School-Related Violence in Latin America and the Caribbean: Building an Evidence Base for Stronger Schools

Cirenia Chávez, Victor Cebotari, María José Benítez, Dominic Richardson, Chii Fen Hiu and Juliana Zapata

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ACRONYMS

AIS	Asociación Institución Salesiana (Salesian Institution Association)
CRC	Convention on the Rights of the Child
ECLAC	Economic Commission for Latin America and the Caribbean
FEDISAL	Fundación para la Educación Integral Salvadoreña (Salvadoran Foundation of Integrated Education)
FUSALMO	Fundación Salvador del Mundo (Foundation Savior of the World)
GBV	Gender-based violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
GSHS	Global School-based Student Health Surveys
HBSC	Health Behavior in School-aged Children Study
LAC	Latin America and the Caribbean
LLECE	Latin American Laboratory for Assessment of the Quality of Education
TERCE	Tercer Estudio Regional Comparativo y Explicativo (Third Regional Comparative and Explanatory Study)
PERCE	Primer Estudio Regional Comparativo y Explicativo (First Regional Comparative and Explanatory Study)
POWA	Productive Organization for Women in Action
PRONACE	Programa Nacional de Convivencia Escolar (National Program of School Coexistence)
SERCE	Segundo Estudio Regional Comparativo y Explicativo (Second Regional Comparative and Explanatory Study)
SWPBIS	School-Wide Positive Behavior Intervention and Support System
USAID	United States Agency for International Development

*Names in parenthesis are informal translations.

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EXECUTIVE SUMMARY

What is the evidence on school-related violence?

The prevalence of school-related violence and in particular, bullying – defined as intentional and aggressive behavior occurring repeatedly against a victim where there is a real or perceived power imbalance – is not a new or isolated phenomenon, nor is it limited to certain schools or countries. Abundant evidence indicates that bullying is widespread and has a negative impact on educational outcomes. Children who are victims of bullying can also be affected emotionally and physically in both the short and long terms. Evidence from low- and middle-income countries on bullying is less extensive when compared to the evidence available on predictors and effects of bullying from high-income countries. However, some findings for the Latin American and Caribbean (LAC) region seem to suggest a similar picture, with a high prevalence of bullying victimization and association to lower reading scores in different subjects tested.

What is the prevalence of school-related violence in LAC and its association to learning outcomes?

This working paper first uses data from UNESCO's Third Regional Comparative and Explanatory Study (*Tercer Estudio Regional Comparativo y Explicativo,* TERCE) for nationally representative samples of sixth grade students to determine the prevalence of bullying and its association to learning outcomes in 15 countries of the LAC region. It then looks at interventions in countries of the region to mitigate the impacts of violence based on information requested from UNICEF Country Offices. The study found that:

■ On average, **two in five** sixth grade students were victims of some form of bullying in school. When disaggregating by type of bullying, evidence showed that one in eight children reported being hit, 1 in 10 pupils reported being afraid of their classmates, and 1 in 12 children reported being threatened in schools by their classmates.

■ **Sixth grade boys were bullied slightly more than girls**, although not in all countries. When considering the different forms for bullying, the average rates of victimization for all items were higher for boys in comparison to girls, except for being left out.

■ **Bullying rates varied by types of school**. Children in public schools reported, on average, higher rates of bullying than children in private schools. Bullying rates were not found to significantly differ between urban and rural schools.

■ The associations between bullying and reading scores were weakest for physical bullying and strongest for psychological bullying. In particular, **a child's self-report of fear in school was the most robust and consistent bullying indicator associated to lower reading scores** in comparison to other items explored in this analysis.

How are LAC countries responding to mitigate the impacts of different forms of violence in and around schools?

■ This paper identified **93 interventions** in schools and communities to address the impacts of violence in and around schools in 12 LAC countries. El Salvador had the highest number of identified initiatives, followed by Honduras and Mexico.

- A large share of the violence in the region was identified as stemming from **gang violence or armed conflict** or other types of community violence. Of the 93 initiatives implemented to tackle this problem, 32 were identified as addressing this form of violence.

- **Evaluation of the programs included is lacking or of poor quality**. Only 17 of the 93 initiatives identified in this analysis have been evaluated; only one initiative had a baseline and four had a control group. Seven out of 17 evaluations were observational and relied on qualitative participatory approaches, seven used mixed methods and two relied on quantitative experimental and quasi-experimental approaches.

What are the potential recommendations for policy making and research?

Policy and programme recommendations:

- **Target interventions to mitigate the impacts of bullying among those countries and groups most affected**. The evidence shows that bullying in some countries of the region is high and that there are important differences in bullying victimization when disaggregating data by gender and when comparing public and private institutions. Programme designers and policy-makers should make special efforts to ensure interventions target boys and particularly, that they reach public schools.

- **Use evidence-based strategies to identify and target potential beneficiaries** of future programmes and interventions. For example, the identification of municipalities (third level administrative units in most LAC countries) with schools having the highest incidence or prevalence of bullying victimization is a good starting point to direct programmes that aim to curb or mitigate their impacts.

- **Create an environment for children to learn safely**. The evidence shows that bullying, and psychological bullying in particular, can affect children's learning. While it is important to target overt acts of physical bullying, psychological bullying warrants special attention as it can be the most damaging for learning experiences and has the greatest potential to affect scores. Creating safe environments requires knowledge of the effects of violence and a concerted effort and shared commitment from different actors including school personnel, community members, parents and students themselves.

- Support and promote the **monitoring and evaluation** of initiatives to identify what works and why, in addition to providing opportunities for cross-national learning.

- **Use baselines and control groups** in evaluation and monitoring to strengthen the quality of evaluations and improve the understanding of the successes (and barriers) of the programme, the ways objectives are met by the project, and areas to improve in the short and long term.

- Provide information on **cost effectiveness** in programme evaluations to gain a better understanding of what the most cost efficient programmes are; then consider their potential for replication and scale-up with appropriate contextual modifications.

- Clearly outline at the outset of project design **which type(s) of violence** the programme will address and develop **clear and measurable indicators** to monitor progress and programme effectiveness.

- **Design and support the implementation of initiatives with a multisectoral** approach – i.e., those that involve coordination between education, child protection, and health and public safety ministries/agencies at national, regional and local levels – to also address the drivers of violence.

- **Support and build the mechanisms with which to empower local stakeholders**. Include the active participation of community, families and young people in the design, development and implementation of the program.

Research recommendations

- **Expand data collection to other countries** that have not been covered in the TERCE survey so far, including those in Central America as well as Caribbean countries - most of which are not represented in TERCE data.

- **Explore the prevalence and impacts of other types of violence**, such as online violence and school-related gender-based violence, on both boys and girls.

- **Include additional indicators in future rounds of surveys.** While data from TERCE focuses on bullying by peers, there are other forms of school-related violence that are not addressed in the data and warrant attention, including corporal punishment by teachers as well as sexual violence perpetrated by peers and/or teachers. Existing studies in the region have overlooked the role of teachers – both as protectors or as perpetrators from/of violence.

- **Continue monitoring the prevalence of school-related violence and bullying** in the countries of the region by collecting data exclusively on this phenomenon.

- **Include comparable measurements that are reported by children and adults** – including parents and teachers, because they may perceive violence and learning differently.

- **Use datasets with additional indicators on violence** and perpetration to explore the impact of violence on outcomes beyond reading scores. Specifically, explore how violence in the community and around schools impacts truancy and dropping out, as well as other risky behaviors including substance use and abuse.

- **Collect longitudinal data** within the countries and across the region to better understand the adverse effects of violence throughout the life course.

- **Consider the use of qualitative methods research to explore violence in and around schools.** Particularly, it can help understand and identify harmful social norms that may predispose certain groups in the region to bullying victimization – including sex, academic performance, and physical disability among others.

- **Consider expanding the use of mixed methods, quasi and experimental approaches for the evaluation of programmes.** The limited programmes that had evaluations were largely of a qualitative nature.

1. INTRODUCTION

1.1 A brief background of violence in the LAC region

In recent decades violence in and around schools has become a serious concern in Latin America and the Caribbean (LAC). As a starting point, LAC accounts for 8 per cent of the world's population and yet, 37 per cent of global homicides occur in the region (Chioda, 2017). In 2015, the average regional homicide rate in LAC was the highest globally,[1] and 9 out of the 10 countries with the highest homicide rates in the world were concentrated in the region,[2] with El Salvador, Honduras, and Venezuela displaying the highest homicides rates globally[3] (World Bank, 2019).

Roughly half of homicide victims in Latin America are young, between the ages of 15 and 29 (Muggah and Aguirre, 2018), with males overrepresented among victims,[4] while girls are vulnerable to other forms of violence, including physical, sexual and emotional intimate partner violence and non-partner sexual violence.[5] While men are more likely to experience higher levels of lethal violence in comparison to women, it is important to highlight that 38 per cent of all women murdered in the Americas are killed by a partner and that nearly one third of women who have had partners have been physically and/ or sexually abused by an intimate partner at some point in life (PAHO and WHO, 2017). The dangerous environments in some countries of the LAC region are a consequence of a myriad of factors. These include, but are not limited to, the presence of armed groups; the pervasive drug trafficking and small arms trade that have made weaponry easily accessible; the profitability of organized criminal activity, and in particular the drug trade; youth unemployment; rigid gender norms; high levels of inequality coupled with unfulfilled aspirations of young citizens; rapid and disorganized urbanization processes; increases in the number of single parent female households; and weak institutions (Chioda, 2017; Imbusch, Misse and Carrión, 2011; Muggah and Aguirre, 2018).

The endemic violence reported across some LAC countries has placed a heavy toll on children, affecting not only their health and overall well-being but also their learning processes. Violence has permeated multiple environments including communities, homes and schools. In this last setting particularly, evidence shows that 51 per cent of sixth grade students in 16 countries of Latin America experience various forms of violence in school, most commonly in the form of theft (39 per cent), verbal bullying (27 per cent), and physical violence (17 per cent) (Román and Murillo, 2011). Experiencing violence jeopardizes the educational rights of millions of children and adolescents in the region and significantly affects their educational performance – threatening not only their safety today, but their opportunities for a better future.

The protection of children in educational settings is a priority for UNICEF. As the basis for UNICEF's work, the United Nations Convention on the Rights of the Child (CRC) commits all relevant parties to ensuring a child's right to education (art. 28) and protection from all forms of violence while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (art. 19.1) (UN General

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1   Regional homicide stood at 22.3 homicides per population of 100,000 in 2015, which was twice the rate for Sub-Saharan Africa (9.4), and more than five times the rate for the Middle East and North Africa (3.4) (World Bank, 2019).

2   This picture is more complex however, and it is important to clarify that within the region there are significant variations in the levels of violence: while Chile has a homicide rate comparable to Sweden, some of the countries of the northern triangle of Central America have the highest homicide rates globally.

3   The homicide rate was 82.8, 56.5, and 56.3 homicides per 100,000 population in 2016 for El Salvador, Honduras, and Venezuela, respectively.

4   Boys in the LAC region under 20 years of age are seven times more likely than girls to die as a result of interpersonal violence (UNICEF, 2014).

5   According to Muggah and Aguirre (2018), victimization surveys indicate that violence against women and children is pervasive: 65 per cent of respondents in Latin America claim that the most harmful types of violence are against women and 63 per cent claim it is against children.

Assembly, 1989). Under this mandate, UNICEF along with other partner agencies has implemented various initiatives to address the issue of violence in and around schools, including the launch of the #EndViolence campaign in 2013 [6] which emphasizes the urgency of addressing this issue and which resulted in the #ENDviolence Youth Manifesto,[7] presented to ministers at the Education World Forum in January 2019.

UNICEF is also a key partner in global initiatives such as the UN Office of the Special Representative of the Secretary-General (SRSG/VAC) on Violence Against Children,[8] which began in 2009 as a global independent advocate championing for the prevention and elimination of all forms of violence against children. In 2016, another UNICEF initiative, the Global Partnership to End Violence Against Children,[9] announced it would raise awareness, mobilize funds and equip practitioners with the tools to create safe and secure societies to end all violence against children everywhere. At the regional level, the UNICEF Latin American and Caribbean Regional Office and the Global Business Coalition for Education support the region through the 'Strong Schools Initiative' (UNICEF, 2015) which aims to identify and strengthen policies and programmes that effectively create safe schools and protective learning environments. These initiatives and others aim to ensure the achievement of the Sustainable Development Goals (SDGs) and child-focused targets such as those under **SDG 4.** Quality Education and **SDG 16.** Peace and Justice (specifically, target 16.2, to end abuse, exploitation, trafficking and all forms of violence against and torture of children).

1.2 Aims and objectives of the research

This working paper has two main objectives. Drawing from existing data from UNESCO's Third Regional Comparative and Explanatory Study (TERCE), the paper first examines the prevalence of bullying and its association to learning outcomes in 15 countries of the LAC region.[10] Using data obtained from UNICEF select country offices in the region, the second part of the paper explores existing initiatives in the region that address the impacts of bullying and other forms of violence in and around schools. The overarching questions guiding this research are:

1. What is the prevalence of bullying and school-related violence in select countries of the Latin American and Caribbean region?

2. Is bullying victimization associated to lower performance on standardized test scores?

3. What are the promising interventions that have decreased the impacts of violence in schools in countries of the region? What are some of their limitations?

