**Optional Link #6: Annex: Gender Equality in the Citizen Security and Justice Program III**

**(JA-L1043 and JA-X1008)**[[1]](#footnote-1),[[2]](#footnote-2)

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1. **Introduction**

In 2010, the Inter-American Development Bank (IDB) approved the Operational Policy on Gender Equality in Development (GN-2531-6) to strengthen the Bank’s response to the goals and commitments of its member countries in Latin America and the Caribbean (LAC) to promote gender equality and the empowerment of women[[3]](#footnote-3). In addition to its intrinsic value, empirical evidence has shown that gender equality[[4]](#footnote-4) contributes to poverty reduction and results in higher levels of human capital for future generations[[5]](#footnote-5). The Gender Policy commits the IDB to promote gender equality in all of its projects and analytical work.

Similarly, the Government of Jamaica (GOJ) recognizes the importance of pursuing equality between men and women in order to achieve its national development goals (Vision 2030 Jamaica and National Policy for Gender Equality), as does the IDB’s partners in the *Citizen Security and Justice Program III* (JA-L1043 and JA-X1008) - Foreign Affairs, Trade and Development Canada (CIDA) and the Department for International Development of the United Kingdom (DFID).

In accordance with these policies, all interventions included in the *Citizen Security and Justice Program III* are designed to be gender-responsive[[6]](#footnote-6) and consistent with priorities identified by the GOJ[[7]](#footnote-7). Further, the project also includes activities aimed at preventing and reducing violence against women (VAW), a manifestation of gender inequality[[8]](#footnote-8), which is considered essential to break the cycle of violence in the country by the Bank[[9]](#footnote-9) and the GOJ.[[10]](#footnote-10),[[11]](#footnote-11) These activities have corresponding gender-related results indicators included in the project’s Results Matrix. (Given that much of the existing baseline data is not currently disaggregated by sex, some of the gender-based analysis of results will require additional data collection and management, as explained in the M&E Plan.)

This document outlines the importance of addressing VAW in citizen security operations and how gender equality has been incorporated in each component of the *Citizen Security and Justice Program III*.

1. **Violence against women**

Crime and violence continue to be significant challenges in Jamaica, with serious consequences for social and economic development. Most of the violence in the public sphere is perpetrated by young men against other young men[[12]](#footnote-12); in the private sphere, most violence is perpetrated by men against women (PROMUNDO 2013). In Jamaica, 19.6% of women have been subjected to physical or sexual violence by a partner sometime in their lives, 69.5% were beaten or physically abused in childhood, and 16.7% have witnessed abuse against their mother and stepmother (PAHO 2013).

Reducing VAW is important not only because it is a crime with serious consequences for women but also because of its critical role in the inter-generational transmission of aggressive behavior. Research shows that boys exposed to domestic violence are more likely to engage in delinquent behavior as adolescents and to use VAW as adults (Whitfield et al. 2003, Heise 2011). Girls exposed to violence are more likely to become victims of intimate partner violence in the future (Morrison et al. 2004). Hence, there is a pressing need to break this cycle of violence as part of a comprehensive approach to citizen security issues in Jamaica.

1. **Gender equality within the project components**

***3.1. Component 1: Culture change for Peaceful Co-existence and Community Governance***

Research indicates that aggressive behavior observed in young men is associated with social and environmental factors experienced during childhood and adolescence (PROMUNDO 2013). Men “learn” to be violent when they watch their father and brothers being violent, when they are taught that the only way to be a “real man” is to fight with anyone that insults them, and when they are subjected to violence by their peers and families; “young men who experience and witness violence (…) may come to see violence as a normal way – and particularly a male way – to resolve conflicts” (PROMUNDO 2013, pg. 149).

Gender roles, such as traditional conceptions of what it means to be a man (e.g. a “real man”), can also reinforce the use and acceptance of violence – both on the streets and within the home. Research suggests that often domestic and sexual violence are viewed as justifiable by men when women do not fulfill what is “expected” from them or what is seen as their domestic role and responsibilities (PROMUNDO 2013). When men “are unable to fulfill their traditional role as a provider, (they) may resort to violence in an attempt to ‘re-assert’ their traditional ‘male’ power” (PROMUNDO 2013, pg. 152).

Interventions focused on changing social norms and individual attitudes about manhood can achieve measurable changes in beliefs and behaviors related to the use of violence. Effective interventions to reduce youth violence include social competence development / social skills (Cornel 1999, Tremblay et al. 2008); school-based conflict resolution and peer mediation (Cornel 1999); parenting training (David-Ferdon and Simon 2012, Shaw 2001)[[13]](#footnote-13); approaches that support youth at high-risk for violence, such as young people with histories of engaging in violence (David-Ferdon and Simon 2012); and structural approaches that change the environmental characteristics of communities, which can enhance community safety and, in turn, be effective at influencing key risk and protective factors for youth violence (David-Ferdon and Simon 2012). Other interventions, which are addressed in Component 2 of the project, include work experience, job training, and placement programs (Shaw 2001)[[14]](#footnote-14).

