues into change processes relating to management styles, staff participation, motivation and training.

---

FD is also part of the greater Jamaican reality, and, as such, is part of and party to dominant gender values, perceptions and stereotypes. TFT is not a project designed to influence gender equity in society as a whole nor are the actions of FD. But, FD and TFT can, through implementing a gender equity strategy, create an organisational ethos which will encourage staff to ‘imprint’ equity values and attitudes such as mutual respect; espouse appropriate work-place behaviours between women and men; and create a climate where men and women feel equitably supported to make contributions of skill and commitment. This will ultimately feed back to fostering greater gender equity in the country.
3.0 THE GENDER EQUITY STRATEGY

3.1 Rationale

Gender strategies often arise from external requirements. CIDA requires that all projects and partnership programmes reflect a concern for gender equality/equity ensuring that women and men participate in and benefit from the project and are part of the decision-making structure. This is intended to ensure that men and women alike have opportunities to fully participate in, contribute to, and benefit from development interventions in their country. Since 1987, Jamaica has had a National Policy on Women which is intended to address the historic discrimination faced by women and assure equitable opportunities. As of 1995, with their signature on the Beijing Declaration, the Government of Jamaica agreed to take a more proactive approach which focuses on developing a national climate to promote equitable gender relations. The PIOJ and Cabinet Office initiatives reflect this commitment and signals that GOJ has internalised those external commitments and partnership requirements.

In the NFMCP, Forestry Department lays out a draft gender strategy which is reproduced in Box 1. The current process of gender equity strategy development has influenced that initial draft and changes will be reflected in the final NFMCP. Some differences between the two approaches are highlighted.

The NFCMP strategy has an affirmative rationale which places women at the centre of the strategy. Its basis is a moral one recognising the imperative to push for the inclusion of women in forestry in employment, in community participation and economic benefit.

The gender equity strategy developed in this document goes further.

1. It focuses on gender equity. That is, not on women alone but, as they relate to forestry and community life, on the roles men and women play and need for equity/equality in the work, and on social and power relations between them.

2. While recognising the moral imperative to affirm a role for women in forestry, the strategy moves beyond the moral and affirmative to an effectiveness imperative. FD mandate embraces both the environmental concerns of conservation and the economics of industry development. Gender equity/equality in forestry is an imperative for enhanced performance in FD technical capacity and service delivery and will influence production, competitiveness and indeed, ultimately, industry survival.

3.2 Goal

Box 1: DRAFT GENDER EQUITY STRATEGY (from the draft NFMCP - Section 16.4.1 - Gender Equity (Expanding the Role of Women), p62)

- Making the FD a more gender sensitive organisation that is fully equipped to incorporate gender issues in its operations;
- Promoting the recruitment of women into professional and technical levels within the FD; and
- Improve the socio-economic condition of rural women in the communities served by the FD.

These aims will be attained, in part, through the following institutional support actions;

- Design and implement gender sensitisation programmes;
- Encourage and assist young women to pursue forestry as a career;
- Address concerns of women in relation to facilities, conditions of work and terms of employment, particularly in the nurseries; and
- Widely advertise training opportunities, with special attention paid to women, in order to offer staff mobility and opportunities for promotion.

The Forestry Department will make a special effort to involve women at all levels within its activities to develop community participation in forest management.
The goal of the gender equity strategy is to:

- Build recognition in FD that understanding, identifying and addressing gender issues will enhance the effectiveness and sustainability of their service delivery.

- Develop the capacity of FD to invest all activities with a gender equity perspective.

The relationship between gender issues and change has been noted. Unlike biology, where one’s sex is defined at birth as male or female, gender differentiation depends on the roles assigned to men or women and the value given to these roles in any particular society. Different societies define male and female roles differently and assign different weights to the relative value of what males and females should or may do. These roles have changed and will continue to change over time. A gender strategy focuses on this pattern of change to deliver a set of desired outcomes. Managing a gender strategy is, therefore, essentially managing change.