To respond to these questions, the paper is structured into three sections: Section 1 is an introduction to the study, as well as the methods and data sources used. Section 2 details the key research findings, focusing first on the state of the evidence of the existing literature on this topic, followed by an analysis of the prevalence of school-related violence and its association to learning outcomes. The last

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6   Further information on the #EndViolence campaign can be found at the following link: unicef.org/end-violence

7   unicef.org/end-violence/youth-manifesto

8   Further information on the UNSRSG on Violence against Children can be found at the following link: violenceagainstchildren.un.org/.

9   Further information on the Global Partnership to End Violence against Children can be found at the following link: end-violence.org/.

10   While the data informing this paper focuses on bullying by peers, there are other forms of school-related violence that are not addressed in the available data and warrant attention, including corporal punishment by teachers as well as sexual violence perpetrated by peers and/or teachers.

subsection contains an analysis of existing interventions, their limitations, and the forms of violence addressed. Section 3 focuses on promising interventions and lays out potential recommendations for moving forward with research and programming to build safer schools in the region.

1.3 Methods and data

To measure the prevalence of school-related violence and its association to learning outcomes, data from UNESCO's TERCE,[11] produced by the Latin American Laboratory for the Assessment of the Quality of Education (LLECE) was used. TERCE is the only survey which assesses the performance of third and sixth grade students in reading, writing, and mathematics and has relevant indicators on bullying for 15 Latin American and Caribbean countries.[12] [13] The analysis carried out only included data from sixth grade students from private and public institutions as third grade students were not asked about bullying and violence in and around schools. The samples for the sixth grade included students aged approximately 12 and 13 years in 3,600 classrooms in 15 Latin American countries (UNESCO, 2018). Sub-national data was included for the Mexican state of Nuevo León as data was also collected and available. Both parents and students were asked about their experiences of violence in and around schools. More specifically:

Students' parents first reported on five items on **perceived violence in the community** in which the school was located: 1) fights with weapons, 2) theft and drugs sales, 3) fights with neighbors, 4) assaults that lead to serious injury, and 5) vandalism. Parents were asked how likely they thought the above events would occur in the community within which the school was located; they answered on a four-point Likert scale which included 'highly unlikely', 'unlikely', 'likely', and 'highly likely'. Students, on the other hand, self-reported on **six bullying items**: 1) feeling afraid of a classmate, 2) being threatened, 3) being hit, 4) being teased, 5) being left out, and 6) being forced to do things that (the student) did not want to do. Students were asked a simple 'yes' or 'no' question regarding whether or not the aforementioned experiences affected them when they were in school. An extra 'any bullying' item was calculated to obtain the prevalence of students experiencing at least one form of the bullying types listed above (*see Annex*).

Descriptive statistics are first used to show parental perceived likelihood of violence in the school community as well as the prevalence rates for bullying items for each country (*see Annex for sample sizes*). Linear mixed models were then used to measure the association between parents' perceived risk of violence and students' bullying victimization experiences with reading scores (*see Annex A for further detail*).

The second part of the research, which looks at existing interventions to mitigate the impacts of violence in and around schools, uses a purposive sampling technique based on three criteria: 1) representation of interventions from each sub-region including South and Central America, Mexico and the Caribbean, 2) countries reporting a variety of situations of violence in schools, and 3) countries having achieved significant advances in the implementation of educational programs. Twelve countries

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11 The TERCE survey has been collected in three waves. The survey changes name with each wave (PERCE first wave in 1997; SERCE second wave in 2006; TERCE in 2014; the fourth wave is forthcoming and includes 20 Latin American countries and the state of Nuevo Leon in Mexico.

12 Uruguay, Paraguay, Ecuador, Honduras, Nicaragua, Peru, Mexico, Costa Rica, Chile, Guatemala, Brazil, Panama, Argentina, Dominican Republic, and Colombia.

13 For more information on TERCE and the methodology, the link to the technical report is unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/Reporte-tecnico-TERCE.pdf.

of the region[14] were selected for this exercise. Information on the initiatives implemented in the selected countries was requested from UNICEF Country Offices and completed by UNICEF Education Officers and Specialists. Requested information was then analyzed and organized into several categories: 1) geographical location and coverage of the initiative, 2) forms of violence addressed, 3) level of intervention (school, community, institution/local authority, or national), and 4) availability of evaluations. Using these four categories, the findings provide examples of different types of interventions and identify key challenges faced by initiatives aiming to address school-related violence.

UNICEF Office of Research – Innocenti upholds the strictest protocols for ethical research. No ethical implications are reported in this paper as the first analysis relies on secondary data from UNESCO's TERCE, which does not reveal identifying information of participants. The section on interventions did not involve any data collection from children; all information was collected from UNICEF Country Offices.

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14 The selected countries include Belize, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Guyana, Haiti, Honduras, Jamaica, Mexico, and Peru.

2. KEY FINDINGS

2.1 A brief overview of the literature: State of the evidence on school-related violence

School-related violence – a term used in this paper interchangeably with violence in and around schools – encompasses a wide range of actions including physical, emotional/psychological and sexual violence (UNESCO, 2017a). It can include all forms of bullying, weaponry and drug-related offences in school or on the way to school, corporal punishment, sexual and verbal abuse as well as violence due to gender norms and culture. While this paper addresses these different forms of school-related violence, particularly in the section on interventions, it primarily focuses on bullying. According to UNESCO, bullying is defined as **"intentional and aggressive behavior occurring repeatedly against a victim where there is a real or perceived power imbalance, and where the victim feels vulnerable and powerless to defend himself or herself. The unwanted behavior is hurtful: it can be physical, including hitting, kicking and the destruction of property; verbal, such as teasing, insults and threats; or relational, through the spreading of rumors and exclusion from a group"** (2017a).[15] Bullying can also include cyberbullying and acts or threats sexual in nature, but this paper excludes them as they were not available in the data used in this analysis. Lastly, school-related violence and bullying can be experienced and perpetrated by children and adults, although this paper will mostly focus on children's experiences as victims.

School-related violence, including bullying, is widespread across all countries and is known to have multiple negative impacts on health and well-being, including on the learning process and on learning outcomes. Evidence indicates that this is not a new or isolated phenomenon, nor is it limited to certain schools or countries (Abramovay and Rua, 2005; Berger, Karimpur and Rodkin, 2008; Plan International, 2008; Román and Murillo, 2011). In a study across five regions covering 72 countries, Elgar et al. (2009) estimated that approximately 30 per cent of adolescents reported being the target of bullying. More recently, UNICEF data also found similar indicators of the prevalence of bullying globally – one in three students aged 13 to 15 experience bullying (UNICEF, 2018). In the LAC region, an estimated 30 per cent of students were found to be bullied in South America based on data from several international and regional surveys. Lower levels of bullying were found in the Caribbean (25 per cent) and Central America (23 per cent) (UNESCO, 2019).

Abundant evidence also indicates that bullying has a negative impact on educational outcomes (Abramovay and Rua, 2005; Eriksen, Nielsen and Simonsen, 2014; Holt, Finkelhor and Kantor, 2007; Konishi, et al., 2010; Mullis, et al., 2012; Nakamoto and Schwartz, 2010). For example, Mullis et al. (2012) found that fourth graders who reported being bullied at school on a weekly basis scored 32 points less in mathematics in 48 developed countries participating in the Trends in International Mathematics and Science Study (TIMSS). In a meta-analysis covering 33 studies with a total of 29,552 participants examining the association between peer victimization and academic achievement, Nakamoto and Schwartz (2010) found a significant negative association between peer victimization and both grade attainment and student achievement scores. The study found there was considerable heterogeneity in the effect sizes across the studies included but with their analysis, found an average effect size of -0.12 using a random effects model, leading the authors to conclude that victimization was indeed related to "academic functioning difficulties" (p. 234).

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15 This definition is also used by the and the UN SRSG on Violence Against Children. Please find further information at the following link: violenceagainstchildren.un.org/content/bullying-and-cyberbullying-0.

Children who are victims of bullying can be affected emotionally and physically in both the short and long term. Bullying can impact children's physical and mental health – children who are bullied can experience depression, loneliness, low self-esteem, and even thoughts of suicide (Pells et al., 2016). For example, a meta-analysis by Holt et al. (2015) demonstrated that involvement in bullying in any capacity (as a victim or perpetrator) could be associated with suicidal ideation and behavior, including thoughts of suicide, plans for suicide and thoughts of death. According to a more recent study by Barzilay et al. (2017), physical bullying victimization was associated with suicidal ideation while psychological victimization was associated with suicide attempts.

Furthermore, bullying can increase the risk of child victims turning towards harmful behaviors, such as alcohol and drug use (Office of the SRSG on Violence against Children, 2016). There is a large volume of literature exploring the connection between bullying victimization and engagement in risky behaviors, including illicit drug, alcohol and tobacco use and abuse. In a study of 17 risky behaviors among sixth to twelfth grade students in Georgia, USA, Smalley et al. (2016) found that bullied students reported higher levels of engagement in all risky behaviors investigated, with the largest correlations pertaining to safety-related absenteeism – missing school for fear of safety – and bringing a weapon to school. Other studies exploring the link between being bullied and increased risky behavior found similar results, although the mechanisms explaining this link do not appear to be well understood or well-documented. In other words, despite their link, it is not yet understood whether participation in risky behaviors is a cause or an effect of bullying victimization.

In comparison, evidence from low- and medium-income countries is less extensive than evidence available on predictors and effects of bullying from high-income countries (Pells et al., 2016). Delprato et al. (2017) found that physical bullying, on average, was experienced by 19 per cent of sixth grade students in 15 countries of Latin America and the Caribbean, and 33 per cent experienced psychological bullying. They also found that being a victim of bullying in these countries on average led to a reduction of 5 per cent to 19 per cent of standard deviations in test scores of math and reading. In a recent report by Trucco and Inostroza (2017), the authors found that the main form of bullying – '*burlas*' (mocking) between classmates – was reported by as many as 86 per cent of sixth graders who indicated that it occured always or often, particularly in Uruguay, Argentina, Panama, Brazil, Colombia and Mexico. The authors also found there was heterogeneity in the association between bullying and test scores across countries but found that in Chile for example, bullying experienced in the classroom was significantly associated to a reduction of more than 20 points in reading and 33 points in science scores. Some findings for the LAC region therefore suggest a similar picture, with a high prevalence of bullying victimization in some countries of the region and significant associations with lower learning outcomes being reported.

Violence is a breach of the child's right to be protected from any form of harm and deserves due attention and response in the different spheres in which children live and learn. While the home and family remain a key environment for a child and where s/he is more likely to be exposed to violence for the first time, school has become an important environment to consider, as it is where children usually begin to interact more with adults and peers, increasing their risk of exposure to violence (UNICEF, 2017). Despite the abundance of literature on bullying and its impacts, important limitations still remain in the evidence base. First, a large share of the evidence available applies to high-income country contexts. The number of studies on this topic in low- and middle-income countries is considerably less, meaning that there is room to strengthen the existing evidence base. In addition, much of the literature cited has excluded policy and programmatic recommendations that would provide a guide for countries looking to address this problem. This study contributes to filling some of these gaps.

It enriches the evidence base on bullying in low- and middle-income country contexts and allows disaggregation of findings by country, by urban or rural and by public and private schools. Secondly, the interventions component of the paper allows for a more thorough understanding of the different initiatives and measures implemented in the region to mitigate the impacts of school-related violence and other forms of violence that could be impacting children's learning experiences. It also provides recommendations to move forward in both research and programmatic streams.

2.2 Prevalence of school-related violence in select LAC countries

This section first presents the findings on parents' perception of violence in the community, followed by students' self-reported victimization on six bullying items.

Parents' perception of violence in the community: On average, 16 per cent of parents believed that fighting with weapons was likely or highly likely to happen in the community within which the school was located, and 15 per cent believed the same about assaults leading to serious injury. Colombia ranked the highest for the proportion of parents who believed that fights with weapons (24 per cent) were likely or highly likely, while Guatemala ranked the highest for the proportion of parents who believed that assaults leading to serious injury (20 per cent) were likely or highly likely (*see Figure 1*). The Dominican Republic ranked consistently on the high end for the likelihood of both types of violence (23 per cent and 19 per cent for fights with weapons and assaults leading to serious injury likely or highly unlikely respectively), while Uruguay, Paraguay, and Ecuador ranked the lowest for both types of violence. In Uruguay, for example, only 8 per cent of parents believed that fights with weapons and assault leading to serious injury were likely or highly likely to happen where the school was located. Overall, the results showed that the share of parents perceiving a high likelihood of fighting with weapons and assaults leading to serious injury was low in the participating LAC countries.