In the case of boys involved in violent peer groups or gangs, research shows the importance of offering them alternatives, such as “cultural activities, job access, opportunities for community participation, and spaces for bringing young men together” (PROMUNDO 2013, pg. 155). Young men involved in violent peer groups find a strong sense of identity and protection in these groups; “on the other hand, when young men find an identity in something else – as students, hard workers, fathers, husbands or in music, sports, politics, religion or some combination of those – they generally stay out of gangs or violent peer groups” (PROMUNDO 2013, pgs. 150 and 151).

In a comprehensive review on what works to prevent VAW[[15]](#footnote-15), Heise found that the following interventions have shown promising results: (i) small group workshops and trainings focused on raising awareness of gender roles and norms, challenging the distribution of resources and the allocation of duties between men and women, and/or addressing power relationships between women and others in the community[[16]](#footnote-16),[[17]](#footnote-17),[[18]](#footnote-18); (ii) behavior change and communication strategies; and (iii) awareness-raising/advocacy campaigns (Heise 2011). There is also evidence that parenting interventions are effective at reducing conduct disorder and later antisocial behavior among children, both of which strongly predict future partner violence (Heise 2011)[[19]](#footnote-19).

Based on this evidence, this component of the project is designed to be attentive to gender issues in all its activities, ensuring that it improves the community’s ability to address safety, resolve conflicts, and reach peaceful coexistence, which in turn will have a positive impact on the reduction of crime and violence rates. Some activities have also been strengthened to improve the project’s ability to prevent and reduce VAW.

