

Type of Crime	2005			2004		
	Boys	Girl	Total	Boys	Girl	Total
Murder	68	23	91	148	14	162
Shooting	58	19	77	137	32	169
Rape	**	367	367	**	230	230
Carnal Abuse	**	346	346	**	409	409
<b>Total</b>	<b>126</b>	<b>755</b>	<b>881</b>	<b>285</b>	<b>686</b>	<b>970</b>

Source: JCF Statistics Division

predominantly targeted in murders and shootings. A total of 1,389 sexual offences were reported in 2006 and of that number carnal abuse – a sexual offence committed against a girl aged 16 or under - accounted for 31.2 per cent<sup>25</sup>. Sexual assault and rape against boys, when reported to the Police, do not appear in statistics and tend to be prosecuted with a greater emphasis put on the perpetrator's act rather than on the paedophile nature of the offence and the violation of the victim's rights. This has long term psychological and social consequences for the victim. While households report 85 per cent of crime to the Police, they report only 20 per cent of rape, making women and girls silent victims of most major crimes in Jamaica.



Most crimes committed by children are committed by boys, often the result of early gender socialization, including greater exposure to violence, and school drop outs. This explains their overwhelming representation in correctional institutions. Out of the 235 children detained in 2006, 183 were boys<sup>26</sup>. Boys are primarily admitted for: shop/house breaking and larceny (12 per cent); wounding (12 per cent); dangerous drugs (11 per cent); being uncontrollable (9.3 per cent); and illegal possession of firearm. For the same period girls were mostly admitted for care and protection (21 per cent); being uncontrollable (17 per cent); and wounding, assault and breach of probation order (4 per cent each).

Nearly one quarter of all murders in the past three years was a result of domestic violence against women.<sup>27</sup> Fifty per cent of men reported having hit their partners and 30 per

cent of adolescents indicated that they worry about the fighting and violence they see at home. Independent predictors of childhood aggression in Jamaican children were reported to include high levels of exposure to violence, greater amounts of physical punishment at home, increased crowding in the home, and limited opportunities for peaceful and legal socio-economic participation. Conduct disorders in adolescence were found to be associated with mothers being absent - often to migration - , presence of a negative parental role model, usually a father, and a number of changes in parenting arrangements.<sup>28</sup> **Approximately 20 per cent of births are given by adolescent girls.** As clearly

those leading to early pregnancy, and resulting from low self-esteem, socio-economic deprivation, and unbalance of power.<sup>22</sup> Prevention efforts targeting young women seem to have had some good results in improving knowledge of preventing HIV transmission. The 2005 MICS revealed that close to 75 per cent of adolescent girls aged 15-19 know all three methods of prevention-namely, having only one faithful uninfected partner, using a condom every time, and abstaining from sex. Adolescents girls actually know better than their older sisters (67 per cent of women aged 20-24 know all three ways). Yet, misconceptions on transmission remain among adolescent girls with 29 per cent still believing that sharing food or mosquito bites can transmit HIV, or that a healthy looking person can be infected. All in all, comprehensive knowledge of HIV/AIDS transmission – an indicator combining knowledge of transmission and rejection of misconceptions- falls to under 59 per cent among adolescent girls aged 15-19. Safer sex is far from being practiced by all adolescents with 33 per cent of females and 25 per cent of males aged 15-24 reportedly not using a condom the last time they had sex with a non-regular partner. Misconceptions also continue to fuel discriminatory attitudes towards people living with HIV/AIDS, with close to 87 per cent of adolescent girls aged 15-19 continuing to agree on at least one discriminatory statement, with approximately 58 per cent stating they would not buy fresh vegetables from a person with HIV/AIDS.