The principle of gender equity seeks to ensure that, at a minimum, interventions do not leave those targeted worse off than other sections of the population, particularly their peers. Historically those targeted have been women where the equity concern is to ensure that women do not benefit less than men in their own social groups or classes. That emphasis has, however, short-changed the principle itself reducing gender equity approaches to head counting, ie, x-number of women have benefited versus x-number of men. While monitoring for performance requires some quantitative data, qualitative issues are as critical to the implementation of an effective strategy. Increasing the numbers of women relative to the numbers of men in technical areas or requiring equality (fifty/fifty) of representation on boards and councils achieves little sustainable if there is not respect and understanding between the women and men who work together or who serve on those boards. The strategy thus seeks to emphasis improvements in male-female relationships and partnerships which promote positive change.

Given the particular characteristics of FD staffing and structure, equity concerns within the Department will relate mostly to balancing the asymmetry in the technical areas where women are greatly under represented. However a gender equity approach also provides an opportunity to address the opening up of traditionally female work “ghettos” to males.

With respect to the wider institutional partnerships and with community outreach for watershed management and public awareness it is clear that men and women represent different types of stakeholders.

For example: Women have demonstrated a concern for protection of the environment: complaining about health disbenefits to households of pesticide use; importance of water management; and watershed conservation. But the women have less power than men to implement change on these concerns. They own or control far less land and fewer financial resources but shoulder the major responsibility for family and social support in the community.²

Males operate at two levels. Men tend to speak for the community and to represent the community in local political and national affairs. They also own most of the land and control the majority of farms and thus many of the decisions about the economic life of the communities. However, men are the tree cutters and as such, particularly young men and those who are not land holders, pose a definite threat to watershed sustainability. A gender equity strategy thus requires that specific activities help to transform women's concerns

into positive action which can influence the community while other activities need to address the creation of stakeholders among the men, particularly young men and the landless.

Gender issues revolve around power and control; power in social relations between women and men and inter- and intra-household. In like manner, many of the issues of reforestation, conservation and forestry management that arise between FD and communities revolve around power. FD is often seen as displaying negative power, ie, the power to say no to harvesting of forest products and trees, no to "capturing” of forest lands, and no to what many communities see as immediate economic gains. Field staff, therefore, need not only interpersonal and leadership skills to gain entry to communities for their outreach work but conflict resolution and negotiation skills to contribute to effective mobilisation. Training for effective outreach provides an opportunity to include gender issues in a framework of conflict resolution and negotiation thereby developing the capacity of staff to reach to the heart of gender asymmetries in community participation. The gender training for FD is built around these requirements.

The elements of the gender equity strategy follow the three components of the Phase II of the TFT Project and take into account the aims of the gender equity strategy expressed in the NFMCP.

### 3.3 Institutional Strengthening

- Enhancing the capacity of the Forestry Department to make gender issues integral to the management and practical day to day work of the Department and its staff.

- Developing and introducing gender perspectives in work and in relationships with partners, be they individuals, communities or institutions in the management of forestry and conservation programmes.

### Box 2: Partnership Examples

This is not as difficult as it appears. Already there are mechanisms operating which provide entry points for GE considerations.

- **Lift Up Jamaica** has recruited numbers of person for short term employment in forestry. From a gender perspective, the large numbers of women and the many young men recruited is impressive. However, although Lift Up Jamaica provides training, the training is limited to employment issues. An opportunity to stress the importance of not only planting, in the short term, but the recruits’ roles in nurturing and sustaining Jamaica’s forests is thus missed.

- **The Jamaica Conservation and Development Trust (JCDT)** in its management of the Blue and John Crow Mountains National Park contributes positively to the image of forestry with its female rangers. Its record on equitable participation of women in the community councils, however, could be improved.
3.4 Building Technical Capacity for Forest Management

- Increasing the equity and equality of access to and participation in available employment in forestry for males and females.
- Increasing public awareness of the potential for women to get involved in forestry as a profession.
- Developing the capacity of field staff to apply gender concepts to conservation and forest management work including application of PIOJ’s Gender Equity Checklist.
- For the longer term, creating interest in careers in forestry through demonstration programmes that encourage participation of both sexes and promote the image of forestry as a profession for both men and women by increasing the visibility of female foresters in schools programmes and community projects.
- Support and reinforce through training appropriate introduction of gender concepts and issues relating to forestry, sustainability and environment to community organisations and ‘gate keepers’ and leaders.
- Staff exposed to PRA/RRA techniques.