* ***Parenting Skills Training***. CSJP III will finance technical assistance for the definition of a methodology and a curriculum for the Parenting Skills Training.[[20]](#footnote-20) This training will include sessions on topics related to caregiving[[21]](#footnote-21); parenting strategies; gender; violence (reflections on violence that occurs inside families); and family planning, pregnancy, and birth[[22]](#footnote-22), among others. These sessions will include both mixed groups of men and women and separate groups, which will adapt messages and instruction techniques to respond to the particular circumstances and cultural roles or barriers of men and women (for example, encouraging men to view caregiving as part of healthy masculinity). The component will also finance: (i) technical assistance for the formulation of pre- and post-training monitoring instrument (to measure changes in knowledge and attitudes, which will track results disaggregated by sex and age); (ii) formulation and publication/printing of manuals to help parents/facilitators implement the activities (with different messages targeting men and women); (iii) training of CSJP staff and parents/facilitators; (iv) office material/renovation of spaces where Parent Groups[[23]](#footnote-23) can meet and work, including the organization of play areas for children[[24]](#footnote-24); and (v) monthly stipend for each Parent Group to carry out activities (e.g. to offer refreshments during training sessions; for transportation costs when members of the Parent Groups have to do activities outside of the community, e.g. do a presentation in a school).
* ***Conflict resolution****.* For many youngsters who have been raised in a violent environment, violence may be seen as an acceptable or “a male” way to resolve conflicts (PROMUNDO 2013). The main goal of conflict resolution activities is to teach people to resolve disputes in a non-violent way. “The heart of conflict resolution is teaching students to listen carefully and respectfully to another person’s point of view, accept that there are meaningful differences, and develop creative, mutually satisfactory solutions” (Cornell 1999, pg. 8). Additionally, students can learn to mediate disputes between peers and to facilitate constructive dialogues (Cornell 1999). In this context, CSJP III will finance: (i) technical assistance for the development of a methodology and a curriculum for community and school-based interventions, which will be carried out in collaboration with existing specialized non-governmental organizations (NGOs); and (ii) gender-responsive training of facilitators, teachers, and CSJP staff to conduct (and supervise) workshops with young men and women. Trainings will also include strategies for the resolution of conflicts between young couples, with the aim of preventing dating violence.
* ***Counseling/psycho-social support***. Gender-responsive counseling/psycho-social support will be provided at the community level by CSJP social workers, who will conduct individual and group counseling to victims/witness of violence, including women and children, and treatment for substance abuse and other conditions. People are referred to these services by other interventions of the program, e.g. Like Skills Training, or by Community Action Officers or assistant Community Action Officers who work the communities. In this context, CJSP III will finance: (i) technical assistance to develop standardized gender-responsive medical-legal protocols and training curriculums; and (ii) training of social workers on the new curriculum.
* ***Public awareness and education campaigns***. Messages related to gender equality, non-violent masculinities (e.g. challenging perceptions that link "manhood" to gang life), and VAW will be incorporated in public communication campaigns to raise awareness and change attitudes related to violence. CSJP III social marketing strategy will also include campaigns developed by community residents themselves.
* ***Women empowerment events***. The Women Empowerment Events is a series of workshops and motivational engagements aimed at dissuading women from playing a role in and/or endorsing criminal activities. The facilitators of this activity are women who have opted not to support criminals, along with other personnel who are able to address specific personal development needs of target audience, which are youth at risk in the communities.
* ***Improvement of citizen-police interactions***. Throughout Latin America and the Caribbean, initiatives to sensitize and train police, judges, and other law enforcement personnel to improve knowledge, attitudes, and practices related to VAW, as well as interventions to improve the quality of the police response to VAW, have shown promising results (Morrison et al. 2004). In CSJP III, all activities related to citizen-police interactions, e.g. training, will be gender-responsive.
* ***Community governance mechanisms***. Mainstreaming gender in all aspects of local and community governance is key to empowering and engaging citizens, equally, in decision-making processes that directly affect them (Vision 2030 Jamaica). Community organizations have a key role in fostering a positive sense of community cohesion and creating space for residents to express themselves and take action on their priorities. Under CSJP II, many Community Development Committees/Community Action Committees (CDCs/CACs) and Community Based Organizations (CBOs) achieved the significant milestone of becoming benevolent societies and developing community safety plans. CSJP III will continue to support these community governance mechanisms, attentively to gender issues. All CSJP community-liaison staff will be trained on gender (see sub-section 3.4. on cross-cutting issues) and will be able to support CDCs/CACs and CBOs in this aspect, such as ensuring gender balance in community representation, identifying gender-specific needs in the community, and overcoming typical barriers to participation in engagement, e.g. childcare. In this regard, it’s very important that men and women participate in the formulation and/or advocacy for the implementation of community safety plans and community safety audits, as gender-specific needs and priorities may be identified and addressed through these channels, as well as on Parent Groups (see footnote 27).
* ***Community safety audits***. Specific women's and children’s safety audits will be conducted as a section of the community safety plans. Safety audits are tours of urban areas by groups of women who identify security risks and propose suggestions to overcome them. According to the UNDP Citizen Security Survey 2010[[25]](#footnote-25), women across the Caribbean have higher levels of fear of crime victimization in relation to men, and they are also more likely to travel in groups at night for security reasons. One of the assumptions of safety audits is that women, as well as other people who reside in the community, are best equipped to evaluated their perception of (in)security and to propose appropriate measures; in addition, they are the main beneficiaries of interventions to improve security in public spaces (Travers et al. 2008). Safety audits have been successfully implemented around the world (Whitzman et al. 2009), with the added benefit of empowering women (Travers et al. 2008). These audits also increase awareness among all community residents and local leaders of violence against vulnerable groups and help policy makers to understand how women and men experience their environment (UN-Habitat 2008). Among the 50 CSJP communities, some have prepared general community safety plans, but none currently have a women's or children's safety audit. This will be a new element added to existing and future plans, for which technical assistance will be financed.
* ***Community safety plans***. In the case of communities that will formulate community safety plans in the context of CSJP III, these will be attentive to gender issues, with the support of CSJP community-liaison staff, CDCs/CACs, and CBOs.
* ***Peace building through cultural and sporting activities***. This type of intervention (e.g. Goals for Life)[[26]](#footnote-26) has a lot of potential to engage men[[27]](#footnote-27) and to be used as an instrument to recruit them to participate in other interventions, such as Parenting Skills Training and Labor Attachment activities. In this context, CSJP III will finance: (i) technical assistance for the definition of a methodology and a curriculum for the group education activities (including a manual to help facilitators implement the activities and communication materials); (ii) technical assistance for the formulation of a pre- and post-training monitoring instrument (to measure changes in knowledge and attitudes, with results disaggregated by sex and age); (iii) publication/printing of the manual and communication materials; and (iv) training of CSJP staff and facilitators in the conduction of the training sessions, using the manual.

***3.2. Component 2: Labor Market Attachment and Employability***

In the Caribbean countries in general, “women enjoy relatively high levels of gender equality in many aspects of public life. For example, about 80% of UWI (University of West Indies) law graduates are women and well over 90% of all magistrates in the region are women” (Stiles and Darby 2012, pg. 25). Nevertheless, the fact that women are participating fully in public life and are occupying important decision-making positions tends to mask some important issues related to gender (in) equality (Stiles and Darby 2012).

In Jamaica, despite the fact that women have much higher levels of education, unemployment rates are greater among women than men, especially amongst the youth: the 2013 unemployment rate for those aged 15-24 is 30.1% for men and 49.1% for women[[28]](#footnote-28). According to a recent report of the Inter-American Commission on Human Rights, “poverty has a disproportionate impact on women in Jamaica. Women are burdened by greater rates of unemployment and lower salaries than men, resulting in serious consequences for the many single mothers, aunts, and grandmothers raising children” (IACHR 2012, pg. 74). The GOJ estimates that approximately 46% of households in Jamaica are headed by women[[29]](#footnote-29).