Figure 1. Percentage (%) of parents who believe the likelihood of fighting with weapons and assaults that lead to serious injury are likely or highly likely
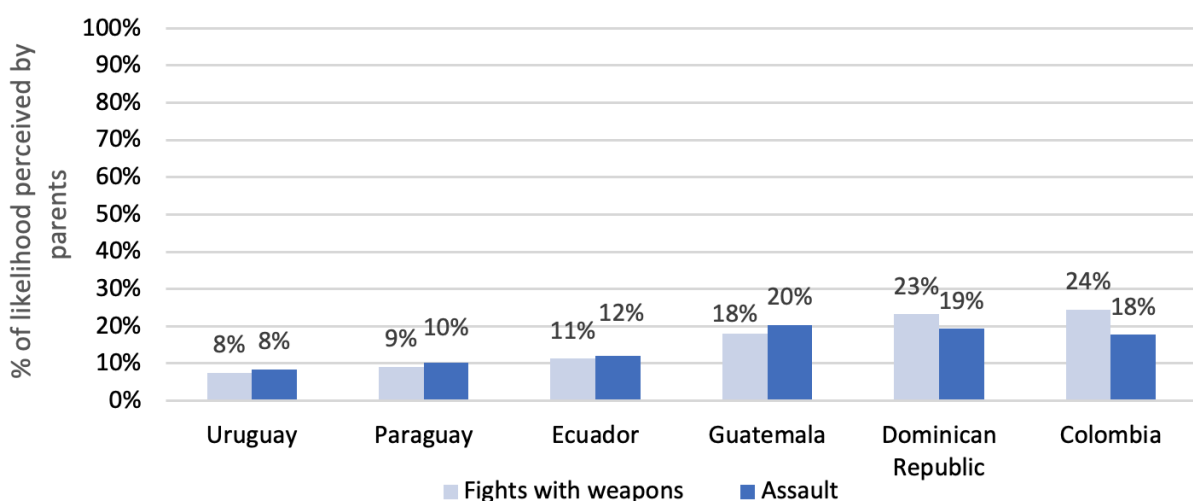
Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Self-reported bullying victimization: In contrast to the low likelihood of violence in the community perceived by parents, 40 per cent of sixth grade students in LAC reported, on average, being victims of at least one form of bullying in school. The Dominican Republic had the highest rates of students experiencing at least one form of bullying (49 per cent), followed by Argentina (48 per cent), whilst the lowest percentages of victimization were observed in the Mexican state of Nuevo León (30 per cent) and Costa Rica (31 per cent) (*see Figure 2*).

When disaggregating by type of bullying, evidence shows that one in eight children reported being hit, with Costa Rica reporting the lowest percentage of students who were victims of this form of bullying (8 per cent) and the Dominican Republic reporting the highest percentage (19.5 per cent). In addition, 1 in 12 children reported being threatened in schools, which ranged from 5 per cent in Costa Rica and 14 per cent in the Dominican Republic. Lastly, 1 in 10 students reported feeling afraid of one of their classmates, which ranged between 6 per cent in Costa Rica to 17 per cent in the Dominican Republic (*see Table 1*).

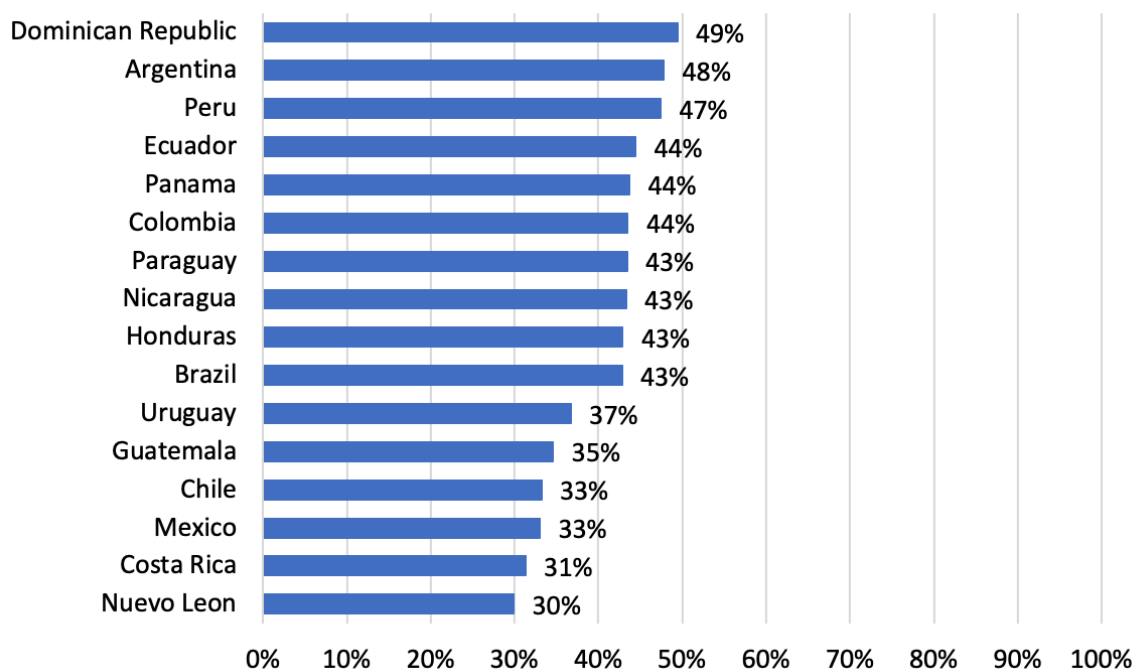**Figure 2. Percentage (%) of students who were victims of bullying**

Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Table 1. Bullying victimization prevalence by type

Type of bullying	Average victimization for LAC countries	Country with highest prevalence	Country with lowest prevalence
Afraid	11%	Dominican Republic (17%)	Costa Rica (6%)
Threatened	9%	Dominican Republic (14%)	Costa Rica (5%)
Hit	13%	Dominican Republic (20%)	Costa Rica (8%)
Teased	27%	Argentina (33%)	Nuevo León (19%)
Left out	12%	Dominican Republic (18%)	Nuevo León (8%)
Forced	10%	Argentina (18%)	Mexico (5%)
Any	40%	Dominican Republic (49%)	Nuevo León (30%)

Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Differences by sex: When comparing rates of victimization by gender, the data indicates that boys were bullied slightly more than girls although not in all countries. In Uruguay, Argentina, Honduras, Panama and Brazil slightly higher bullying rates for girls were reported. For example, in Uruguay 38 per cent of girls reported being the victims of at least one form of bullying, whereas the corresponding rate for boys was 35 per cent. In countries where bullying rates were higher for boys, the largest difference observed was for the Mexican state of Nuevo León, where the share of boys who reported being victims of at least one type of bullying was 33 per cent in comparison to 27 per cent of girls, a difference of six percentage points (*see Figure 3*).

Considering the different forms of bullying, average rates of victimization were higher for boys for all items, except for being left out. On average, 12 per cent of boys in the countries included reported being left out, while the corresponding share for girls was 13 per cent. For the rest of the items considered – including being afraid, threatened, hit, forced to do something that the student did not want to do and being teased – average victimization rates were higher for boys in comparison to girls (*see Figure 4*).

Figure 3. Difference (%) in prevalence of bullying between girls and boys, countries where boys are bullied more
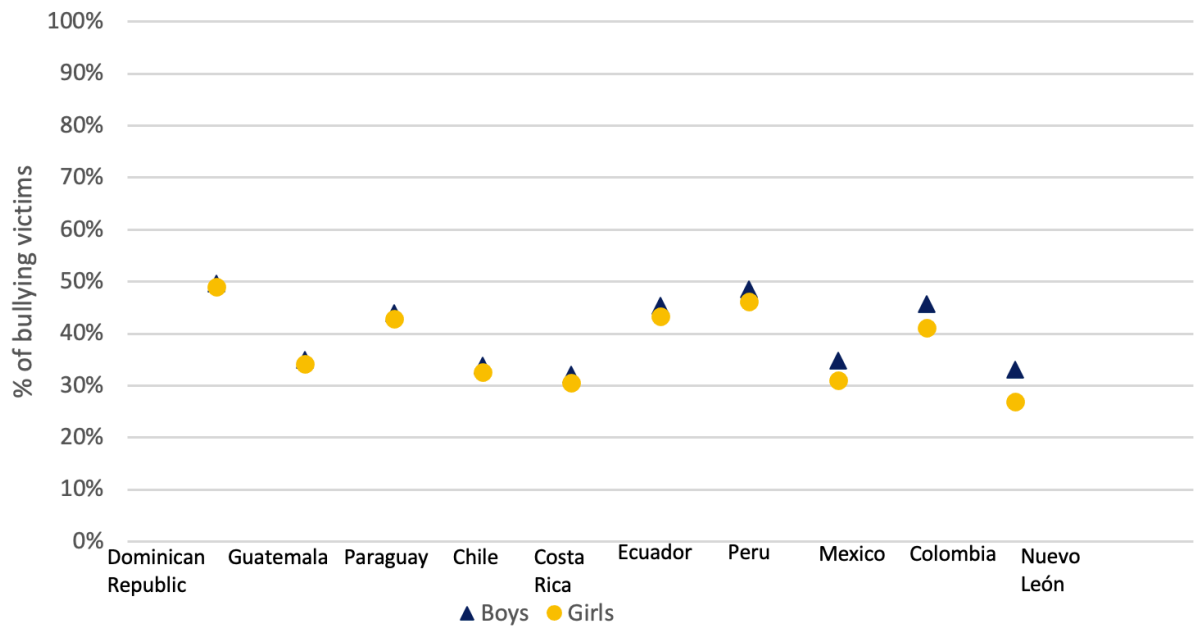
Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Figure 4. Gender differences in bullying victimization, average for TERCE countries
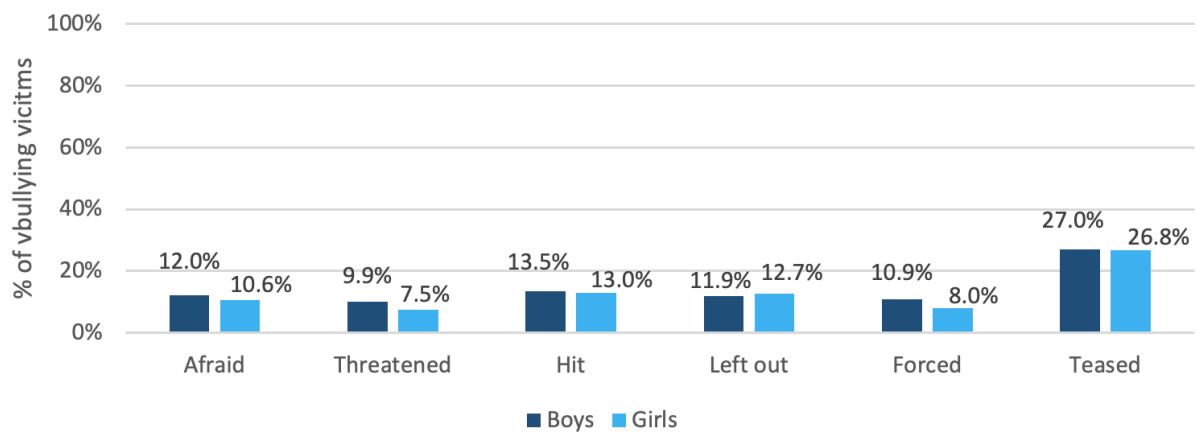
Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Differences between school types: Children in public schools reported, on average, higher rates of victimization of at least one form of bullying than children in private schools. There was a lower bullying rate in private schools in comparison to public schools in the sampled LAC countries, with two notable exceptions – Nicaragua and the Dominican Republic. In the Dominican Republic, 52 per cent of private school students reported at least one form of bullying, whereas the corresponding figure for public school students was 49 per cent. The difference in the prevalence of bullying between public and private schools was especially noticeable in countries such as Uruguay and Ecuador, where differences

of 12 and 11 percentage points respectively between public and private schools were observed (*see Figure 5*). In Uruguay, 39 per cent of students from public schools reported being victims of at least one form of bullying, whereas the corresponding figure for students from private schools was 26 per cent. All forms of bullying considered have a higher prevalence in public institutions in comparison to private institutions (*see Figure 6*).

Differences between bullying rates in urban and rural areas on the other hand were mixed. Across all bullying types, six countries (Argentina, Brazil, Colombia, Costa Rica, Ecuador, Nicaragua, and Nuevo León) reported slightly higher rates of bullying in urban schools, while six others (Dominican Republic, Guatemala, Mexico, Paraguay, Peru, and Uruguay) reported slightly higher rates in rural schools. Panama and Chile reported practically no differences in rates of bullying between urban and rural schools (the difference was 0.4 per cent).