3.5 Development of Pilot Projects in Watershed Management

- Identifying and implementing gender specific approaches to gain the interest and commitment of both women and men in watershed communities.
- Specific outreach to young men who have, to date, posed a threat to conservation with their tree cutting activities and have demonstrated a lesser appreciation than have women of their stakeholder role in conservation and sustainable forestry.
- Specific outreach to enable women to share more equitably in socio-economic improvements and gains from forestry and conservation.
- Including women farmers, where available, as ‘Trainer’ farmers who model best practices.
- Ensuring that demonstration programmes and contests in the schools include both sexes.

Including gender perspectives as an aspect of 'trainer' farmer identification to ensure that:

- appropriate women are among those chosen;
- these farmers encourage women to model agro-forestry practices; and
- promotion of skills such as pruning and budding for both sexes.
4.0 IMPLEMENTATION

The outcomes indicated below (Table 1: Implementation Plan) reflect the minimum level of performance expected as FD undertakes the initial stages of implementation of the gender strategy. The strategy will be implemented on an incremental basis. Ongoing training will gradually increase the capacity of staff to fully address and integrate gender issues in work habits and activities. The Implementation Plan articulates required activities, persons responsible and indicates additional resources required.

Each of the outcomes is directly related to the Performance Measurement Indicators already developed through the Trees for Tomorrow Project Performance Measurement Framework (TFT-PMF). Indicators in the TFT-PMF with a relationship to gender equity has been marked with the symbol (G). In the Gender Equity Strategy Performance Measurement Framework (Table 2 on page 16) the information from the TFT-PMF is incorporated in italics. General activities, outcomes and indicators are thus cross referenced for ease of identification. Table 2 expands and explains the symbol (G) in the TFT-PMF. It is not intended to be additional or alternative to the TFT-PMF but operates within that framework.

4.1 Expected Outcomes

- Staff demonstrate capacity to identify gender issues and appropriate interventions.
- Staff demonstrate capacity to relate gender concepts and issues to the planning processes related to the conservation and management of Jamaica’s forests.
- Staff able to provide reports using the PIOJ Gender Equity Checklist.
- Human Resource and Personnel practices, especially job descriptions, reflect gender equity goals.
- Staff Performance Appraisal addresses technical capacity to address gender equity issues and attitudes and work behaviours.
- Gender equity strategy priorities built in to all FD projects.
- Contracts and MOUs reflect gender equity goals.
- Other stakeholders promote and support FD gender initiatives.
- Greater public awareness of role of women in forestry both professionally and in community actions.
- Environment created which encourages and supports more equitable balance of women and men among trained forestry personnel.
- Increased partnership with young men in conservation efforts particularly through project activities aimed at skills development.
- More equitable balance of women and men in community activities and in decision-making positions on local forestry management boards.
Table 1: Implementation Plan