This component of the project is designed to be attentive to gender issues in all its activities, with particular attention to ensuring women are encouraged to undertake non-traditional occupations in order to improve their possibilities of employment, a key labor market challenge not only for Jamaica but also for the region as a whole[[30]](#footnote-30). For example, this component should analyze the reasons why women are not currently participating (as much as men) in vocational training for non-traditional sector (e.g. HVAC repair, security guards) to determine if and how measures could be taken to overcome some barriers (e.g. installation of bathrooms for women in construction sites[[31]](#footnote-31)). The component will also measure, in the Results Matrix, the percentage of female job placement and retention rate compared to previous year and compared to male rate in the same year. (This disaggregation is not currently applied to baseline information, and thus needs to be constructed. The disaggregated data will be integrated into the Results Matrix once it is available.)

The following intervention included in this component also presents opportunities for the promotion of gender equality and the prevention of VAW:

* ***Life Skills Training***. Life Skills Training[[32]](#footnote-32) is an integral part of most of the activities in this component, as many youngsters need to build cognitive or soft skills to enter and stay in the labor market, e.g. on-the-job behavior, timeliness, responsibility, appearance, and trustworthiness (McArdle 2013). In this context, this component of the project will finance: (i) technical assistance for the definition of a methodology and a curriculum for the life skills training (including a manual to help facilitators implement the activities and, where applicable, adapted modules specifically aimed at men or women); (ii) technical assistance for the formulation of a pre- and post-training monitoring instrument (to measure changes in knowledge and attitudes, with results disaggregated by sex and age); (iii) publication/printing of the manual; and (iv) training of CSJP staff and facilitators in the conduction of the training sessions, using the manual. Training sessions will include topics on communications; expression of emotions; resolution of conflicts; violence; gender; relationships; and alcohol and substance abuse; among others.

***3.3. Component 3: Community Justice Services***

In 2010, only 32.3% of Jamaicans rated the capacity of the country’s criminal system as sufficient[[33]](#footnote-33), the third lowest among all Caribbean countries. The same survey showed that 60% of the population has some confidence in the police to effectively control the crime problem in the country, although only 14% has a great level of confidence[[34]](#footnote-34). Merely 27% of the population perceives the police to be effective in controlling domestic violence at the community level[[35]](#footnote-35).

Research has demonstrated that the structure and behavior of criminal justice institutions can have a critical impact on citizen security; at the same time, criminal justice systems can generate unintended increases in crime and decreases in human security if they do not adopt fair, effective, transparent, and accountable practices[[36]](#footnote-36).

According to a report of the Inter-American Commission on Human Rights (IACHR 2012), access to justice in Jamaica still faces several bottlenecks, particularly for the most vulnerable groups, which includes people from lower socio-economic status and women and children[[37]](#footnote-37). While Jamaica has made progress in the adoption of legislative reforms aimed at improving its protection of the rights of women[[38]](#footnote-38), discrimination and violence based on gender remain widespread, and women face significant barriers in obtaining access to judicial protection (IACHR 2012, pg. 71).

According to the IACHR report, impunity prevails with respect to most acts of violence against women. In 2010, Amnesty International reported that “a study on the relationship between adolescent pregnancy and sexual violence carried out by health care researchers showed that 49% of the 750 girls aged between 15 and 17 surveyed had experienced sexual coercion or violence”[[39]](#footnote-39). Official statistics indicate that 834 cases of rape were reported in 2012, but only 381 of them were “cleared up”[[40]](#footnote-40). Data from the Ministry of Justice’s Victim Support Unit show that, of the 4.955 cases seen in 2010, 15.5% were cases of carnal abuse; 11.3% were cases of rape; 5% were cases of indecent assault; and 11% were cases of domestic violence[[41]](#footnote-41).

The Jamaican government reported to the IACHR that the State has conducted training sessions for members of the judiciary and the Department of Public Prosecutions (DPP) aimed at achieving more effective redress for women and girls who are victims of violence, especially sexual violence and domestic abuse. It is also conducting awareness-raising sessions to train the judiciary, law enforcement officers, prosecutors, teachers, health care providers, and the media on forms of discrimination and VAW that prevail in the country. According to IACHR, the information available indicates that, despite these efforts, there is still a notable gap between the legislation adopted and its practical and adequate implementation[[42]](#footnote-42).

According to Morrison et al. 2004, there are many ways in which the justice sector can contribute to preventing VAW: “by sanctioning those who perpetrate crimes against women; by increasing awareness throughout society that physical or sexual violence against women is considered a crime; by strengthening women’s rights with regard to marriage, divorce, property, and child custody; by increasing women’s access to the legal system; by increasing the range of interventions to protect victims; by correcting procedural and evidentiary problems in criminal prosecutions; and by reducing mistreatment of women and children by the law enforcement institutions themselves” (pg. iii).