stated in the 2006 Update of the Situation Analysis of Jamaican children, this means that a child gives birth to a child in one out of five births. This is attributable to a number of factors including high rate of forced sex (reported by 20 per cent of girls), transactional sex with “sugar daddies” providing cash or goodies in exchange of sexual favour, early sexual initiation, poor access to information and skills on safe and responsible sex, and low rate of contraceptive use. A 2002 Reproductive Health Survey among young people confirmed early ages of sexual initiation with a mean age of 15.2 for adolescent girls aged 15-19 and 13.9 for males of the same age. At the same time, approximately 31 per cent and 17 per cent respectively did not use contraception with



their last sexual partner, pointing to unmet family planning needs among the adolescent populations, and especially for girls. A birth by a child puts two children at risk, as teenage pregnancy often leads to complication in pregnancy and delivery – and thus contributing to the relatively high maternal mortality rate of 87 per 100,000 live births, lack of care and support for the newborn, and too often exclusion from school and professional opportunities, for the young mother. About one-third (32.8 per cent) of women experiencing pregnancy between the ages of 15 and 24 years first conceived while still in school and only 34 per cent of adolescent mothers return to school after giving birth (up from 16 per cent in 1993)<sup>29</sup>. Once teenage pregnant girls leave school, they are not prepared for parenting, and poverty often pushes young mothers into transactional sexual relationships with multiple partners to obtain the resources necessary to support their children and themselves. This further increases the mother's vulnerability to exploitation and domestic violence, as well as child abuse. For adolescent men, to whom fathering a child is often seen as an essential rite of passage in the affirmation of masculinity, disruptions in their schooling, health or social life are very limited, even though a strict interpretation of current legislation on the age of consent may see them prosecuted for sexual activity with girls of their age. Researchers in an adolescent study concluded that gender norms influence the sexual behavior of young people, and adolescent girls and adolescent boys view teen pregnancy differently. At an early age, girls learn that sexual activity is something secret and shameful, while boys are taught that sex brings pleasure and status<sup>30</sup>. **While the HIV epidemic continues to affect more men than women overall, adolescent girls are increasingly vulnerable:** teenage girls are almost three times more likely to become infected with HIV than boys of the same age.<sup>31</sup> This is as a result of physiological and social factors, similar to



## TOWARDS GENDER EQUALITY

UNICEF uses gender mainstreaming as a strategy to achieve gender

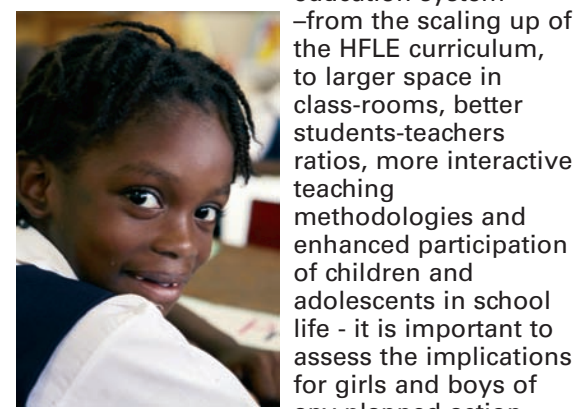
equality results. Gender mainstreaming is defined as "...the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated." Jamaica has made progress in mainstreaming gender equality. The Bureau of Women's Affairs directly under the portfolio of the Prime Minister has been instrumental in developing a National Gender Policy. Over the years, Jamaica has seen a slight increase in the involvement of women into politics. Female representation in National Government has increased from 2 per cent in 1962 to close to 12 per cent in 2004<sup>32</sup>. They occupy senior level positions, including that of the Prime Minister. Yet, albeit heads of households, economic providers, graduates from universities and mothers, women are still a small minority in the political arena, representing 12 per cent of parliamentarians in the Lower House in 2005, and 19 per cent in the Upper House.<sup>34</sup> Affirmative action may need to be considered to give opportunities to women to exert in political life the role that they increasingly play in the socio-economic sphere.

Systematic approaches must be put in place to fill in capacity gaps at policy, service, community and family levels. Jamaica Statistics (JamStats)<sup>35</sup>, the Medium Term



Socio-Economic Framework, the 2007-2011 National Framework of Action for Children and the National Development Plan (T21) under development, provide national platform to reduce gender disparity across the life cycle, channel commensurate resources and monitor progress towards gender equality.