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SCHEDULE</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute an accountability and responsibility structure for the gender</td>
<td>Within next 2 months</td>
<td>Committee comprised of Conservator; Director HRM &amp; Admin; Senior Director Regional F.O.B.; Director</td>
<td></td>
</tr>
<tr>
<td>strategy and TORs for staff responsible</td>
<td></td>
<td>Technical Services; Senior Personnel Officer; Education Officer; Forest Manager for each Region; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervisors in each Region to agree on TORs and methods of operation (See Figure 1 for overall</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>responsibility and accountability structure for gender equity strategy)</td>
<td></td>
</tr>
<tr>
<td>Establish procedures for routine monitoring and reporting on achievements</td>
<td>Within next 6 months</td>
<td>Officers above</td>
<td></td>
</tr>
<tr>
<td>or constraints to implementation with feedback mechanisms to staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reporting on achievements or constraints in the implementation of the</td>
<td>Data collected in the</td>
<td>Director HRM &amp; Admin</td>
<td></td>
</tr>
<tr>
<td>strategy</td>
<td>field monthly and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>collated at HO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptation of PIOJ Monitoring Tool to FD requirements</td>
<td>In an iterative manner</td>
<td>Guidance from Rural Sociologist</td>
<td>Possible consultant assistance; assistance from PIOJ</td>
</tr>
<tr>
<td></td>
<td>over 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Department (GOJ) policies and practices to identify points of entry</td>
<td>Within next 6 months</td>
<td>Personnel/Administration; Training Unit; Legal Officer</td>
<td>Possible consultant assistance</td>
</tr>
<tr>
<td>for measures supportive of gender equity, eg, non tolerance of harassment.</td>
<td></td>
<td>Personnel; Training Unit</td>
<td></td>
</tr>
<tr>
<td>- Orient staff to concepts of mutual respect, tolerance between men and</td>
<td></td>
<td>Include HRD; secretaries in the Regions; and Registry and Library staff</td>
<td>Possible consultant assistance for set up</td>
</tr>
<tr>
<td>women, appropriate workplace behaviour, etc. thus creating a climate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wherein gender equity can flourish. Link with Citizen’s Charter and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Care.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify personnel at HO and in Regions and allocate task of collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and storage of information on gender equity issues in forestry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>SCHEDULE</td>
<td>RESPONSIBILITY</td>
<td>RESOURCES</td>
</tr>
<tr>
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<td>----------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong> - continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a structured mentoring programme</td>
<td>Within next 6 months</td>
<td>HRD and Training Unit</td>
<td></td>
</tr>
<tr>
<td>Develop a structured orientation programme</td>
<td>Within 1 year</td>
<td>HRD and Training Unit</td>
<td></td>
</tr>
<tr>
<td>Develop an orientation manual which includes gender equity strategy and issues in material covered</td>
<td></td>
<td></td>
<td>Possible consultant assistance</td>
</tr>
<tr>
<td>Ensure that images, articles and materials promoted by FD through posters, flyers, Children’s Own Newspaper, 4H Clubs, videos, etc. reflect and enhance the message of gender equity</td>
<td>Immediate and on going</td>
<td>Public Awareness Unit (external) HRD (internal)</td>
<td></td>
</tr>
<tr>
<td><strong>LEGAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop clauses for MOUs with partner organisations which require gender equity to be reflected in all partnership activities and decision-making structures</td>
<td>Within next 2 months</td>
<td>Legal Officer</td>
<td></td>
</tr>
<tr>
<td>Capacity for gender analysis and an appreciation of gender equity issues to be included in contracts for services where applicable.</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 one day Orientation Workshops for all staff: 1 at HO, 1 in each of the 3 Forest Regions. Objective: to develop a basic understanding of gender equity issues, expected workplace behaviours, the gender equity strategy and role of staff in its implementation, maintenance and monitoring.</td>
<td>Within 3 months of approval of Gender Equity Strategy</td>
<td>Training Unit/consultant</td>
<td>Transport, lunches, Consultant costs</td>
</tr>
<tr>
<td>Workshop on Change Management for Executive level /Senior staff. Objective: Enhance capacity to manage and implement gender equity policies and strategies.</td>
<td>Within 1 month of Approval of Gender Equity Strategy</td>
<td>Training Unit</td>
<td>Consultant costs</td>
</tr>
<tr>
<td>Include conflict resolution, negotiation and understanding power/gender relations in appropriate training events</td>
<td>On-going</td>
<td>Training Unit</td>
<td>Possible consultant time</td>
</tr>
<tr>
<td>Separate awareness sessions for female staff</td>
<td>Within 6 months</td>
<td>Training Unit</td>
<td>Focus group facilitators</td>
</tr>
</tbody>
</table>