CSJP III will strengthen the delivery of existing justice services in target communities - these services are currently facing limitations in their ability to fully reach residents of marginalized areas. The following activities to be financed by the third component of the project present opportunities for the promotion of gender equality and the prevention of VAW:

* ***Mediation***. Mediation services are being coordinated by the non-profit but government-funded organization Dispute Resolution Foundation (DRF); cases can be referred to mediation through a court referral or direct client request to DRF. Some cases of domestic dispute or disagreement between partners can be addressed through mediation (cases that didn’t involve physical or sexual violence; usually cases identified by community leaders who recommend that the couple reach out for mediation services before the situation leads to a physical act of violence)[[43]](#footnote-43). In this context, CSJP III will finance: (i) technical assistance for the inclusion of modules related to domestic or intra-family violence in the training curriculum of facilitators and justice officials involved in mediation; and (ii) training sessions on these new modules.
* ***Victim Support Unit*** ***(VSU)***. The VSU in Jamaica supports victims of rape, carnal abuse, incest, attempted rape, indecent assault, domestic violence, and murder (IACHR 2012), among others. There is a shortage of staff in the VSU[[44]](#footnote-44) to attend to the various psycho-social needs of the victims and to offer continuous support. The VSU does prioritize vulnerable groups, including children and women, but it requires further resources to cover the demand. In this context, CSJP III will finance: (i) expansion of VSU service centers; (ii) technical assistance to develop standardized gender-responsive medical-legal protocols and training curriculums; (iv) technical assistance to develop mechanisms to monitor the overall quality of counseling and therapy sessions for both men and women; and (iv) training of volunteers and additional staff (both men and women).
* ***Child Diversion***. “Child Diversion is the exercise of implementing measures for dealing with children alleged as, accused of, or recognized as having infringed the law without resorting to formal judicial proceedings” (Ministry of Justice 2013, pg. 1). The program focuses on channeling children into more appropriate re-integrative programs and services, avoiding the potential negative effects of the criminal justice system (Ministry of Justice 2013). The alternatives offered – such as mentorship, counseling, creative arts, and vocational and skills training – can help children understand how their behavior affect others and impact the wider society; they can also be tailored for the gender-specific needs of the child. In this context, the project will finance: (i) technical assistance to develop standardized gender-responsive training curriculums for members of child diversion parish committees and court professionals; and (ii) gender-responsive training of members of child diversion parish committees and court professionals.
* ***Legal aid***. According to the IACHR report, there are serious limitations in Jamaica regarding access to competent representation for people arrested or brought before the courts. There is a lack of awareness amongst Jamaicans about their right to legal assistance and legal aid, and often police does not inform the population about such right (IACHR 2012). Anecdotal evidence indicates that this problem affect both men and women[[45]](#footnote-45). Guaranteeing complainant’s access to free legal aid and court support is key to avoiding secondary victimization[[46]](#footnote-46), especially in the case of domestic and/or sexual violence. In this context, CSJP III will finance: (i) technical assistance for the formulation of gender-responsive information guides to the population, encouraging people to report crimes and advising them on their rights to legal advice and representation; (ii) publication/printing of gender-responsive information guides; and (iii) gender-responsive training of police officers on procedures for investigating cases of violence against women and children and attitudes to victims, including male victims of rape. In terms of gender equality, it’s important to mention that facilitating access to legal aid in general will also have positive consequences for women, as in the majority of cases they are the ones involved in trying to secure legal aid for those in conflict with the law.
* ***Justices of the Peace (JPs)***. Strengthening Justices of the Peace (JPs) is critical to increase access to justice services in Jamaica[[47]](#footnote-47). As in the case of mediation services, JPs can have a positive role in handling family disagreements or disputes; nevertheless, there must be “clear procedures for handling such cases, including interviewing men and women separately and privately, and ensuring the safety of the women before, during and after meeting with the justice of the peace; and justices of the peace receive training in how to deal with family violence” (Lovaton 2000, cited in Morrison et al. 2004, pg. 28). In this context, CSJP III will finance: (i) technical assistance for the development of standardized gender-responsive guidelines for cases of domestic disagreements or disputes, as well as handbooks/manuals to help JPs in their functions; and (ii) gender-responsive training of JPs as adjudicators. If more JPs are hired by the GOV (the Ministry of Justice estimates a deficit in Jamaica), gender balance should be taken into consideration (see footnote 44).