The revision of the Early Childhood curriculum, the scaling up of Health and Family Life Education in pre-primary, primary and secondary institutions, and the development of youth-friendly health services are likely to address the specificities of boys and girls, along the life cycle and in various settings. As the education reform looks at various ways to improve quality in the



education system –from the scaling up of the HFLE curriculum, to larger space in class-rooms, better students-teachers ratios, more interactive teaching methodologies and enhanced participation of children and adolescents in school life - it is important to assess the implications for girls and boys of any planned action, and make gender disparity reduction an integral dimension of the design, implementation, monitoring and evaluation of the education reform. Making school more relevant, and more attuned to the learning of boys and girls is a key strategy in violence prevention, along with the need to work out strategies for youth unemployment. Capacities of professionals, institutions and communities to implement and monitor the 2004 Child Care and Protection Act need now to be strengthened. The implementation of the National Plan of Action on Child Justice will further enhance the protection of Jamaican children, and especially boys who are over-represented in the justice system.

To better protect girls and boys from HIV infection, prevention efforts must accelerate and tackle social determinants of the epidemic, taking into account gender socialization, gender-based vulnerabilities and imbalance of power. Interventions must aim at empowering adolescent girls to respect their bodies, increase their confidence in negotiating safe sex, make informed choices and reduce their vulnerabilities. Conversely, interventions must also target adolescent and young adult males, who are often adolescent girls' primary sexual partners, taking into account their realities, peer pressure, needs and environment. Discussions of male identity must be included in sex education, and teachers, parents and young people must be persuaded to take part in open discussions of how adolescent boys see their sexuality. Boys and young men must be brought into community and media campaigns to spread the clear message that sex by coercion is not acceptable, nor should older men use money and power to obtain sex with young women. Finally, increasing access to voluntary confidential testing and counseling through expanded youth-friendly services by a presently low 22 per cent of adolescent girls aged 15-19 should also be part of such an intensified prevention strategy. The new National Strategy on Safe Motherhood will need to help adolescent girls better fulfill their reproductive health rights.

The development of a National Parenting Policy informed by successful community-based interventions, properly costed, resourced, and supported by a public education campaign will also help mothers and fathers give a fresher look at their parenting practices, their impacts on child rearing practices, gender socialization, and the reinforcement of gender roles right from early childhood. Efforts made in the legal and public education arena to encourage fathers to take greater responsibility for their children must be pursued, in the forms of both incentives and penalties should fathers fail to fulfill their parental obligations. Fathers in



Action, Dads of Distinction and Father's Incorporated have shown the way and that should inspire a positive role for fathers in the formulation of the National Parenting Policy. The latter will need to encompass a review of the PATH cash transfer programme to better help communities and families alleviate poverty faced by women, boys and girls living in female headed households. Programmes aiming at reducing gender-based vulnerabilities such as violence, early pregnancy, and HIV infection among young people must inscribe themselves within larger initiatives aiming at creating an enabling environment to reduce poverty, meet unmet needs and rights, and address imbalance of power between the sexes.

All of the above initiatives and efforts have the potential to help Jamaica reach the goal of gender equality for the benefits of women, men, boys and girls alike. Identifying and analyzing gender gaps in a systematic way is key to elaborating efficient strategies to reduce gender disparities and promote behaviour change.

<sup>25</sup>Miller, E. (1986) *The Marginalisation of the Black Jamaican Male: Insights from the Development of the Reading Programme*. Kingston: Institute of Social and Economic Research, UWI; and (1991) *Men as Risk*. Kingston: Jamaica Publishing House. <sup>26</sup>Figueras, M. (1996) *Male Privileging and Male Academic Performance in Jamaica*. Symposium paper, Centre for Gender and Development Studies, UWI St. Augustine, and (1996) with Sudhanu Handa. *Female Schooling Achievement in Jamaica: A Market and non-Market Analysis*. Department of Economics, UWI (Mona). <sup>27</sup>Parry, O. (2000) *Students' Choices in Kingston High Schools*. <sup>28</sup>Chevannes, B. (1995) *What We Sow and What We Reap: Problems in the cultivation of male identity in Jamaica*. Grace, Kennedy Foundation Lecture Series. <sup>29</sup>Brown, J. and Chevannes, B. (1998). *Why Men Stay So: Tie the Heifer, Loose the Bull. An Examination of Gender Socialisation in the Caribbean by the UWI*. UNICEF. <sup>30</sup>The high school and new secondary school labor markets in Kingston and St. Andrew. Unpublished M.Sc. Sociology Thesis, University of the West Indies, Mona, (1990) by R.M. Mills.