ORM - Tecsuit
### ACTIVITY SCHEDULE RESPONSIBILITY RESOURCES

#### TRAINING - continued

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SCHEDULE</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equity perspectives included in Communications Programme for FD staff planned by Public Awareness Unit for 2001-2002</td>
<td>As per Public Awareness Unit schedule</td>
<td>Public Awareness/HRD</td>
<td></td>
</tr>
<tr>
<td>Gender equity issues integrated into Community Awareness Programme planned for 2001-2002 by Public Awareness Unit</td>
<td>As per Public Awareness Unit schedule</td>
<td>Public Awareness/HRD</td>
<td></td>
</tr>
<tr>
<td>Targeted programme of awareness and skill mounted with partners in Portland and St Mary for JPSCo, PWD &amp; PC.³</td>
<td>Dependent on negotiations with agencies</td>
<td>Public Awareness Unit, Eastern Region, Partners</td>
<td>Negotiation time</td>
</tr>
<tr>
<td>Training of trainers. Objective: To enhance capacity of key staff to promote gender equity messages in partnership and community activities as well as provide effective reporting and monitoring to HO. Appropriate staff will be identified from the Communications Programme</td>
<td>Mid term late 2001/2002</td>
<td>Consultant assistance</td>
<td></td>
</tr>
<tr>
<td>Gender equity approaches and issues integrated into Forestry Field Skills Training Programme (FFSTP), in particular the Communications and Negotiation segment of the training</td>
<td>As per schedule for FFSTP</td>
<td>Tress For Tomorrow</td>
<td>Already committed through FFSTP</td>
</tr>
<tr>
<td>Appropriate elements of gender equity issues integrated into all FD training</td>
<td>2002 and ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop orientation material on gender equity priorities in forestry for use with partner organisations, funding agencies, other ministries</td>
<td>2002/3</td>
<td>Public Awareness/Training</td>
<td>Possible consultant time</td>
</tr>
<tr>
<td>Training sessions to reinforce learning and practice on aspects of gender equity and forestry as required after review of monitoring reports</td>
<td>2003</td>
<td>Training</td>
<td>Possible consultant time</td>
</tr>
</tbody>
</table>

#### STAFF SECURITY

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SCHEDULE</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide to all field staff, both male and female, training which develops self defence skills, giving 5 to 10 seconds to get away from an attacker</td>
<td>Include with Enforcement Workshops as soon as training can be sourced</td>
<td>Training/TFT</td>
<td>Consultants fees</td>
</tr>
</tbody>
</table>

³ For details see Gender Equity Update Report. p8.
5.0 MANAGEMENT AND ACCOUNTABILITY STRUCTURE

The gender strategy relates to both the Trees for Tomorrow Project and the wider Forestry Department and as such will have two management arms.

- The CEA is responsible for the management and reporting on implementation of the strategy specifically for the outputs expected under the TFT Project.

The Project Steering Committee (PSC) assists this process. As a further support, the sub-committee of the PSC formed of agencies with monitoring responsibilities should be given a specific mandate to monitor the implementation of the gender strategy.

- With the adoption of a gender strategy by FD a need arises for there to be clearly structured lines of responsibility and accountability for adoption and implementation of the strategy. While institutionalisation of a gender strategy implies corporate as well as individual staff responsibility and commitment to the strategy, specific accountability mechanisms also need to be put in place.

Staff with a particular responsibility for strategy implementation to monitor and report on implementation have been identified (see Table 1). However, specific tasks such as monitoring and reporting have to be assigned and accounted for in the job description of each staff members.

Given the emphasis in the NFMCP on working with and through communities and on co-management strategies, effective implementation will require that each of the Forest Regions becomes an accountability centre.

The adoption of a gender strategy has implications not just for FD but for the Ministry of Agriculture. Historically, the Ministry of Agriculture has given little support to the National Policy on Women or gender initiatives. Fostering a supportive climate for the gender strategy with MinAg will require special efforts, staff time and commitment. Without support and understanding from MinAg, effective implementation of the strategy, its institutionalisation and ultimate sustainability will be questionable.
5.1 Essential Functions Required in FD Job Descriptions

**Conservator:**
- Provides leadership and guidance on the implementation of gender equity strategy
- Reports to PMC
- Provides annual feedback to staff

**Director, Human Resource Management and Administration:**
- Oversees implementation, ensures adoption of policies and practices required for implementation of gender equity strategy
- Requires monitoring and reporting from staff
- Identifies support/assistance required by staff for effective implementation
- Ensures gender equity activities are included in annual work plans

**Senior Personnel Officer:**
- Ensures adoption of policies and practices by staff
- Ensures work plan activities are scheduled and implemented
- Monitors staff performance, attitudes and workplace behaviours
- Provides regular reports to Director, Human Resource Management and Administration and Conservator

**Senior Director, Regional Forestry Operations Branch:**
- Oversees implementation, ensures adoption of policies and practices required for implementation of gender equity strategy
- Requires monitoring and reporting from staff

**Director, Technical Services:**
- Provide leadership on gender equity strategy for technical services staff
- Provide regular reports to Conservator
**Regional Forestry Officers:**
- Provide leadership on gender equity strategy for technical and field staff
- Ensure work plan activities are scheduled and implemented
- Include gender equity issues on routine staff meeting agendas
- Monitor staff performance, attitudes and workplace behaviours
- Provide regular reports to Senior Director, Regional Forestry Operations Branch and Conservator