***3.4. Cross-cutting issues in CSJP III***

In addition to the activities incorporated in each component of the project, as mentioned in the previous sub-sections of this document, CSJP III will also promote gender equality through the following cross-cutting approaches

* ***Training of GOJ (MNS & MOJ) CSJP III PEU:*** The officials in the key GOJ ministries (as well as partner MDAs) and in the PEU provide overall policy and operational leadership to the CSJP III, and should be able to understand and apply gender equality and gender mainstreaming principles. Since the CSJP II evaluation identified that there is room for improvement in this, CSJP III will require that all GOJ and PEU staff with substantial involvement in CSJP III take a comprehensive gender equality and gender mainstreaming training.
* ***Training of CSJP III community-liaison staff:*** CSJP community-liaison staff[[48]](#footnote-48) constitutes a source of information and support for community members; people reach out to them when they have a problem or to seek general guidance. By increasing their knowledge and understanding of gender, CSJP staff will be able to promote gender equality when informing and advising community members. For instance, they will be able to suggest to a father that he gets more involved in caregiving or that he spends more time with his son. The project will finance training sessions on gender and mainstreaming gender considerations throughout the scope of CSJP work/roles for all CSJP community-liaison staff, as well as for NGOSs, MDAs, and other partners involved in the implementation of CJSP III. In this context, CSJP III will finance: (i) technical assistance for the definition of a methodology for the training; and (ii) training of all CSJP community-liaison staff and other stakeholders.
* ***Results Matrix***. CSJP III will ensure that indicators to track progress and achievement of gender equality are measured in the Results Matrix, including indicators related to the reduction of violence against women; it will also ensure that all relevant project indicators are gender and age disaggregated. As mentioned above, most current baseline information is not disaggregated, so this will be a key task for CSJP III in the first year of implementation.
* ***Steering Committee***. A Steering Committee will be established for CSJP III to provide oversight and strategic direction for the program. The Steering Committee will consist, among others, of Permanent Secretaries and Heads of Agencies from core ministries, including the Bureau of Women’s Affairs (BWA), the agency responsible for gender mainstreaming and women’s empowerment in the GOJ. The BWA is en charged with overseeing the implementation of the National Policy for Gender Equality and the forthcoming National Strategic Plan to Eliminate Gender-Based Violence in Jamaica. Hence, it’s critical that the BWA is involved in the execution of CSJP III to ensure consistency with priorities identified by the GOJ in this area and, in the context of CSJP’s institutionalization, assume responsibility for directly implementing or overseeing the implementation of key interventions. The Steering Committee will also be composed of representatives of civil society organizations, amongst which a representative of gender affairs[[49]](#footnote-49). The Steering Committee may also consider the establishment of a gender sub-committee or expert advisory group. Finally, to the extent possible, the Steering Committee will strive to be gender-balanced.
* ***Project Executing Unit (PEU)***. The PEU staff could include a gender expert to ensure gender mainstreaming throughout the implementation of the project.
* ***Technical Advisory Team (TAT)***. The TAT will provide technical advice, expertise, and mentoring support to the GOJ for the execution of CSJP III. Amongst the members of the team, there will be a gender-based violence expert with experience of working on community-based interventions. For more information on the TAT, please refer to the Terms of Reference for the Technical Advisory Team (Optional Annex of the Proposal for Operation Development).