UPDATE 2007

## Situation Analysis on Gender Disparities in Jamaica

For every child  
Health, Education, Equality, Protection  
ADVANCE HUMANITY



<sup>25</sup>ESSJ, 2006  
<sup>26</sup>Source: Department of Correctional Services, <http://www.dcsj.net/jtstats.htm>  
<sup>27</sup>Violence Against Children in the Caribbean Region Regional Assessment, UNICEF

<sup>28</sup>Violence Against Children in the Caribbean Region Regional Assessment, UNICEF

<sup>29</sup>Situation Analysis on Excluded Children in Jamaica 2006  
<sup>30</sup>The Gender Gap in Reproductive Knowledge, Attitudes, and Behavior in Jamaica - July 1998  
<sup>31</sup>[http://www.fhi.org/en/AboutFHI/Media/Publications/Archives/Gender\\_Gap\\_Report\\_Jamaica\\_7-98.html](http://www.fhi.org/en/AboutFHI/Media/Publications/Archives/Gender_Gap_Report_Jamaica_7-98.html)  
<sup>32</sup>Inter-Parliamentary Union, "Women in Parliaments" database  
<http://www.ipu.org/wmn-e/classif.htm>

<sup>33</sup>Ministry of Health  
<sup>34</sup>Summary of Key Findings from the Reproductive Health Survey, 2002

<sup>35</sup>Electoral Office of Jamaica, Desk Review, Status of Men and Women (2005), Gender Advisory  
<sup>36</sup>Inter-Parliamentary Union, "Women in Parliaments" database  
<http://www.ipu.org/wmn-e/classif.htm>

<sup>37</sup>JamStats is the local version of DevInfo, a software that stores data and allows for graphic presentation



## FRAMING GENDER DISPARITIES IN JAMAICA

Equality between men, women, girls and boys has been a goal of the United Nations since its inception. The 1945 UN Charter includes the objective "to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of all nations large and small". While sex – female/male – is biologically determined, gender is a social construct that describes what is feminine and what is masculine. Gender roles are learned, not innate, and are affected by factors such as education or economics.<sup>1</sup>

Gender equality is defined as the equal enjoyment by women, men, boys and girls of rights, opportunities, services and resources. Gender equality exists when women, men, boys and girls have equal conditions for realizing their full rights and potential to contribute to political, economic

and social development of society and have the opportunity to benefit equally from the results. Gender equality is both an end in itself, and necessary for realizing the Millennium agenda which can only be achieved with progress for and the full participation of all members of society. Guided by the 1979 Convention on

the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1989 Convention on the Rights of the Child, UNICEF sees gender equality at the core of a human rights-based approach to development. Efforts for the realization of women's rights and children's rights, and means to ensure their participation as agents of change, are mutually reinforcing and interdependent. Both are a prerequisite for a developed, prosperous and just Jamaica.

Drawing upon new data from the 2005 Multiple Indicator Cluster Survey (MICS), this 2007 update of the Situation Analysis of Jamaican Children reveals gender disparities, examines their manifestations and analyses causes throughout the life cycle of 490,100 boys (50.2 per cent) and 486,400 girls (49.8 per cent)<sup>2</sup> from birth to 18 years of age. It specifically looks at gender-based vulnerabilities to HIV, early pregnancy and violence, and proposes a way forward, building upon existing strengths and promising initiatives in Jamaican society.

## THE ROOTS OF DISPARITY WITHIN THE HOME

Close to half of Jamaican households are headed by a woman (46.3 per cent). In the poorest quintile this proportion increases to 54 per cent, while such households make up only 37 per cent of all households in the richest quintile<sup>3</sup>. Female Headed Households (FHH) are larger in size, with a greater number and proportion of children than Male Headed Households (MHH), overall (37 per cent and 28 per cent respectively). Resources available to children in FHH are therefore, more scarce than for children living in MHH, and even more so in the poorest quintile.