**Forest Supervisors:**
- Provide leadership in application of gender equity perspectives and approaches to day-to-day forestry activities
- Monitor field activities
- Provide regular reports to Regional Forestry Officers
6.0 PERFORMANCE MEASUREMENT

As explained in Section 4.0 - Implementation, Table 2 which follows details key activities, outputs and indicators from the perspective of what is required to measure performance on gender equity. It complements the proposed Trees for Tomorrow Project Performance Management Framework.
Table 2: Performance Measurement

<table>
<thead>
<tr>
<th>GENERAL DESCRIPTION AND ACTIVITIES</th>
<th>RESULTS</th>
<th>MEASURING PROGRESS</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Sound forest management practices are exercised at individual, community and watershed levels across Jamaica. Public involvement in environmental protection especially forest and watershed management.</td>
<td>Sustained implementation of the LFMP. Gender equity strategy is part of the LFMP. Activities and contribution of LFMC to implementation of LFMP. Increase in number of women and young men contributing in decision-taking roles to LFMC.</td>
<td>Interviews, site visits, reports of LFMC. Lists of LFMC members.</td>
</tr>
</tbody>
</table>

**INSTITUTIONAL STRENGTHENING**

Strengthen the institutional capacity of the FD to plan, and implement sustainable forest management and improve land use in Jamaica’s watersheds, and to increase public awareness of the importance of forests throughout the country.

**FD collaborates, coordinates, and integrates its efforts with those of other forestry stakeholders.**

Public is aware of and understands the importance of forest management and conservation and the roles that both women and men play in forest management and conservation.

Equity strategy evolves, increasingly reflecting concerns, and critical issues identified by FD staff.

<table>
<thead>
<tr>
<th>INSTITUTIONAL STRENGTHENING</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing the capacity of the Forestry Department to make gender issues integral to the management and practical day to day work of the Department and its staff.</td>
<td>Review gender equity strategy and related action plans. Canvass staff.</td>
</tr>
<tr>
<td>1. Promote wide discussion among staff and stakeholders of gender equity strategy.</td>
<td></td>
</tr>
<tr>
<td>2. Develop information, data, research relevant messages, materials, rationales for incorporating gender equity issues in FD work by collecting information, data, vignettes, experiences from daily work and extracting lessons learned. Undertake research on role of women in rural forestry as per NFMCP.</td>
<td></td>
</tr>
<tr>
<td>3. Raise relevant gender equity considerations during routine meetings.</td>
<td></td>
</tr>
<tr>
<td>4. Provide training for incorporating gender equity considerations in FD work.</td>
<td></td>
</tr>
</tbody>
</table>
### GENERAL DESCRIPTION AND ACTIVITIES

#### INSTITUTIONAL STRENGTHENING - continued

- Developing and introducing gender perspectives in work and relationships with partners, be they individuals, communities or institutions in the management of forestry and conservation programmes.
  1. Including orientation on gender equity issues as part of the motivational tools for HRD so that male/female workplace relationships mirror equity goals of mutual understanding, respect and awareness.
  2. Setting standards and developing agreement for acceptable workplace behaviours.
  3. Ensuring that co-management methodologies reflect and include gender perspectives.
  4. Requirement for partner agencies to commit to an equitable representation of women on community forestry management committees and other co-management mechanisms through training.

- Support and reinforcement through training.
  1. Exposure to gender awareness and the requirements for implementing a gender strategy for all staff.
  2. Building in gender components in all training identified in NFMCP.
  3. Training needs assessments for partner community organisations to include gender issues, and exposure to PRA/RRA techniques.
  4. Motivational/support session for women working in forestry.

### RESULTS

- Increased level of satisfaction, productivity. Improved working relationships between men and women. Increased awareness of relevance of gender equity to forestry among partners.

### MEASURING PROGRESS

- Reported improvements in male/female work relationships. Policy/standards for workplace behaviour in place and implemented. Framework for co-management developed and applied. MOU/contract terms developed for use with all partners, and applied.