Figure 5. School type differences in being bullying victimization

Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Figure 6. Differences in bullying victimization between private and public schools, average for TERCE countries
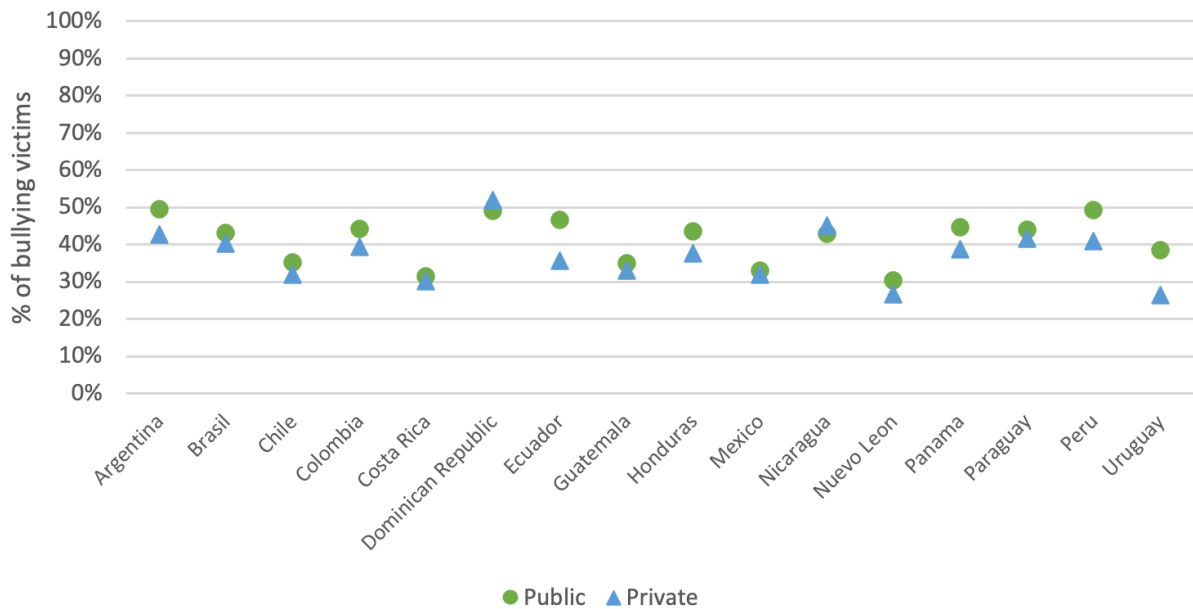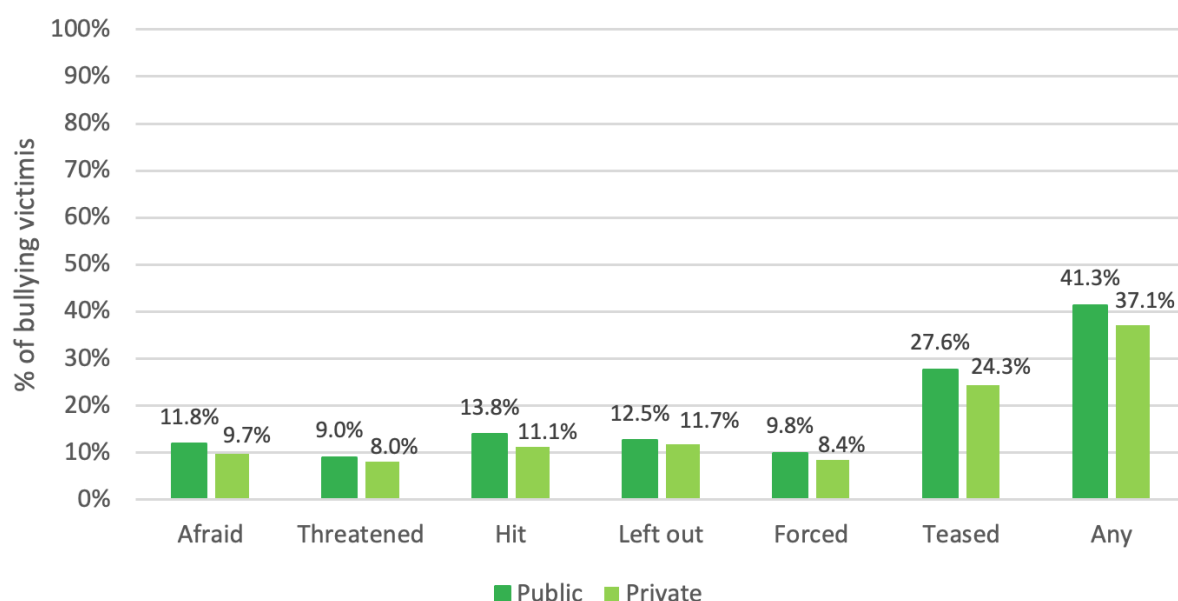

Source: Authors, based on the UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

2.3 Association between school-related violence and learning in LAC countries

In order to explore the link between school-related violence and learning, this section first reports on the association between parents' perceptions of violence in the community and learning using linear mixed models. Perceived violence in communities where schools were located, which considered the likelihood that fights with weapons and assaults leading to serious injury could occur in the school community (according to parents) and its impact on students' reading scores were first explored. The analysis then looked at violence experienced by students – including students' reports of being bullied, including bullying of any kind, being hit, being threatened and feeling afraid of a classmate – and its impact on reading scores. Two model specifications were involved. In the first, the violence item was entered into the model alone to investigate its association with reading ability. The second specification introduced control variables to explore whether or not these factors mediated the effect of violence on reading scores. These included sex, school type, region (rural or urban), family socioeconomic status – a composite index based on several items included in the TERCE survey,[16] – father and mother's highest education level and nine additional variables.[17] Coefficients for violence items are reported in the tables below. Tables with coefficients including all control variables for the 15 countries and state are available in the Annex.

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16 Variable socioeconomic and cultural level of the family (ISECF) in the TERCE survey: 1) mother's level of education, 2) mother's type of job, 3) range of available income, 4) main material used in the flooring of the household; 5) having access to services in the household including i) sewage or drainage; ii) garbage collection; iii) fixed landline; iv) cable or satellite television; v) internet connection; 6) access to the following goods in the household, including i) television, ii) radio, iii) computer; iv) refrigerator; v) washing machine; vi) phone with access to internet; v) vehicle; and 7) number of books in the household.

17 Teacher's punctuality and attendance index, teacher's practices for education development index, child labor, the presence of a library in school, student's possession of a language textbook, student's reading habits, parental monitoring of studies at home, the number of books at home, and student's rate of absence from school.

Perceived likelihood of community violence by parents: The results of the regression for **fights with weapons** pointed to a negative association between perceived likelihood of fights with weapons and reading ability in four countries when the item 'fights with weapons' was regressed alone with reading scores: Guatemala (b=-3.70, p<.10), Nicaragua (b=-4.07, p<.05), Paraguay (b=-4.96, p<.01) and Honduras (b=-5.24, p<.05). However, when control variables (*see **Annex** for full results*) were introduced in the second step, the association remained significant only for two countries: Guatemala (b=-3.38, p<.10) and Nicaragua (b=-4.03, p<.10), indicating that for most countries there is no association between perceived likelihood of fights with weapons and reading scores. This means that when introducing control variables, there was only a statistically significant association between a higher perceived likelihood of fights with weapons with lower reading scores in Guatemala and Nicaragua. In Guatemala, a unit increase in the parents' perceived likelihood of fights with weapons was associated to a decrease of 3.38 points in the reading score while in Nicaragua, the corresponding figure was 4.03 points.

Results from the model also revealed that a higher perceived likelihood of **assaults leading to serious injury** was associated with lower reading scores in six countries: Nicaragua (b=-3.33, p<.10), Peru (b=-2.94, p<.10), Ecuador (b=-3.15, p<.05), Guatemala (b=-4.21, p<.05), Honduras (b=-5.00, p<.05) and Paraguay (b=-4.21, p<.05). However, the association was no longer significant for several of these countries when control variables were introduced. The significant association in the second specification held for five countries: Guatemala (b=-3.15, p<.10), Honduras (b=-4.19, p<.10), Mexico (b=-4.22, p<.05), Nuevo León (b=2.72, p<.10) and Uruguay (b=6.40, p<.10). Interestingly, the association held for a higher number of countries in comparison to the item on fights with weapons. However, coefficients for Nuevo León and Uruguay were positive, a counterintuitive finding as we would not have expected that an increase in the likelihood of assault would be associated to higher reading scores. Specifically, the results indicate that a unit increase in parents' perceived likelihood of assaults leading to serious injury was associated to an increase of 2.72 and 6.40 points in reading scores in Nuevo León and Uruguay, respectively. For the three other countries for which the association was reported to be significant, the coefficients are in the predicted direction – they were all negative, indicating that an increase in parents' perceived likelihood of assaults is associated to a decrease in reading scores. Specifically, a unit increase in the parents' perceived likelihood of assaults was associated to a decrease of 3.15, 4.19 and 4.22 points in the reading score in Guatemala, Honduras and Mexico respectively.

Violence at the individual level – students' reports of being hit, threatened and afraid: This analysis revealed that children's experience of being bullied were almost always associated with lower reading scores across countries, although this was often mediated by control variables. The associations between bullying and reading scores were weakest for physical bullying and strongest for psychological bullying. The variable **being hit** was negatively associated with reading outcomes in eight countries: Argentina (b=-9.35, p<.10), Chile (b=-11.24, p<.05), Costa Rica (b=-15.42, p<.01), Guatemala (b=-9.06, p<.05), Mexico (b=-16.04, p<.01), Nuevo León (b=-9.84, p<.05), Paraguay (b=-18.52, p<.01) and Peru (b=-11.26, p<.01). However, in the second specification of the model, when control variables were introduced, this association remained significant only in four countries: Peru (b=-7.10, p<.10), Argentina (b=-15.13, p<.05), Costa Rica (b=-19.13, p<.01) and Guatemala (b=-11.23, p<.05). A unit increase in being hit was associated to a significant decrease of 7.10, 15.13, 19.13, and 11.23 points in reading scores, even when covariates were introduced in the model in Peru, Argentina, Costa Rica and Guatemala respectively.

However, when exploring psychological bullying – in particular **being threatened** and **being afraid of a classmate** – the impacts were more visible. Being threatened was negatively and significantly associated with reading outcomes in 11 of the 15 countries considered in the analysis. For the other four countries, the association was still negative but not significant. In the second specification, when covariates were introduced, the association of being threatened and lower reading scores remained significant only in three countries: Brazil (b=-16.10, p<.05), Mexico (b=-16.28, p<.05) and Peru (b=-16.02, p<.01) (*see Figure 7*). A unit increase in being threatened was significantly associated to a decrease of 16.10, 16.28, and 16.02 points in reading scores in Brazil, Mexico and Peru respectively. In the 10 other countries where the results were not statistically significant, the association was still negative.

Figure 7. Comparison of reading scores, students threatened and non-threatened
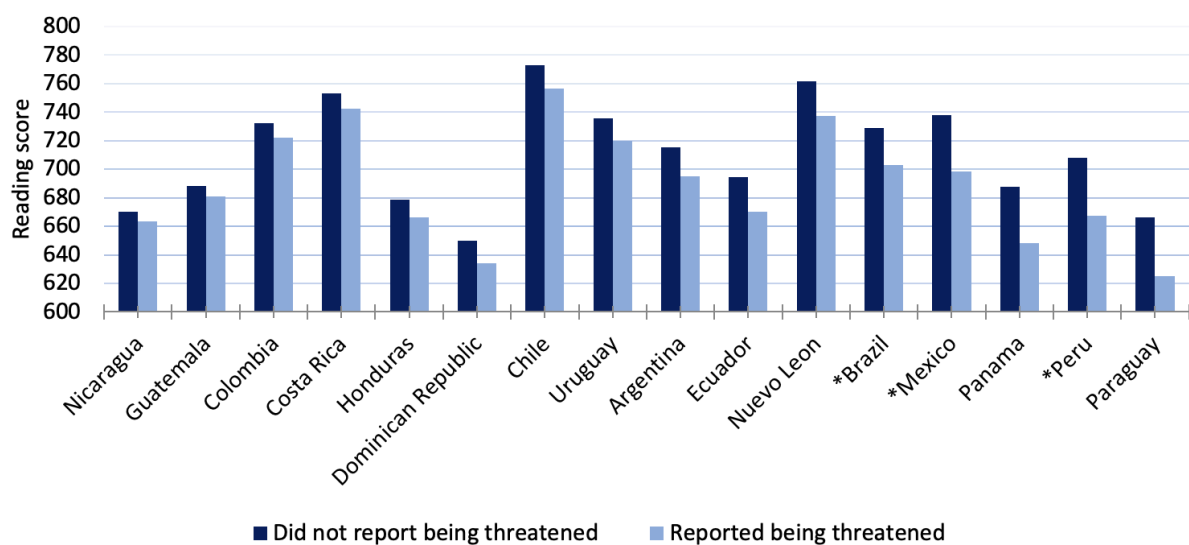
■ Did not report being threatened   ■ Reported being threatened

*Illustrates significant differences in reading scores

Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

Lastly, children reporting being afraid of a classmate was associated with lower reading outcomes in 12 of the 15 countries included in the analysis. When introducing covariates in the second model specification, the association between the two factors remained significant for six countries: Brazil (b=-14.08, p<.05), Peru (b=-8.32, p<.05), Costa Rica (b=-18.13, p<.01), Ecuador (b=-9.88, p<.05), Mexico (b=-13.16, p<.05), and Nuevo León (b=-13.41, p<.05) (*see Figure 7*). A one-unit increase in students reporting being afraid was associated to a significant decrease of 14.08, 8.32, 18.13, points in the reading score in Brazil, Peru and Costa Rica respectively. In Ecuador, Mexico and Nuevo León, the decreases in reading scores were 9.88, 13.16 and 13.41 respectively. For six other countries, the association remained negative but not statistically significant. The implications of these findings are further discussed in Section 2.5.