In more than 78 per cent of cases, FHH are actually single female headed households, which means that children living in 36 per



cent of the Jamaican households grow up without an adult male figure<sup>4</sup> - as many men "are in prison, dead due to violence, or don't care"<sup>5</sup> and very often without having the possibly of knowing their fathers, whose name is absent from birth certificates. The MICS undertaken by STATIN in 2005 reported that close to 30 per cent of children under one year of age were not registered.<sup>6</sup> While there are no significant variations in birth registration between sexes<sup>7</sup>, until 2006 it was not possible for fathers to be identified on the birth certificate, perpetuating the commonly-accepted norm that parenting responsibilities were with mothers alone. The lack of fathers' involvement in the lives of their children has been a source for concern for a long time and extensively researched in Jamaica. Researchers from the University of the West Indies have explained Jamaican boys' academic and social disruption by fathers' absence<sup>8</sup>. The MICS 2005 confirmed a low 41 per cent of children from 0 to 5 years old benefiting from the engagement of their fathers in one or more activities that promote learning and school readiness. When they are engaged, fathers slightly favour their sons. In 2006, a change in the Registration of Births and Deaths Act made it mandatory for fathers to put their names on birth certificates resulting in 67 per cent of births registered with the father's particulars within the first quarter of 2007. As a combined result of close to 100 per cent registration at birth<sup>9</sup> due to the removal of fees for first copy of birth

certificate for all children born since January 2007, amendments in the family law obliging fathers to financially support their children, and successful long-term public education campaign promoting fathers' involvement, the number of Jamaican newborns who will be able to know and be cared for by both their mothers and their fathers has significantly increased.

Still, to many children the experience of living in a household is unknown. In December 2005, a total of 2,497 children (66 per cent boys) were living in institutions - children's homes or places of safety - even if an increasing number of children now benefit from foster care (1,121 children, 54 per cent girls). Boys end up in children's homes more often than girls and are less likely to be placed in foster care where they can grow up in a family environment.

## STARTING FROM BIRTH, GREATER CARE FOR GIRLS



17 per 1,000 live births<sup>10</sup>, is higher for boys than for girls.

The under-five mortality rate - or probability of a child dying before his or her 5th birthday - has not significantly declined<sup>11</sup> in the last

decade, with a 3-4 per cent gender gap to the detriment of boys. This gap seems to be partly accounted for by significant gender disparities in some health care practices, right from birth, as no significant gender gap can be found in the incidence occurrence of the most common childhood diseases and conditions, HIV, diarrhea and acute respiratory infections. Exclusive breastfeeding best promotes proper nutrition, emotional development and a healthy start in life. Yet, according to the 2005 MICS, and within a context of very low exclusive breastfeeding (15.2 per cent of children 0-5 months were found to be exclusively breastfed), boys are half as likely as girls to benefit from the practice (10.3 per cent and 19.5 per cent respectively). The choice of the health provider and the related amount of money spent on care seems to be also heavily influenced by gender considerations. Mothers were found to be more likely to take their boys to government hospitals (45.5 per cent for boys and 28.7 per cent for girls) and take their girls to more costly private physicians (43.3 per cent for girls and 15.2 per cent for boys). Close to 65 per cent of girls under 5 with suspected pneumonia were given antibiotics, delivered in three quarters of cases by the private sector, compared with a mere 40 per cent of boys of the same age - with slightly less than half delivered by the public sector. With the median cost for antibiotics in the private sector being 60 per cent higher than that of the public sector (J\$ 950 vs. J\$ 593), this means that families are spending more on their girls' health than on their boys in the first five years of their lives.<sup>12</sup> Boys at an early age suffer more than girls from neglect and punishment. Punishment relying on violence in all its forms is commonly used with children aged 2 - 5 (87.2 per cent of children), but it is more often used on boys than on girls (4 to 5 per cent gap). More boys than girls under 5 are left with inadequate care (4.0 per cent and 2.9 per cent respectively), thereby exposed to risks or hazards including home accidents, fires and sexual abuse. Of children 0-59 months, 3.1 per cent of boys and 2.3 per cent of girls were



found to be temporarily left in the care of children under the age of 10 years.<sup>14</sup>

While almost all Jamaican children aged 3 to 5 are enrolled in an early childhood programme, developmental achievements differ widely between girls and boys at that very early age. When analyzing the results of the Grade One Readiness Inventory (GRI), a tool intended to assess mastery of skills children need to begin the Grade 1 curriculum, boys were twice as likely to master none of the GRI subscales as girls.