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1. This document was written by Marcella Distrutti (SCL/GDI) with contributions from Jennifer Peirce (IFD/ICS). [↑](#footnote-ref-1)
2. In the case of inconsistencies between this document and the project’s main document, including all annexes and the Project Monitoring Report, the later should be considered. [↑](#footnote-ref-2)
3. All member countries in the region have backed the Universal Declaration of Human Rights (1948), the Convention on the Elimination of All Forms of Discrimination against Women (1979), the Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (1994), the Programme of Action of the International Conference on Population and Development (1994), the Platform for Action of the Fourth World Conference on Women (1995), and the Millennium Development Goals (2000). [↑](#footnote-ref-3)
4. When women and men enjoy the same conditions and opportunities to exercise their rights and reach their social, economic, political, and cultural potential. The pursuit of equality requires actions aimed at *equity,* which implies providing and distributing benefits and/or resources in a way that narrows the existing gaps, while recognizing that these gaps can harm both women and men. [↑](#footnote-ref-4)
5. World Bank 2007. Global Monitoring Report 2007: Confronting the Challenges of Gender Equality and Fragile States, cited in GN-2531-6. [↑](#footnote-ref-5)
6. This document uses the definition of gender-responsive presented in the “Guidelines for Integrating Gender Equality into Projects” of CIDA: “gender-responsive is an approach that assesses the different needs and interests of women and men as well as the different impact of initiatives on women and men and develops programming that responds to these so that neither women nor men are disadvantaged. Through gender-responsive programming, gender gaps in access, control, decision-making, and outcome can be reduced” (pg. 23). [↑](#footnote-ref-6)
7. Vision 2030 Jamaica, National Policy for Gender Equality, and forthcoming National Strategic Action Plan to Eliminate Gender-Based Violence in Jamaica. [↑](#footnote-ref-7)
8. Violence against women and women’s fear of victimization are both manifestations of gender inequality (Caribbean Human Development Report 2012). [↑](#footnote-ref-8)
9. “Citizen Security: Conceptual Framework and Empirical Evidence (2012)” and “Operational Guidelines for Program Design and Execution in the Area of Civic Coexistence and Public Safety (2009)”. [↑](#footnote-ref-9)
10. Vision 2030 Jamaica, National Policy for Gender Equality, and forthcoming National Strategic Action Plan to Eliminate Gender-based Violence in Jamaica. [↑](#footnote-ref-10)
11. The Final Evaluation of CSJP II also included, in its recommendations, that the program increases its attention to the topic of Violence Against Women / Domestic Violence (Moncrieffe et al. 2013). [↑](#footnote-ref-11)
12. There are important gender factors related to how “masculinity” is sometimes associated with aggression that appear to be exacerbating some of this male-on-male violence. [↑](#footnote-ref-12)
13. In the Final Evaluation of CSJP II, 72% of interviewees said that parenting support helped them change the ways they discipline children; 87% said that parenting support helped them deal with negative issues in parenting (Moncrieffe et al. 2013). [↑](#footnote-ref-13)
14. In the Final Evaluation of CSJP II, participants ranked the reasons that could cause them to get involved in crime: lack of work (30.7%), hunger (20%), revenge (17.6%), peer pressure (16.2%), lack of education (10.5%), and other factors (4%) (Moncrieffe et al. 2013). [↑](#footnote-ref-14)
15. The review conducted by Heise focuses on intimate partner violence (which includes both physical and sexual violence), “the most common form of violence that women experience globally” (Heise 2011, pg. 1). [↑](#footnote-ref-15)
16. USAID Interagency Gender Working Group, cited in Heise 2011, pg. 16. [↑](#footnote-ref-16)
17. The mode of delivery, the populations targeted, and the length of engagement vary greatly among different group-based strategies. Programs that build on existing platforms where men and/or women meet – such as microfinance meetings or sports clubs – seem to have an easier time maintaining participation (Heise 2011). [↑](#footnote-ref-17)
18. At their best, such workshops and trainings are based on sound formative research, informed by theory, and embedded in a broader program of sustained intervention and engagement. At their worst, they consist of one-off workshops, with little follow up or support, implemented by poorly trained peer educators or staff (Heise 2011). [↑](#footnote-ref-18)
19. Most research in this field has been conducted in Europe and the United States, which reinforces the need of evaluating the results of all interventions included in CSJP III. [↑](#footnote-ref-19)
20. There are other initiatives currently being implemented in Jamaica related to Parent Training activities, e.g. Parenting Commission of the Ministry of Education. In the context of the technical assistance mentioned above, these initiatives should be reviewed and taken into consideration. Suggested evidence-based models already discussed with the GOJ are explained in the POD and the M&E Plan. [↑](#footnote-ref-20)
21. The active and positive presence of a father (or caregiver) in the life of a child results in greater cognitive and emotional development (of this child), greater capacity to tolerate frustration and stress, and greater ability to solve problems. This is also reflected in improved performance and school attendance, less aggression, and a greater ability to develop healthy relationships with their peers. Positive parental involvement acts as a protective factor for children throughout their lives, reducing their willingness to risky behaviors such as drug abuse, crime, and intimate partner violence. It has been observed that children of involved fathers are twice as likely to go to college and find stable jobs, 75% less likely to be teen parents, 80% less likely to end up in jail, and 50% less likely to suffer acute depression (Alemann 2013, en