Figure 8. Comparison of reading scores, afraid and not afraid students
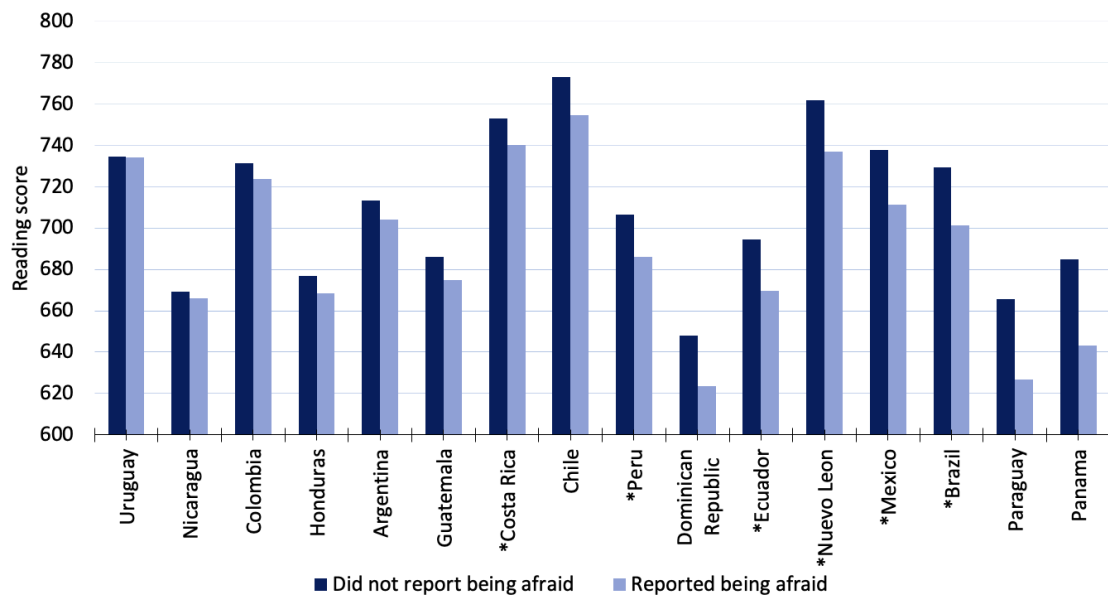
*Illustrates significant differences in reading scores

Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

2.4 Analysis of existing interventions

Identifying the association between victimization and learning is only the first step in addressing the issue of violence in and around schools. As a second exercise, this paper also reports on the findings of existing initiatives that aim to mitigate the impacts of violence in select LAC countries. First, the types of violence they address, and their geographical coverage are discussed. This is followed by a description of the types of interventions, with examples of promising practices, and their evaluation.

Forms of violence addressed

Our analysis identified a total of **93 initiatives** in the 12 selected countries (*see Figure 9*). Although several categories have been included below for simplification purposes, it is important to recognize that some of these initiatives may address multiple forms of violence – if not as a direct aim, they may do so indirectly. Of the 93 initiatives identified, 19 were categorized as addressing **violence in schools**, such as bullying, difficult learning environments or general violence within the school, as well as physical and psychological punishment. The Dominican Republic, for example, indicated that half of its initiatives addressed these types of school-related violence. This is important to note given that the highest rate of students experiencing some type of bullying among the participating TERCE countries were found in this country (*see Figure 2*).

Figure 9. Number of reported initiatives by country
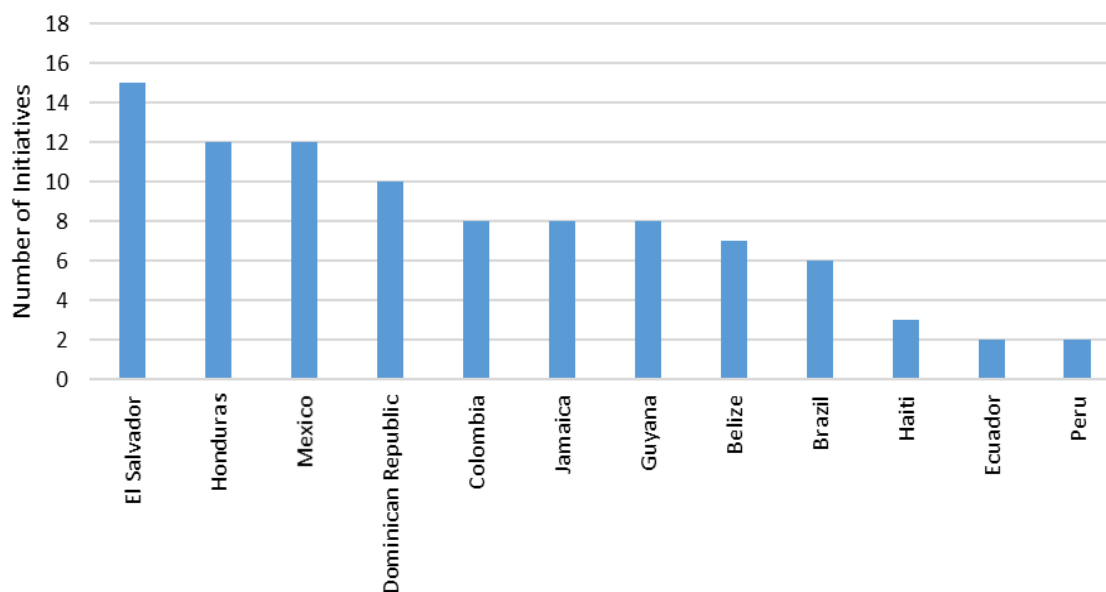
Source: Authors (2020).

Analysis of the sampled initiatives also found that violence in schools, such as bullying, may not be the main type of violence affecting children and young people in LAC, as 32 of the 93 initiatives were categorized as addressing the impact of **gang violence and armed conflict around schools***.* Furthermore, a large share of the initiatives identified were located in Central America and Mexico (*see Figure 6*), countries which are heavily affected by community violence due to the presence of organized criminal groups and gangs who have identified schools as spaces that enable the recruitment of children and adolescents into their ranks. Equally concerning is that teachers, especially those in secondary education, are also being threatened by gangs which subsequently affects their commitment and capacity to teach (Griffin, 2016; International Crisis Group, 2017). Of the initiatives implemented in El Salvador, Honduras and Mexico, almost half have aimed to tackle violence around schools and the impact of gang violence and armed conflict on school-aged children and adolescents. Six initiatives categorized as 'gang-related violence/armed conflict' were implemented in Colombia, where the effects of the long-lasting armed conflict continue to impact the population.

Of the 93 initiatives, 16 targeted **neglect** as they aimed to address the challenge of out-of-school children or students at risk of dropping out. Ten countries indicated having initiatives that intended to address neglect/negligent treatment of children by adults, in particular by parents or caregivers.

Figure 10. Number of initiatives by type

n=93 initiatives
Source: Authors (2020).

Legend:
- Gang violence/armed conflict — 32
- Violence in schools — 19
- Multiple forms of violence — 17
- Neglect — 16
- Sexual violence — 9
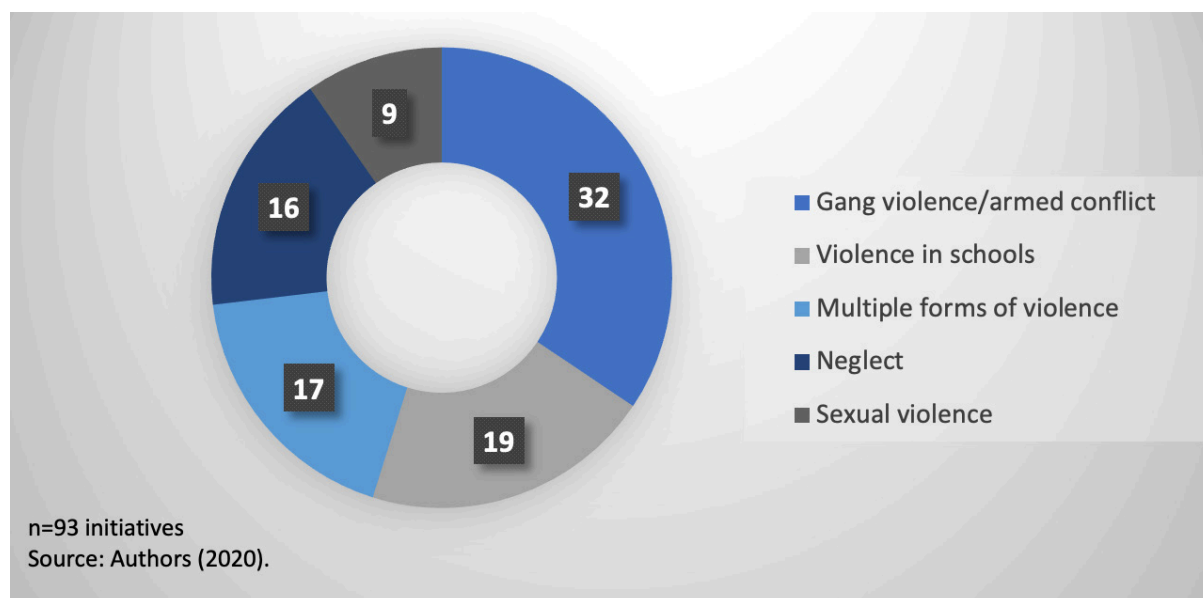
Very few initiatives were identified as aiming to eliminate and/or prevent **gender-based violence and sexual violence;** just nine of 93 initiatives. Only half of the countries included in the analysis had an initiative which aimed to address this form of violence, despite recent statistics indicating that 1.1 million 15- to 19-year-old adolescent girls have experienced forced sexual violence or other forced sexual acts, and 4 out of 10 of girls in the same age group experience intimate partner violence in their lifetime in the LAC region (UNICEF, 2019). Given the strong presence of patriarchal social norms and attitudes towards women in LAC, as well as the fact that violence against girls can remain invisible in data collection, more research and initiatives should focus on the protection of girls and children from these types of violence. The remaining 17 initiatives were not classified into any of the types of violence considered as they either indicated that they addressed **multiple forms of violence** or did not specify a type of violence.

Analysis of the 93 initiatives also found that most were implemented at the national level (40 out of 93 initiatives) which may reflect UNICEF collaboration with national institutions, while a larger share of other initiatives were implemented at the local or municipal level (29) and at the sub-national level (21). Only two initiatives were multi-country, and only one was regional. No initiative was reported as part of a multi-region or global initiative.

Types of interventions

The 93 interventions identified were then categorized by type. The analysis found that 21 of 93 initiatives aimed to **strengthen institutions and organizations**. Initiatives that were identified under this category included those aiming to strengthen the capacity of institutions at all governance levels, including schools, and those that aimed to improve the available data and evidence by measuring the magnitude, characteristics and impact of school-related violence so as to enable the design of evidence-based interventions (UNESCO, 2017a).

Promising practice to strengthen institutions and organizations

Selo UNICEF **(UNICEF Seal of Approval):** Originally implemented in Brazil in 1998 in the state of Ceará and later expanded to 11 states in the country in 2005. The UNICEF Seal is a certification process that stimulates competition between municipalities and rewards successes with visibility for achievements to ensure child and adolescent rights, focusing on three types of change: i) social impact on the lives of children, ii) public policy formulation, and iii) social participation. A city wins the Seal if it achieves a minimum predefined score in each of these areas. With more than 1,900 municipalities participating in the 2017-20 cohort, UNICEF aims to train, monitor and evaluate participating municipalities on effective public policies for children to achieve the Seal of Approval by meeting performance criteria. The programme was evaluated using a qualitative approach which found that municipalities with a high level of success in implementing the Seal methodology saw faster improvements in their social indicators as compared to other regions and national averages. While the UNICEF Seal in isolation is not fully responsible for positive impacts, the programme is recognized as a catalyst which creates a set of conditions for the development of local capacities in the long term.

Another type of initiative targeted **conflict resolution**. Ensuring that children and young people (along with teachers and parents) have the right tools with which to address bullying, negative student behavior, use of corporal punishment and other types of school-related violence can be achieved through conflict resolution and peaceful coexistence programs. Of the 93 initiatives, 19 aimed to create safe and secure teaching and learning environments by promoting positive alternative forms of discipline to physical and psychological punishment, introducing positive pedagogical models and support systems, and engaging children and young people through a participatory process to identify solutions to conflict and violence in schools and communities. Other initiatives included programmes which aim to develop peace and coexistence methodologies, or which have involved the participation of children and young people in the creation of solutions for safer environments.

Promising practices for conflict resolution

Miles de Manos (**Thousands of Hands**)**:** A programme supported by the German Agency for International Cooperation (GIZ) in Honduras, it targets parents and teachers, aiming to make them better role models for their children. By 2015, the model had been implemented in more than 350 schools in Honduras and almost 550 *Miles de Manos* facilitators had been trained. The evaluation of the initiative from Honduras indicated that the project design had been implemented based on several strategies to prevent violence and encourage peaceful existence between and among children and adults, such as the Positive Behavioral Intervention and Support (PBIS) – a whole-of-school approach to improving teaching and learning environments through positive discipline. In addition, the evaluation of this initiative indicated that multiple pilots were implemented in various countries to inform and strengthen the project design and content. The first evaluations of the programme indicate a lower display of antisocial and aggressive conduct among children whose parents and teachers participated in the intervention (GIZ, 2019).

Programa Nacional de Convivencia Escolar (**National Program of School Coexistence – ProNaCE**): Implemented in Mexico, the programme aims to foster inclusive and peaceful relationships between students through several actions, one of which is designing didactic material to support the teaching and learning environment. The material developed addresses six topics necessary to improve the school environment, including self-esteem, managing emotions, rules, and conflict resolution among others. In the period from 2014 to 2016, the program was implemented in 53,500 primary schools in third-grade classrooms. More than 90 per cent of teachers/students surveyed agreed that the program had contributed to improving the school environment and provided tools to resolve conflicts peacefully.