Taken together, the above set of data reveals a pattern of gender disparity, often to the detriment of boys. It points to the need to better understand the early construct of gender roles through gender socialization, mothers and fathers' expectations and behaviours towards their boys and girls. Early childhood specialists seem to agree that parents are paying greater attention to their daughters, considered more fragile, and in need of greater protection, than their brothers of the same age. Conversely, the apparent neglect in boys' care seems to stem from efforts by parents to toughen their boys and prepare them to fend for themselves, a role they are expected to play later on in society. Earlier studies<sup>15</sup> found that the position of women in Jamaica as economic providers, heads of households and mothers carries implications for the treatment of male and female children, and that "the centrality of women in ideology is manifested in prevalent

childcare practices favoring female children" - a conclusion still very relevant and supported by the MICS 2005.

## MOST IN SCHOOLS, BUT BOYS LEARNING LESS THAN GIRLS

More than 97 per cent of primary school age children are enrolled in primary or secondary schools. A closer look at boys and girls' learning achievements reveals, however, wide gender-based gaps in benefits children get from their years of schooling. Within a context of poor overall performance of both sexes in both the 2006 Grade Three Diagnostic (Table 1) and the Grade Four Literacy tests, girls outperformed boys in all subject areas<sup>16</sup>. In terms of non mastery of the Grade Four test 14 per cent or 6,626 students were in this category - 5,087 males and 1,539 females.

While close to 1.0 at primary level, the gender parity index for net attendance in secondary education- ratio of girls to boys for attendance- reaches 1.06, which means that boys attend secondary school less often than girls. This is then reflected in their learning achievements. In the June 2005 Caribbean Secondary School Certificate Examination (CSEC) girls did better than boys in 29 of the 35 subjects.<sup>17</sup> Boys primarily dominated passes in Mathematics across most school types while their female counterparts did better in English Language in all school types. Net enrolment rates at the primary school level fall significantly at secondary levels, with net grade 7-9 enrolment



Subjects	per cent of total girls achieving mastery	per cent of total boys achieving mastery	per cent of total boys achieving mastery
Phonics	39.6	44.3	35.0
Structure & Mechanics	39.7	48.5	31.0
Vocabulary	42.4	51.4	33.6
Study Skills	34.8	42.8	27.1
Reading & Listening	42.5	50.3	34.9
Numbers	35.9	42.5	29.4
Estimation & Measurement	25.1	28.7	21.6
Geometry	56.1	62.1	50.3
Algebra	56.8	60.6	53.1
Statistics	57.5	61.9	53.2

rates at 71.1 per cent with no significant gender gap (70.6 per cent males compared with 71.6 per cent females). By the upper years of secondary school, the rate of attendance by males and females decline by 36 per cent and 28 per cent respectively. The issue of high school drop-out rates is therefore, a real concern for boys and girls in their high school years but especially among the boys in the older age groups.

Boys outnumber girls among the mere 11 per cent of children with disability who are enrolled in formal special education school-based and community/home-based programmes (64 per cent boys and 36 per cent girls), while the 2001 Census estimated they accounted for 52 per cent of children living with disability. The gender gap is especially striking in services catering for cognitive disability- the most prevalent form of disability. For instance, boys represent 68 per cent of children enrolled in the Government Special Education Unit and 64 per cent in the Schools for the Mentally Challenged. Experts in the disability area point to the more difficult behaviour and higher levels of aggressions among boys, more difficult to handle at home and the likely results of gender-based child rearing practices, to explain the outnumbering of boys in such programmes.