### METHODS

- Qualitative/participatory assessment techniques.
  - Awareness of gender equity issues reflected in routine FD work.
  - Number of training events and participant lists. Course content assessments.
  - Analysis of NFMCP training/ training reports. Number of partners exposed to gender equity training.
  - Number of training sessions, attendance, assessment. Increased satisfaction with work in FD, decrease in dropout rate.
  - Qualitative and participatory assessments.

---

**ORM - Tecslut**
### GENERAL DESCRIPTION AND ACTIVITIES

<table>
<thead>
<tr>
<th>BUILDING TECHNICAL CAPACITY FOR FOREST MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increasing the equity and equality of access to and participation in available employment in forestry for males and females.</td>
</tr>
<tr>
<td>2. Support strategies including increased security and appropriate transportation.</td>
</tr>
<tr>
<td>3. Increasing public awareness of the potential for women to get involved in forestry as a profession.</td>
</tr>
<tr>
<td>4. For the longer term, creating interest in careers in forestry through demonstration programmes that encourage participation of both sexes and promote the image of forestry as a profession for both men and women by increasing the visibility of female foresters in schools programmes and community projects.</td>
</tr>
<tr>
<td>5. Developing the capacity of field staff to apply gender concepts to conservation and forest management work including application of PIOJ’s Gender Equity Checklist.</td>
</tr>
<tr>
<td>6. Support and reinforcement through training.</td>
</tr>
<tr>
<td>7. Appropriate introduction of gender concepts and issues relating to forestry, sustainability and environment to community organisations and 'gate keepers' and leaders.</td>
</tr>
<tr>
<td>8. Staff exposed to PRA/RRA techniques.</td>
</tr>
</tbody>
</table>

### RESULTS

| Planning, information & monitoring systems necessary for sustainable forest management are in place. |
| Gender specific approaches clearly identified in plans, and implementation strategies. |
| Increase in female applications for employment. |
| Mainstreaming of gender equity strategy, support from BWA and PIOJ, increased visibility for FD on gender equity. |

### MEASURING PROGRESS

| Changes in staff profile. |
| Security issues addressed (transportation provided). |
| Regular monitoring reports. Feedback from partners, communities, schools, staff. |
| Number of demonstration programmes, career days and schools visits (by sex of presenter). |
| Regional reports, field visit reports, feasibility studies, project planning, community assessments, use of PIOJ tool. |
| Inclusion of gender equity issues and PRA techniques in staff training. |
| Number of training events provided. Feedback from participants. |

### METHODS

| Establishment data analysis. |
| Public affairs reports; applications for positions. |
| Inclusion of FD in inter-governmental meetings on gender equity. |
## GENERAL DESCRIPTION AND ACTIVITIES

### DEVELOPMENT OF PILOT PROJECTS IN WATERSHED MANAGEMENT

- **Develop a replicable model of the skills, systems and participatory processes required for community forestry.**

  1. Identifying and implementing gender specific approaches to gain the interest and commitment of both women and men in watershed communities.
  2. Specific outreach to young men who have, to date, posed a threat to conservation with their tree cutting activities and have demonstrated less appreciation than women of their stakeholder role in conservation and sustainable forestry.
  3. Specific outreach to enable women to share more equitably in socio-economic improvements and gains from forestry and conservation.
  4. Including women farmers, where available, as ‘Trainer’ farmers who model best practices.
  5. Ensuring that demonstration programmes and contests in the schools include both sexes.

**Training:**

- Including gender perspectives as an aspect of ‘trainer’ farmer programmes to encourage women to model best agro-forestry practices.
- Promoting of skills such as pruning and budding, for both sexes.

<table>
<thead>
<tr>
<th>RESULTS</th>
<th>MEASURING PROGRESS</th>
<th>METHODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFM Plans are approved and implemented. Communities and local organisations have the skills and information to participate in local forest management and conservation. Projects demonstrate that young men play increased role in conservation and protection of forests. Projects demonstrate that women can benefit economically and socially from participation in forestry and conservation activities.</td>
<td>Skills developed through project activities (G). Information acquired through project activities. Programmes, projects, approaches to reach young men identified and implemented. Mechanisms identified for increasing women’s share in socio-economic gains. Number of women farmers participating. Gender equity included in trainer farmer orientation. Number of participants by sex, assessment of training.</td>
<td>Qualitative and participatory assessment techniques.</td>
</tr>
</tbody>
</table>
APPENDIX 1