School Wide Positive Behavior Intervention and Support System (SWPBIS): A school-based method established in the United States in the 1980s which uses a tiered system approach to improve a school's social culture and requires the involvement of all school actors. SWPBIS, implemented in Jamaican schools, focuses on three to five behavioral expectations that are positively stated and easy to remember, and on recognizing positive student behavior. Students are selected if they 'get caught' doing something positive and are rewarded for these actions. By the end of 2017, the programme reached 56 schools, and evidence indicates it has decreased violence in schools and increased positive disciplinary methods. Testimony from some of the schools where SWPBIS was piloted shows positive results, and according to principals and teachers, it has decreased fighting and improved the overall conduct of students in the schools (PBIS, 2018). There have been numerous evaluations of SWPBIS (PBIS, 2020). An RCT of the effects of the programme on bullying reduction in 37 schools in the state of Maryland found that children in schools where SWPBIS had been implemented reported a lower rate of bullying victimization in comparison to schools where the programme had not been implemented. The experimental study also found that the effects of the programme were larger for children who attended schools were SWPBIS had been implemented from an early age (Waasdorp et al., 2012).

Numerous interventions identified targeted **out-of-school children**, a vulnerable population group more likely to engage in risky behaviors. In total, 17 programs in 10 countries fell under this category, all of which aimed to identify out-of-school children, enroll them in an educational program (e.g., formal schooling or non-formal training), and monitor individual cases. In addition, stakeholders have also introduced flexible entry requirements into education to facilitate their incorporation into school systems.

Promising practices for out-of-school children

Fora da Escola: Não pode **(Out of School Children: Just won't do!):** The programme implemented in Brazil has involved the creation of an online geo-referenced map of school exclusion in each one of the more than 5,500 municipalities in the country, where it is possible to access disaggregated data on sex, age, race and residence (rural/urban) of out-of-school children. While not a programme itself, the platform can be used effectively for targeted programmatic efforts by identifying areas with the largest share of out-of-school children.

La escuela busca al niño, la niña y el adolescente **(The School Seeks Children and Adolescents):** Implemented in Colombia, it identifies children who are not enrolled in school and areas affected by armed conflict and zones of difficult access. The programme uses census data of out-of-school populations, developed by the Norwegian Council for Refugees, to identify children and place them in school as well as to provide resources including school supplies, uniforms, transportation and support for the family. To ensure retention in school, students and parents are monitored for three months after school enrollment, the period where there is greater risk of dropping out. One of the most significant results of the programme has been the incorporation of over 4,500 children into the school system.

Construye-T **(Build Yourself):** Developed in 2008 with NGOs and school personnel. The program encourages upper secondary students to stay in school, promotes socio-emotional learning to improve students' well-being and their ability to respond to academic and personal challenges, and aims to reduce the risk of social exclusion and participation in risky behaviors. Schools have access to student activities organized by socio-emotional skill, teacher training, teaching guides, virtual workshops and online videos. The programme was evaluated several times by different entities and used a mixed-method approach to understand the outcomes of the project as well as the processes that were leading to change. The evaluation of *Construye-T* found some positive results regarding bullying, such as a decrease in bullying victimization, including a decrease in being left out (UNDP, 2013).

Another form of intervention consisted of **new types of education models**. This may have meant the introduction of new types of learning models within formal and non-formal settings, more inclusive settings and new categories of curricula. Analysis of the initiatives indicates that 16 of the 93 initiatives from seven different countries were included in this category. Key initiatives identified aimed to introduce new learning models and extracurricular programs such as sports, music and art programmes to address multiple forms of violence, including gang-related violence and other types of violence around schools. Other initiatives included in this category also combined extracurricular activities with new kinds of curriculum or introduced new learning models to promote inclusion. Additional initiatives increased the length of the school day.

Promising practice – new education models

Cultura de Paz en la Escuela **(Culture of Peace in School):** An initiative launched in 2009 which aimed to build a culture of peace among internally displaced populations in the state of Chiapas, in Mexico. While an evaluation of the project indicates there were many challenges with the project – given that the objectives and targets of the project were not clear and despite modifications these persisted – the evidence suggests that one positive outcome was the introduction, in multi-grade schools, of Ch´ol, a language that is part of the Mayan language family (Haro Mejía, Barrera Olivera and Ortiz Bueno, 2013).

Lastly, a few initiatives aimed to **strengthen community networks and awareness** to protect children and youth from school-related violence. This increases the effectiveness of programmes by ensuring engagement from a wide range of stakeholders as well as integration of specific issues in the local context that can help in the design and implementation of programmes (UNICEF, 2015). Of the 94 initiatives, 14 interventions aimed to implement community networks and local prevention strategies. Some of the initiatives in this sub-category aimed to create and promote child and youth networks; other initiatives created mechanisms to report incidents of violence in and around schools to ensure the safety of children.

Promising practice to strengthen community networks

Programa Nacional sí se ve **(Yes We See It):** The programme in Peru aims for prevention and reporting of school-related violence through an online platform that can be accessed by victims and witnesses. Some of the advantages of this reporting mechanism have been to make available real-time disaggregated data on incidents of school violence. It has also helped avoid the rehiring of teachers sanctioned for school-related violence. In the period 2013 to 2018, 19,157 cases of school violence were reported through this system nationally, of which a great majority were physical (55 per cent). Implementing these types of mechanisms should ensure the safety of the victim and the bystander who may report an act of violence and establish their protection from reprisal (UNESCO, 2017b). Moreover, when targeting children, these tools should be child-friendly and age-and gender-appropriate (2017b).

Evaluation of existing interventions

Preventing and responding to school-related violence requires strong partnerships with schools and communities to change attitudes and behaviors of teachers, parents and children, as well as local authorities like municipalities who can contextualize initiatives and support the sustainability of a project (UNESCO, 2017a; UNICEF, 2015). However, despite many of the initiatives having been implemented more than three years ago, the availability of evaluations or documents was scarce and only 17 of the 93 initiatives identified in this analysis have been evaluated (*see Table 2*).

The evaluations identified from the 17 initiatives indicated that most programmes were managed jointly, either with an outside organization and a UN agency such as UNICEF or UNDP, suggesting the

possible role of outside-UN agencies or other established organizations to encourage and support programme evaluation. Many of the documents independently conducted were available through the UNICEF website which contains a database of evaluations for all countries in which the organization has a presence (unicef.org/evaldatabase/). However, this database does not contain evaluations for all initiatives implemented or supported by UNICEF. It is possible some of the initiatives for which documentation was not identified may have an evaluation that is inaccessible online or to the public.

Initiatives with available information on their evaluation were in 6 of 12 countries in this study: Brazil, Colombia, El Salvador, Guyana, Honduras and Mexico. Eleven of the 17 initiatives evaluated were targeting violence around schools and gang-related violence, which could be important to note considering the priority of addressing these issues in the region and the need for effective solutions and evidence-based decision-making. Mexico, for example, had the largest number of evaluated initiatives identified in this study, suggesting a willingness for transparency and improvement.

Table 2. Characteristics of evaluated initiatives and their validity

Evaluated initiative	Management	Purpose	Baseline	Control group	Partici-patory	Type of evaluation and design
Brazil						
UNICEF Seal of Approval (*Selo UNICEF)*	Jointly managed with organizations outside the UN system	Programme	No	No	Yes	Observational Qualitative using desk review, interviews and FGDs, and documentary analyses
Colombia						
The School Seeks Children and Adolescents (*La escuela busca al niño/a y el adolescente)*	UNICEF-managed	Programme	No	No	Yes	Observational Qualitative using interviews and FGDs
Breathe Peace (*Respira Paz*)	Outside organization of Ministry of Education	Campaign	No	No	Yes	N/A
El Salvador						
Education for Children and Youth (ECY, *Actividad de Educación para la Niñez y Juventud*)	Jointly managed with organizations outside the UN system	Programme	No	No	Yes	Observational Mixed methods using desk-based review, key informant interviews, FGDs, performance indicator review and 'mini-surveys'

Prevention and response to violence situations in schools	UNICEF-managed	Pilot	No	Yes	Yes	Observational Mixed methods using desk review, interviews, FGDs, and surveys
Violence prevention through early childhood education	Jointly managed with organizations	Programme	No-Diagnostic exercise	Yes	Yes	*Quasi experimental* Mixed methods using propensity score matching (PSM), interviews and FGDs.
Guyana						
Health and Family Life Education (HFLE)	Jointly managed with the Ministry of Education and other organizations	Pilot	No	Partial yes	Yes	Observational Mixed methods using surveys and interviews
Honduras						
COMVIDA	Jointly managed with organizations outside the UN system	At scale	No	No	Yes	Observational Qualitative using desk review, interviews and FGDs
Thousands of Hands (Miles de Manos)	Outside-UN system	Pilot	Yes	Yes	Yes	Experimental RCT
Positive Discipline (*Disciplina Positiva)*	Outside organization	Programme	No	No	No	Observational Qualitative using interviews
Young Communicators as part of the PMIAJ evaluation	Jointly managed	Programme	No	No	Yes	Observational Mixed methods using online surveys and interviews
Mexico						
Constructing Yourself (*Construye-T*)	Jointly managed with one or more UN agencies	Programme (2 phases)	No	Yes	Yes	Quasi-experimental Difference in difference
Create your Space (*Crea tu espacio*)	UNICEF-managed	Pilot	No	No	Yes	Quasi-experimental Mixed methods using statistical analysis (inferential statistics) and interviews
Culture of Peace in School (*Cultura de paz en la escuela*)	Jointly managed with one or more UN agencies	Programme	No	No	Yes	Observational Qualitative using interviews

All Children in School (*Todos a la escuela*)	Jointly managed	Programme (had a pilot stage)	No	No	Yes	Observational Qualitative using interviews, FGDs and participatory workshops
National Program of School Coexistence (*Programa Nacional de Convivencia Escolar*, PNCE)	Outside UN system – Ministry of Education	Programme	No	No	Yes	Observational Mixed methods using statistical analysis (descriptive statistics) and interviews
School Always Open (*Escuela siempre abierta*)	Outside UN system – Ministry of Education	Programme	No	No	Yes	Observational Review of programme documents

Source: Authors (2018).

With regard to the type of evaluation and design, 7 of 17 evaluations were observational and relied on qualitative participatory approaches; seven used mixed methods and two relied on quantitative experimental and quasi-experimental approaches. The analysis of interventions also looked at whether available evaluations had a baseline, a control group, and the level of participation of beneficiaries in the evaluation process. While 16 of the 17 evaluations indicated the participation of programme stakeholders, the analysis found that only one programme had a baseline although one programme evaluation indicated a diagnostic exercise had been implemented to understand the contextual challenges. Four of the evaluations analyzed for this exercise included a control group (*see Table 2*).

In addition, the review of evaluations found that some programmes lacked a stable monitoring and evaluation framework over time and some initiatives changed their initial reference framework (activities, products and fixed results) throughout programme implementation. Some programmes included many assumptions in their initial frameworks which forced adapting strategies to fulfill the original intervention plan, the joint activities, products and results. Lastly, the evaluations lacked information regarding costs-effectiveness, making it impossible to determine which interventions were more efficient in terms of allocated resources.

2.5 Discussion of findings and limitations

The findings of this paper indicate firstly that parents' perceived likelihood of community violence occurring in the countries of the region is generally low. Interestingly, the countries showing a higher prevalence of perceived likelihood in fights with weapons or assaults leading to serious injuries are countries affected by civil conflict (Guatemala and Colombia) and which show consistently high homicide rates, above the regional average (Guatemala, the Dominican Republic and Colombia). Uruguay and Paraguay on the other hand, have held consistently and comparatively lower rates of homicide, which could show why there is a low perceived likelihood of community violence taking place (UNODC, 2013).

The paper finds that bullying is, on average, high in the LAC countries considered, with approximately 40 per cent of sixth grade school children who participated in the TERCE survey indicating they had

been victims of at least one form of bullying. Our findings fall in line with existing evidence of bullying prevalence in the region, although our estimates are slightly lower; both Delprato et al. (2017) and Román and Murillo (2011) estimated that over half of sixth grade students in select LAC countries had been victims of either psychological or physical bullying.

Considering differences by sex, our findings indicate there is a higher prevalence of victimization for boys in comparison to girls for all forms of bullying, except one. These findings confirm previous studies in the region which found a greater prevalence of bullying among boys; Trucco and Inostroza (2017) and Delprato et al. (2017) determined that boys were more commonly targets of bullying than girls. How boys and girls experience bullying and are affected is contextual and influenced by the socio-cultural norms and attitudes within which they grow and develop (Office of the SRSG on Violence against Children, 2016). Some research indicates that boys may experience more physical bullying, and girls more psychological or relational bullying (UNICEF, 2014). While our analysis does not exactly confirm this, it is interesting to note that the only form of victimization that was higher among girls in comparison to boys was that of being left out, which suggests the finding applies for this specific form of psychological bullying. The reasons for a higher prevalence of other forms of psychological bullying among boys in LAC – such as making fun of peers – should be further investigated.

Considering differences by school type, a higher rate of bullying in public schools was found, which falls in line with the findings of Trucco and Inostroza (2017). The slightly higher prevalence of bullying in public schools could be associated to the fact that most public schools in the countries of the region serve students of a lower socioeconomic group and are located in spaces or communities more likely to have higher levels of community insecurity and crime. This might also explain why bullying is higher in urban areas, where the higher concentration of the population makes violence in the communities around schools much more likely.[18] It is possible that this community violence could be having a spillover effect into these schools, although it is important to highlight that these are hypotheses that require further exploration with additional studies.

Significantly, our analysis of the association between bullying and reading scores found that victimization was associated to poorer learning outcomes. Particularly, 'feeling afraid of a classmate' was found to be the most robust and consistent item explored in this analysis associated with lower reading scores, confirming the findings of recent studies in the LAC region on this topic. For example, Román and Murillo (2011) found that students in LAC who suffered peer aggression had a lower performance in the subjects of reading and math and that classrooms with more episodes of both physical and verbal violence performed worse than those with less incidents of violence. Delprato et al. (2017) found that bullied students in LAC scored between 15 to 19 points less in math and reading than their counterparts and the authors identified effects on non-cognitive outcomes, including a lower sense of belonging to educational institutions.