    http://blogs.iadb.org/desarrolloinfantil/2013/02/14/amor-de-padre/). In addition, promoting shared responsibilities between women and men in caregiving can positively challenge traditional conceptions of gender roles inside the household, which underpin the use of violence. [↑](#footnote-ref-21)
22. To prepare fathers for parenthood and to promote their involvement in prenatal care and childbirth contribute to strengthen the bond between fathers and children (Alemann 2013, en http://blogs.iadb.org/desarrolloinfantil/2013/02/14/amor-de-padre/). [↑](#footnote-ref-22)
23. Parent Groups are groups of parents trained by CSJP’s social workers to visit households and conduct training sessions with parents. Nowadays, the Parent Skills Training in CSJP communities is being delivered mostly by Parent Groups. [↑](#footnote-ref-23)
24. This space could be structured in community centers (according to the Project Execution Unit there are 25 community centers available in the 50 communities). Alternatively, spaces could be structured in churches or schools, where some of these groups already meet. [↑](#footnote-ref-24)
25. In Caribbean Human Development Report 2012. [↑](#footnote-ref-25)
26. In CSJP II, Goals for Life is a seasonal activity. CSJP staff and the communities organize sports tournaments (e.g. soccer, domino) and use this opportunity to engage young people in life skills sessions (which takes place a few weeks before the tournament starts and sometimes before and/or after the games). These trainings have been conducted mostly by CSJP social workers, but these sessions are not standardized/structured; hence, they will benefit from the development of a methodology for the group education activities. [↑](#footnote-ref-26)
27. According to Heise, programs that build on existing platforms where men and/or women meet – such as microfinance meetings or sports clubs – seem to have an easier time maintaining participation (2011, pg. 16). [↑](#footnote-ref-27)
28. Statistical Institute of Jamaica 2013. [↑](#footnote-ref-28)
29. Cited in the Gender Sector Plan prepared for the Vision 2030 Jamaica. [↑](#footnote-ref-29)
30. For more information on promising areas for employment in Jamaica, see McArdle 2013. [↑](#footnote-ref-30)
31. Cited in the Gender Sector Plan prepared for the Vision 2030 Jamaica. [↑](#footnote-ref-31)
32. In CSJP II, Life Skills Training is being implemented by facilitators from the agencies/institutions that are conducting the pre-vocational and vocational trainings. These sessions are not standardized and they are not structured; further, facilitators have not been trained in any specific content/methodology related to life skills (these are facilitators from pre-vocational and vocational training providers). Hence, this activity will benefit from the development of a methodology for the group education activities. [↑](#footnote-ref-32)
33. UNDP Citizen Security Survey 2010, in Caribbean Human Development Report 2012. [↑](#footnote-ref-33)
34. UNDP Citizen Security Survey 2010, in Caribbean Human Development Report 2012. [↑](#footnote-ref-34)
35. UNDP Citizen Security Survey 2010, in Caribbean Human Development Report 2012. [↑](#footnote-ref-35)
36. UNDP Citizen Security Survey 2010, in Caribbean Human Development Report 2012. [↑](#footnote-ref-36)
37. In 2006, the Jamaican Justice System Reform Task Force (JJSRTF) described the status of the court system in Jamaica as unequal because of the *“*lack of equality between the powerful, wealthy litigant and the under-resourced litigant” (cited in IACHR 2012, pg. 33). Among the main problems of the judiciary identified by the JJSRTF were the lack of respect usually accorded to individuals (personal dignity, time, and right to privacy); barriers to accessing the justice system, including the inaccessibility of legal information, legal assistance and the courts; and the perception that individuals are not accorded equal treatment by the justice system. [↑](#footnote-ref-37)
38. Domestic Violence Act (1995), Domestic Violence (Amendment Act) (2004), Sexual Offenses Bill (2009), and Child Care and Protection Act (2004). [↑](#footnote-ref-38)
39. Cited in IACHR 2012, pg. 75. [↑](#footnote-ref-39)
40. Data from the Jamaica Constabulary Force Periodic Major Crime Statistics Review. January – December 2012, provisional. [↑](#footnote-ref-40)
41. Victim Support Unit. Annual Statistics 2002-2010. [↑](#footnote-ref-41)
42. “In a 2007 study conducted by Justice Courtney Daye among over 200 jurors who had recently sat on sexual offence cases, 73% of jurors felt that the dress code of the complainant contributed to their being raped. 72% acknowledged lifestyle choices, such as partying, as another contributing factor. 13% felt that if a woman agrees to be in a lonely location with a man, she is willing to have sex with him. 11% felt that a man should not be convicted of raping a promiscuous complainant. For most of these responses, the beliefs were held equally between men and women jurors, or women held more strongly to these beliefs than men”, cited in Chambers 2009, pgs. 81 and 82. [↑](#footnote-ref-42)
43. Although emerging evidence suggests that mediation and other restorative justice approaches can effectively be used in all types of domestic violence (Heise 2011), the project team, based on the Brazilian experience, is proposing that mediation services focuses on cases in which physical or sexual violence hasn’t occurred. [↑](#footnote-ref-43)
44. Only 35 in the entire country. [↑](#footnote-ref-44)
45. Approximately 90% of legal aid beneficiaries are males, but lack of information regarding this right affects both men and women. [↑](#footnote-ref-45)
46. United Nations Handbook for Legislation on Violence Against Women (2009), cited in Chambers 2009, pg. 16 [↑](#footnote-ref-46)
47. There are 6,035 JPs in Jamaica, the majority of which are males (3,849). [↑](#footnote-ref-47)
48. CSJP is currently operating in three regions: Kingston (23 communities), Western (14 communities), and Central (13 communities). In each region there is one coordinator and one social worker. There is one Community Action Officer for every 3 or 4 communities and one Assistant Community Action Officer per community. These are all considered community liaison staff. [↑](#footnote-ref-48)
49. The project’s executing agency may define that different organizations will rotate in one seat in the Steering Committee. In this case, an organization who works on gender affairs will participate in the pool of organizations that will rotate in this seat. [↑](#footnote-ref-49)