Throughout schooling gender differentials in assessments and exam results have been the subject of numerous qualitative research<sup>18</sup> and theories in an attempt to understand why girls seemed to be outperforming boys<sup>19</sup>. The male marginalisation theory was related to the



'feminization of education', evidenced by greater numbers of female teachers, the opinion that academic subjects were affected by 'gendering' and the view that children socialization right from early childhood prepares girls better than boys for the education system. Indeed, a research in two low income communities found that children were socialized very early to recognize and be part of gender divisions of labour regulating the activities of households, and thus grew up to associate order with divisions based on gender. One of the implications of this ordering of gender is a tighter control over girls than over boys. Greater attention is given to girls to learn at school and develop social skills and values, while boys are encouraged to learn "fending" skills and income generating skills. The rejection of 'male marginalisation' gathered credence in regional research in 1994, when it was suggested that many men, particularly those encumbered by poverty and poor initial education, had simply discarded education as a feasible route to desired goals, while women remained empowered by educational routes to greater independence. This research finding reflects the gradual decline of male participation in formal schooling, from primary to secondary to tertiary levels, and the relative increase of participation in the informal economy. Adolescent boys opt out of school to gain an advantage later in the labour market by accumulating work experience in the unskilled manual or informal sector which does not require literacy or numeracy. This may also explain why boys aged 5-14 years old are more likely to be involved in child labour than girls of the same age - 6.8 per cent and 5.4 per cent

respectively.<sup>20</sup> When involved in labour, girls are much more likely than boys to be working outside of the household for unpaid work. In another study carried out in 2002<sup>21</sup>, and covering children until the age of 18, it was estimated that the typical working child was most likely to be a male teenager 15-17 years of age, less likely to be attending school, with a primary level education, working an average of 22 hours each week, and living in a female headed household.

Being better performers, however, does not ensure young women better access to greater opportunities. In Jamaica, as in the rest of the Caribbean, although girls do better than boys in education - and this is further confirmed at the tertiary level where young women make up 63 per cent of over 61,000 student cohort - girls are still unable to convert their academic edge over boys into greater equality in other spheres of life. Women may still need higher qualifications to compete successfully for jobs, equal pay and managerial positions, as women are still perceived as less dependable than men due to the multiple demands they face, especially as single mothers.<sup>22</sup>

## VIOLENCE AND SEXUALITY, AS GENDER-BASED VULNERABILITIES

Violence, HIV/AIDS and early pregnancy are particular threats to childhood in Jamaica. Boys and girls experience them very differently.

The high levels of violence continue to have a devastating impact on boys and girls. In 2006 a total of 175<sup>23</sup> children (149 boys and 26 girls) were murdered or missing - up from 91 in 2005. Girls are victims of sexual abuse while boys are principally the victims of intentional injuries. In 2006, across the island's public hospitals adolescent boys represented three quarters of adolescent victims of 24.3 per cent of all stab wounds. Boys were also five times more likely to be treated for gun shot wounds than girls.<sup>24</sup> Table 2 clearly delineates the gender distribution for different types of crimes committed against children during 2005 and 2004, with girls being the primary victims of sexual crimes, and boys

<sup>1</sup>The State of the World's Children 2007 and The Global Development Research Centre <http://www.gdrc.org/gender/framework/what-is.html>

<sup>2</sup>Economic and Social Survey 2006, PIOJ (ESSJ) Jamaica Survey of Living Conditions, 2005 (JSLC)

<sup>3</sup>JSLC, 2005 "Jamaica: Gender-fair schools stem boys' anger" [http://www.unicef.org/infocountry/jamaica\\_20572.html](http://www.unicef.org/infocountry/jamaica_20572.html) Jamaica Draft MICS Report, 2005 Draft MICS Report, 2005 Heather Ricketts and Patricia Anderson, Parenting in Jamaica, 2005

<sup>4</sup>Registrar General's Department, ESSJ, 2006 "The State of the World's Children 2007" IBID

<sup>5</sup>Draft MICS Report, 2005

<sup>6</sup>Draft MICS Report, 2005 "Gender Ideology, Childrearing, and Child Health in Jamaica -Carolyn Sargent, Michael Harris, American Ethnologist, Vol. 18, No. 3 (Aug., 1992), pp. 523-537"

<sup>7</sup>ESSJ, 2006 ESSJ, 2005

<sup>8</sup>Please see back of publication for references "United Nations Country Common Assessment for Jamaica 2006-2010"

<sup>9</sup>Draft MICS Report 2005 "Jamaica Youth Activity Survey 2002, ILO/STAT/UNICEF" "ITA Global Monitoring Report 2003/4" Jamaica Constituency Force ESSJ, 2006