GENDER EQUITY CHECKLIST
PLANNING INSTITUTE OF JAMAICA

(to Be Adapted for Use by Forestry Department)
QUESTIONNAIRE
(To be used in support of Baseline Data Collection - in Gender Equity Checklist)

Participation/Consultation
1. A project is planned in your community or in specific sector do you know about it?
   □ Yes □ No

2. What do think the project is planning to accomplish?

3. Who do you think will benefit from this project?
   □ Community leaders  □ General community  □ Self (person interviewed)  □ Other

Economic Data
4. How do you make a living? □ Work □ Hustle
   □ Family support (locally) □ Family support (overseas)  □ Other

5. Type of work/hustling

6. Current earnings per week (Est. By age and sex % below/above poverty line)
   □ <$1000 □ $1000-$2000 □ $2000-$5000 □ Over$5000
   Is this enough for their needs? □ Yes □ No
   Discuss

7. Are you in a credit programme? □ Yes □ No
   Describe

8. Are you in a savings programme? □ Yes □ No
   Describe

9. Have you heard about any credit programmes to help people get started in business?
   □ Yes □ No
   Describe

10. How would you describe these programmes? □ Helpful □ Not helpful
   Describe

11. What is the main thing you do with extra money when you have it?

Skills Training/Capacity Building
12. In order to upgrade yourself and earn more money, what skills would you like to have?

13. Not interested in skills training (comments)

---

Sonja Harris
Planning Institute of Jamaica
May 2000
16. Where would you wish to train?

☐ In the community (specify)

☐ Outside the community (why?)

Organizational Membership
17. Are you a member of any organisation/group? ☐ Yes ☐ No

Describe

...........................................................................................................................................................

18. Do you know about any women’s/men’s group active in your area/parish? ☐ Yes ☐ No

19. What do you think about their involvement and usefulness in the area?

...........................................................................................................................................................

Community Leadership
20. Who would you describe as the leader(s) in your community? (No names necessary)

☐ Don man
☐ Politician
☐ Church
☐ Concerned citizens
☐ Other (specify) .................................................................

Conflict Mediation
21. Who do you go to when there is conflict between you and others?

☐ Family/friend
☐ Church
☐ Don man
☐ Police
☐ Other (specify) .................................................................

22. What are the main problems faced by the community?

...........................................................................................................................................................

23. Who do these problems affect most?

☐ Women/mothers
☐ Men/fathers
☐ Youth
☐ Elders
☐ Others (specify) .................................................................

24. What are the first things that need to be changed in the community?

...........................................................................................................................................................

25. Who should take responsibility for changing these?

☐ Community
☐ Government
☐ Private sector
☐ International donors
☐ Combination
☐ Others (specify) .................................................................
APPENDIX II

OUTLINE OF RECOMMENDED TRAINING
OUTLINE OF RECOMMENDED TRAINING

A. TRAINING FOR FORESTRY DEPARTMENT

1. For ALL staff:

   Orientation to Gender Equity Issues/Building Gender Awareness
   - What are gender equity issues?
   - How do gender equity issues relate to the Forestry Department?
   - Why are they important to effectiveness and for productively?
   - Why are they important for work relationships?
   - Equity issues and the gender equity strategy for FD
   - Equity issues in practice

2. Additional for Executive level/Senior staff:

   Managing Change/managing and Implementing Gender Equity Policies and Strategies

3. Additional Training for Field Staff

   Gender at work in the community:
   - Gaining entry/Building participation
   - Collecting and assessing information (PRA/RRA)
   - Understanding roles and relationships/Power relationships
   - Conflict resolution and negotiation skills
   - Building Gender equity issues into work:
   - Gender planning for forestry
   - Using the PIOJ Gender Equity checklist
   - Reporting and monitoring

B. TRAINING FOR PARTNERS AND COMMUNITIES

Partners

- Brief orientation
- Gender at work in the organisation
- FD gender equity strategy
- What it means for partnership
- Implementation, Monitoring and Reporting

Community

- Gender equity to be introduced as part of any training
- Simplified approach to gender equity concentrating on roles and relationships, partnership, achieving balance and harmony between sexes.
- Understanding FD’s strategy