Despite these results, it is worth noting that although LAC is the most violent region globally when considering homicide rates (World Bank, 2014), the prevalence of bullying in this region in comparison to other geographic regions is low (see Know Violence in Childhood, 2017; Richardson and Fen, 2018). In addition, it is interesting to note that Trucco and Inostroza (2017) found that in some countries with the highest levels of violence in the LAC region, including Guatemala, Nicaragua, and Honduras, perceived bullying in the classroom was low and the association between the latter and lower academic performance was practically non-existent in these countries. This is confirmed by the present analysis. For example, in Honduras, which has one of the highest homicide rates globally, **none of the measures of bullying experienced by the students** (being threatened, afraid or hit) **were found to be**

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18 The link between urban poverty and violence has long been established. See for example the work of Muggah (2012); Chioda (2017); Koppensteiner and Menezes (2017).

significantly associated to lower reading scores. An even more compelling finding is that Honduras is **one of the few countries for which a negative and significant association between parents' perception of community violence** (i.e., fights with weapons and assault that leads to serious injury) **and reading scores was identified. This perhaps suggests that in countries with high levels of insecurity in LAC, community violence may be more relevant in its association to learning than experiences of bullying victimization**. This latter point has important implications for the kinds of violence we focus on (and where) in future studies of this topic.

Another hypothesis is that the perception of low classroom violence in some of the most violent countries in the region could suggest children may perceive classrooms as safer spaces compared to the risks they may face in other environments, or that schools constitute safe spaces where children can seek refuge from widespread violence in communities. However, not enough evidence exists at the time to conclude this is the case.

Considering these reflections, it is unsurprising that the analysis of interventions in the region found most of these target gang and armed violence affecting surrounding areas of the school, particularly in countries that have acute levels of interpersonal violence (measured through homicide rates) such as Honduras, El Salvador and Mexico. The analysis of initiatives also found an important share of identified initiatives did not specify addressing a particular form of violence. The type of violence an initiative is targeting should be identified at the onset to allow for the development of an evidence-based theory of change that outlines risk factors and strategies for generating change.

Lastly, our analysis revealed that a large share of initiatives identified had not been evaluated. This suggests a significant challenge to understanding how to improve and develop programmes and their potential positive outcomes and impact. In the evaluations present, baseline and control groups were also lacking, which can have important limitations as some programme evaluations may reflect the participants' opinions but not truly reflect the programme's impact. Having baselines and formative evaluations throughout the project is key to improving the effectiveness of projects, understanding the extent to which they are achieving the objectives and indicators set, and guiding the future development of the project to best meet the needs of beneficiaries.

Despite the wealth of our findings, this study and the available data has limitations worth mentioning. As a starting point, the quantitative analysis is insufficient to explain some of the counterintuitive results. Particularly, it is unclear why in some countries there is a positive (non-significant) association between bullying victimization or parents' perceived community violence and reading scores (possible hypotheses have been addressed earlier). In regard to the data, some of the countries with the highest levels of interpersonal violence in the LAC region are not included in the TERCE survey. To gain a better understanding of how violence is impacting learning outcomes for children in the region, countries such as El Salvador, Jamaica and others with high interpersonal violence rates need to be represented in such surveys. Furthermore, data from the TERCE survey does not capture other forms of violence that could be having an impact on children's learning experiences, including (but not limited to) corporal punishment perpetrated by teachers or cyberbullying. In addition, while the survey data allows for disaggregation by sex, there is no data on other variables that might make victimization more likely. For example, there is abundant evidence that LGBTQIA adolescents and children, those who do not conform to heteronormative standards, are much more likely to be victims of bullying in comparison to their heterosexual peers, but TERCE data does not contain any items that would allow for this analysis to take place. Lastly, impacts of violence in the school cannot be considered in a vacuum, as violence suffered in other environments – for example, in the community and the household– also affects learning outcomes; impacts that are perhaps not being adequately captured in existing instruments or reflected in math or reading scores. Other education outcomes that might be affected by exposure to violence, such as truancy and dropping out, also need to be explored.

3. RECOMMENDATIONS FOR PROGRAMME, POLICY AND RESEARCH

Understanding the prevalence of bullying and the existing initiatives in the region to address its impacts and other forms of violence in and around schools provides initial evidence with which to further strengthen the capacity and tools available for programmes to improve and scale. Immediate actions, as well as long-term policies, are critical to achieve safer schools for all children in the region. The evidence of this research points to several recommendations for programming and research:

Programme recommendations

1. *To address the prevalence of school-related violence*

   - **Target interventions to mitigate the impacts of bullying among those countries and groups most affected**. The evidence clearly shows that the level of bullying in some countries of the region is high. There are important differences showing a higher prevalence of all forms of bullying – except being left out – among boys in comparison to girls, but also a higher prevalence in public schools in comparison to private institutions. Programme designers and policymakers should make special efforts to ensure interventions target boys and reach public schools.

   - **Use evidence-based strategies to identify and target potential beneficiaries** of future programmes and interventions. For example, the identification of municipalities (third level administrative units in most LAC countries) with schools showing the highest incidence or prevalence of bullying victimization is a good starting point to direct programmes that aim to curb or mitigate their impacts.

2. *To address effects on education outcomes*

   - **Create an environment for children to learn safely**. The evidence showed that bullying, and psychological bullying in particular, can affect children's learning. While it is important to target overt acts of physical bullying, psychological bullying warrants special attention as it can be the most damaging for learning experiences and has the greatest potential to affect scores. Creating safe environments requires knowledge of the effects of violence and a concerted effort and shared commitment from different actors including school personnel, community members, parents and students themselves.

3. *For programme evaluations*

   - **Support and promote the monitoring and evaluation of initiatives** to identify what works and why, in addition to providing opportunities for cross-national learning. The sustainability and effectiveness of programmes is at risk as there is not enough evidence on what works in the field. With only 17 of 93 initiatives having accessible evaluation documents, transparency and accessibility of documentation presents a barrier to learning.

   - **Use baselines and control groups** in evaluation and monitoring to strengthen the quality of evaluations and improve the understanding of the successes (and barriers) of the programme, the ways objectives are met by the project, and areas to improve in the short and long term.

   - **Provide information on cost effectiveness** in programme evaluations to gain a better understanding of the most cost efficient programmes and consider their potential for replication and scale-up with appropriate contextual modifications.

4. *For programme design*

■   Clearly outline at the outset of project design **which type(s) of violence** the programme will address and develop **clear and measurable indicators** to monitor progress and programme effectiveness.

■   **Design and support the implementation of initiatives with a multisectoral** approach – i.e., those involving coordination between education, child protection, health and public safety ministries/agencies at national, regional and local levels – to also address the drivers of violence.

■   **Support and build the mechanisms with which to empower local stakeholders**. Include the active participation of community, families and young people in the design, development and implementation of the programme.

Research recommendations

1. *To address the prevalence of school-related violence*

■   **Expand data collection to other countries** that have not been covered in the TERCE survey so far, including those in Central America (for example, El Salvador which has consistently held one of the highest homicide rates in the world in recent years) as well as Caribbean countries – most of which are not represented in TERCE data with the exception of the Dominican Republic.

■   **Explore the prevalence and impacts of other types of violence**, such as online violence and school-related gender-based violence, on both boys and girls. Defining school-related violence and its different types of violence is needed to avoid misinterpretation, underline the data collection process and ensuring the right data is being collected as instruments may not capture the different experiences children and young people encounter.

■   **Include additional indicators in future rounds of surveys.** While data from TERCE focuses on bullying by peers, there are other forms of school-related violence that are not addressed in the data and warrant attention, including corporal punishment by teachers as well as sexual violence perpetrated by peers and/or teachers. Existing studies in the region have overlooked the role of teachers – both as protectors or perpetrators from/of violence.

■   **Continue monitoring the prevalence of school**-related violence and bullying in the countries of the region by collecting data exclusively on this phenomenon. TERCE only contains a few items that measure the prevalence of bullying victimization and is therefore limited in its scope. Perpetrators, bystanders and defenders involved in bullying and bullying prevention – equally important groups – are not currently addressed in existing items.

2. *To address effects on education outcomes*

■   **Include comparable measurements that are reported by children and adults** – including parents and teachers – because they may perceive violence and learning differently.

■   **Use datasets with additional indicators on violence** and perpetration to explore the impact of violence on outcomes beyond test scores; specifically, explore how violence in the community and around schools impacts truancy and dropping out, as the out-of-school population is not currently present in the data collected by TERCE or other relevant data sources on violence

in school (such as the Global School-based Student Health Surveys, GSHS and the Health Behavior in School-aged Children Study, HBSC).

- **Collect longitudinal data** within countries and across the region to better understand the adverse effects of violence throughout the life course.

- **Consider the use of qualitative methods research to further explore violence in and around schools.** Qualitative work in settings of violence could help shed light on important issues. It can help understand and identify harmful social norms that may predispose certain groups in the region for bullying – including sex, academic performance, physical disability, among others. It can also help to better understand some of the paradoxes identified in this paper. For example, it can explain why the countries of the region with the highest rates of violence globally measured by homicide rates (such as Honduras and Guatemala) also have a low level of perceived violence in the school setting, and why, when present, there is no significant association between the latter and lower scores (Trucco and Inostroza, 2017).

3. For programme evaluations

- **Consider the use of mixed methods, quasi and experimental approaches for the evaluation of programmes.** The limited programmes that had evaluations were largely of a qualitative nature.

Future programmes should incorporate the findings of this paper and proposed recommendations to ensure that schools constitute safe and secure environments for children and young people – a place where they learn and build positive relationships with peers and teachers.

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ANNEX

1. Sample sizes for TERCE analysis

Country	Sample size (# of 6th grade students)	Gender		Residence	
	Total	*Female*	*Male*	*Rural*	*Urban*
Argentina	4,041	2,002	2,039	1,341	2,700
Brazil	3,592	1,813	1,779	742	2,850
Chile	5,211	2,632	2,579	1,201	4,010
Colombia	4,426	2,156	2,270	1,691	2,735
Costa Rica	3,557	1,770	1,787	311	3,246
Dominican Republic	3,697	1,852	1,845	1,284	2,413
Ecuador	4,887	2,315	2,572	1,315	3,572
Guatemala	4,136	1,989	2,147	2,714	1,422
Honduras	3,939	1,936	2,003	2,177	1,762
Mexico	3,711	1,801	1,910	992	2,719
Nicaragua	3,842	2,042	1,800	1,949	1,893
Panama	3,775	1,917	1,858	2,029	1,746
Paraguay	3,384	1,680	1,704	1,297	2,087
Peru	4,839	2,385	2,454	1,463	3,376
Uruguay	2,939	1,458	1,481	377	2,562
Nuevo León (state in Mexico)	4,306	2,157	2,149	1,088	3,218
Total	64,282	31,905	32,377	21,971	42,311

2. TERCE variables for measuring violence in and around schools

Area	Variable	Question	Measured	Possible answers
Community violence perceived by parents	Fights with weapons	In the neighborhood where the school is located, how likely is it that fights with weapons will take place?	Ordered (Likert scale)	Highly unlikely, Unlikely, Likely, and Highly likely
	Assault that leads to serious injury	In the neighborhood where the school is located, how likely is it that that assault that leads to serious injury will take place?	Ordered (Likert scale)	Highly unlikely, Unlikely, Likely, and Highly likely
Bullying victimization	Feeling afraid	Do any of these things happen when you are in school? I am afraid of one of my classmates.	Binary	Yes/No
	Being threatened	I feel threatened by one of my classmates.	Binary	Yes/No
	Being hit	I am afraid that one of my classmates will hit me.	Binary	Yes/No
	Being teased	My classmates make fun of me.	Binary	Yes/No
	Being left out	My classmates leave me out of things.	Binary	Yes/No
	Being forced to do something that the student did not want to do	My classmates force me to do…	Binary	Yes/No
	Any bullying		Binary	Yes/No, if student reported being the victim of at least one form of bullying

3. Association between parents' perception of violence in the community and reading scores

Central America and Mexico

	Guatemala		Nicaragua		Honduras		Mexico		Nuevo León		Costa Rica		Panama		Dominican Republic	
Specification	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Fights with weapons	-3.70* (1.95)	-3.38* (1.94)	-4.07** (1.89)	-4.03* (2.21)	-5.24** (2.00)	-1.12 (2.21)	-1.65 (2.01)	-2.04 (2.01)	1.95 (1.43)	1.52 (1.45)	-0.51 (1.64)	-1.64 (1.87)	-2.17 (2.15)	-2.33 (2.27)	-1.49 (1.68)	-1.31 (2.30)
N	2906	2228	2393	1685	2817	1988	3048	2512	3700	3175	3159	2450	2403	1728	2853	1634
Assault leading to serious injury	-4.21** (1.73)	-3.15* (1.76)	-3.33* (1.79)	-2.91 (2.38)	-5.00** (2.07)	-4.19* (2.20)	-3.12 (1.98)	-4.22** (2.00)	2.97** (1.42)	2.72* (1.44)	-1.47 (1.71)	-1.79 (1.94)	0.02 (2.24)	-0.18 (2.69)	-2.09 (1.54)	-1.47 (2.15)
N	2963	2260	2427	1707	2862	2011	3038	2508	3705	3179	3163	2454	2400	1718	2822	1614
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes

South America

	Paraguay		Brazil		Peru		Ecuador		Argentina		Chile		Colombia		Uruguay	
Specification	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Fights with weapons	-4.96*** (1.77)	-1.81 (2.06)	0.37 (2.23)	3.52 (2.76)	-2.32 (1.57)	-1.30 (1.81)	-1.37 (1.61)	-2.09 (2.05)	-2.75 (2.03)	-1.66 (2.07)	0.26 (1.85)	-0.74 (1.98)	0.51 (1.70)	-0.63 (2.06)	6.16* (3.10)	4.32 (3.24)
N	2397	1624	2268	1559	3583	2846	3733	3010	2364	1721	4169	3337	3560	2732	2283	1704
Assault leading to serious injury	-4.21** (1.88)	-3.27 (2.53)	-2.19 (2.30)	1.61 (2.70)	-2.94* (1.63)	-0.25 (1.82)	-3.15** (1.39)	-1.82 (1.78)	-0.82 (2.08)	-1.48 (2.03)	0.70 (1.67)	0.20 (1.91)	-0.18 (1.91)	-3.13 (2.10)	7.27** (2.90)	6.40* (3.42)
N	2409	1639	2273	1566	3653	2902	3739	3018	2365	1724	4160	3327	3559	2737	2294	1710
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes

4. Association between bullying victimization and reading scores

Central America and Mexico

Specification	Guatemala (1)	Guatemala (2)	Nicaragua (1)	Nicaragua (2)	Honduras (1)	Honduras (2)	Mexico (1)	Mexico (2)	Nuevo León (1)	Nuevo León (2)	Costa Rica (1)	Costa Rica (2)	Panama (1)	Panama (2)	Dominican Republic (1)	Dominican Republic (2)
Hit	-9.06** (4.17)	-11.23** (5.46)	-5.87 (4.98)	2.61 (5.52)	-0.39 (4.75)	-0.78 (5.27)	-16.04*** (5.59)	-8.36 (5.32)	-9.84** (4.50)	-2.05 (5.38)	-15.42*** (5.41)	-19.13*** (6.35)	-4.09 (6.21)	7.04 (8.10)	-1.38 (4.56)	3.54 (5.53)
N	3460	2481	2844	1889	3242	2209	3390	2590	4038	3243	3386	2532	2864	1845	2716	1605
Threatened	-12.71* (6.51)	-1.72 (7.02)	-9.19 (5.90)	-1.88 (6.63)	-5.37 (5.74)	7.05 (6.51)	-28.54*** (7.57)	-16.28** (7.94)	-17.70*** (6.04)	-10.90 (6.72)	-4.91 (7.08)	-13.52 (8.15)	-12.58* (6.45)	-3.07 (9.59)	-12.81** (5.66)	-0.82 (7.03)
N	3456	2477	2832	1874	3212	2195	3388	2585	4022	3228	3382	2531	2856	1847	2718	1607
Afraid	-9.80* (5.81)	-2.38 (5.45)	-9.24* (4.92)	5.77 (6.68)	-6.64 (4.64)	2.54 (6.65)	-19.71*** (6.44)	-13.16** (6.19)	-18.65*** (5.27)	-13.41** (5.67)	-7.87 (6.58)	-18.13** (7.62)	-11.10 (6.83)	-12.28 (8.24)	-17.60*** (4.23)	-5.91 (5.43)
N	3566	2539	2948	1927	3315	2242	3399	2592	4036	3238	3394	2538	2966	1871	2923	1662
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes

South America

Specification	Paraguay (1)	Paraguay (2)	Brazil (1)	Brazil (2)	Peru (1)	Peru (2)	Ecuador (1)	Ecuador (2)	Argentina (1)	Argentina (2)	Chile (1)	Chile (2)	Colombia (1)	Colombia (2)	Uruguay (1)	Uruguay (2)
Hit	-18.52*** (5.66)	-2.68 (6.26)	-5.12 (6.02)	-7.15 (7.71)	-11.26*** (3.31)	-7.10* (4.02)	-2.82 (4.20)	-1.68 (4.87)	-9.35* (5.03)	-15.13** (6.72)	-11.24** (5.46)	-3.42 (6.79)	-2.62 (4.43)	1.50 (5.05)	-1.32 (9.56)	7.75 (10.62)
N	2690	1715	2629	1603	4522	3368	4390	3397	3168	1846	4905	3427	4070	2970	2641	1788
Threatened	-25.99*** (7.74)	-6.42 (9.49)	-25.19*** (5.98)	-16.10** (7.90)	-20.93*** (4.29)	-16.02*** (5.07)	-15.12*** (5.41)	-9.60 (6.08)	-21.24*** (5.76)	-11.12 (8.06)	-5.36 (5.35)	3.91 (6.63)	-11.89** (4.69)	-4.68 (6.09)	-9.02 (8.36)	2.02 (9.97)
N	2693	1709	2645	1611	4538	3382	4392	3397	3167	1841	4902	3425	4061	2972	2644	1791
Afraid	-28.46*** (5.01)	-8.07 (6.26)	-19.77*** (5.16)	-14.08* (7.63)	-11.12*** (3.61)	-8.32* (4.76)	-17.83*** (3.87)	-9.88** (4.77)	-12.50** (5.58)	-4.73 (7.29)	-6.40 (5.58)	10.43 (7.29)	-9.02* (5.14)	-2.70 (6.13)	0.52 (8.48)	11.01 (9.13)
N	2786	1740	2666	1615	4584	3391	4480	3434	3211	1850	4909	3429	4095	2977	2662	1797
Controls	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes

* Significant p<0.10, ** p<0.05, *** p<0.01. Used linear mixed models to estimate association between violence items and reading scores. Table displays coefficients and standard errors in parenthesis.
Source: Authors, based on UNESCO Third Regional Comparative and Explanatory Study (TERCE) (UNESCO, 2017b).

A. METHODOLOGY FOR MODELS

Linear mixed models applying both fixed and random effects were used to measure the association between the experience of school-related violence and reading scores. Perceived violence at the **school community level**, which considered the likelihood that fights with weapons and assaults leading to serious injury could occur in the school community (according to parents), and its impacts on students' reading scores were first explored. The analysis then looked at violence experienced at the **individual level**, which included students' reports of being bullied, including bullying of any kind, being hit, being threatened and feeling afraid of a classmate, and its impact on reading scores. Two steps were involved:

■ Step 1: The violence item was entered into the model alone to investigate its association with reading ability (dependent variable); in other words, to explore whether high violence in the school was linked to lower reading ability. Reading scores are treated as a continuous variable.

■ Step 2: Control variables were added into the model to explore whether or not these factors mediated the effect of violence on reading scores. These included sex, school type, region (rural or urban), family socioeconomic status, father and mother's highest education level and nine additional variables.[19] The introduction of covariates in the second step of the model does not mean that significant results in the first step are no longer relevant, rather that the demographic variables mediate this effect. For a full description of the methodology used in this analysis see Annex A at the end of this document.

The core of linear mixed models is that they incorporate both fixed and random effects, and these were used to investigate the association between the experience of bullying measured through the six different bullying items (independent variable) on reading scores (dependent variable). The fixed effects component accounts for the fact that our outcome variable – in this case **reading scores** – has both an individual as a well as group aspect; that is, that the reading score of students from the same school is likely to be more homogenous and hence, the model accounts for similarities within the school and across different schools when measuring the impact of bullying on scores. Hypothetically, students from school A, which has implemented anti-bullying measures, for example, are less likely to be affected from bullying than students in school B, where no such measures exist. The model we have chosen to implement accounts for this variability across schools and gives us an overall measure of the association between bullying on scores in schools sampled in each of the 15 countries and the state of Nuevo León. The mixed effects model also specifies a random intercept for the school, to account for the variance in performance across schools in each of the countries considered and the interaction term between the violence item and school. The two-step procedure is as follows:

1. The violence item is entered into the model alone first to investigate its association with reading ability. To illustrate, in this example we consider the violence item THREATENED and its impact on our dependent variable, reading scores READING_SCORE. Accounting for the random intercept, a component is added to the intercept that measures the variability in intercepts, u_{0j}, so the intercept changes from b_0 to become $b_0 + u_{0j}$. This term estimates the intercept of the overall model fitted to the data, b_0 and the variability of intercepts around that overall model u_{0j}. The model then becomes:

$Y_{ij} = (b_0 + u_{0j}) + b_1 X_{ij} + E_{ij}$

$b_{0j} = b_0 + u_{0j}$

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19 Teacher's punctuality and attendance index, teacher's practices for education development index, child labor, the presence of a library in school, student's possession of a language textbook, student's reading habits, parental monitoring of studies at home, the number of books at home, and student's rate of absence from school.

In this case Y, represents the outcome or dependent variable, READING_SCORES, i represents the individual student, j is the level 2 contextual variable, or the particular school (which is identified through the variable school id number), X represents our covariate, or independent variable, and E our error term. If we substitute our model is as follows:

$$READING\_SCORES_{Student3,\ School1} = b_{0School1} + b_1 THREATENED_{Student3,\ School1} + E_{Student3,\ School1}$$

y=			X=
Reading score	j	i	Threatened
601	1	1	1
605	2	2	0
610	…	…	1
701	211*	4041**	1

*Number of schools in Argentina
**Number of students for Argentina

2. In the second step, demographic variables were added into the model to explore whether or not these factors mediated the effect of violence on reading scores. These covariates included sex, school type, region (rural or urban), family socioeconomic status, father and mother's highest education level, teacher's punctuality and attendance index, teacher's practices for education development index, child labor, the presence of a library in school, student's possession of a language textbook, student's reading habits, parental monitoring of studies at home, the number of books at home, and student's rate of absence from school. If we again take the same example of the impact of THREATENED on READING_SCORES and add the control variable MOTHER EDUCATION LEVEL, which has a value that ranges from 1 to 9, we will have the following:

$$READING\_SCORES_{Student3,\ School1} = b_{0School1} + b_1 THREATENED_{Student3,\ School1} + b_2 MOTHEREDUCATION_{Student3,\ School1} + E_{Student3,\ School1}$$

y=			X=	
Score	nj	ni	Threatened	Mother education level
601	1	1	1	1
605	2	2	0	5
610	…	…	1	8
701	211*	4041**	1	9

*Number of schools in Argentina
**Number of students for Argentina

Because the model accounts for random effects, a covariance structure has to be decided. The covariance structure is important because SPSS uses it as a starting point to estimate model parameters and therefore, different results emerge depending on the covariance structure selected (Field, 2013). In this case, variance components (VC) were selected as a covariance structure; it assumes that all random effects are independent and is the default covariance structure for random effects used by SPSS. Maximum likelihood (ML) was used to estimate the parameters in the analysis, instead of restricted maximum likelihood (REML). When the final Hessian matrix failed to be positive definite, indicating that the model was overparametrized, or overfitted, i.e., that the specified covariance parameter at level 2 (the school) did not account for any extra variance, the model was run with the interaction term removed and results reported for the cases where this occurred. Residuals in the model were weighted using the student questionnaire weight specified by TERCE.

B. GLOSSARY OF CATEGORIES FOR TYPES OF VIOLENCE AFFECTING CHILDREN

While the focus of this paper is on school-related violence and bullying, a review of the sample of initiatives included various types of violence beyond bullying and the school setting. Therefore, in categorizing the initiatives, it was important to include and define types of violence that occur in the school, home and community and to use limited categories than the types of violence mentioned in Section 1: physical, sexual and emotional/psychological violence (see UNICEF, 2014; Maternowska et al., 2018). These can provide a better understanding of the varied responses stakeholders have to the varied types of violence that affect educational outcomes and form part of violence in and around schools.

Key terms included in the categorization and their definitions are:

- **Violence in school (e.g., bullying/physical attacks/fighting):** This refers to those initiatives which address violence that occurs within schools and in most cases, refers to peer violence although bullying can be carried out by adults. Bullying, as defined in Section 1, refers to the intentional act of physically, verbally or relationally (e.g., spreading of rumors) hurting a victim who feels vulnerable and powerless to defend himself or herself. Physical attack is the use of physical force to attack a victim whether the perpetrator has been prompted or not. Fighting refers to conflict between two or more individuals; it is not clear who is responsible.

- **Physical and psychological punishment:** Initiatives included in this category address the type of violence that refers to the most common violence against children – corporal punishment – the intentional use of physical force (e.g., hitting a child with a belt, shoe or other object, pulling hair, pinching, etc.) and/or mental/verbal abuse (e.g., insults, name-calling, etc.) as punishment against a child (UNICEF, 2014).

- **Neglect/negligent treatment:** This includes behaviors and actions by adults including parents, caregivers and authority figures, which cause physical and/or emotional/psychological harm to a child or adolescent. Initiatives in this category can refer those which target physical neglect (e.g., failing to supervise a child, not providing a child with basic necessities), psychological neglect (e.g., not providing emotional support, exposing a child to "intimate partner violence or drug or alcohol abuse"), and educational neglect, which includes failing to ensure a child's right to education.

- **Gender-based violence (GBV):** Initiatives included in this category address harmful actions, whether physically, sexually and/or emotionally inflicted upon a child or adult, based on gendered views, norms and attitudes regarding the victim's sex. Much of the work on this is focused on violence against girls and women.

- **Sexual violence:** This category refers to initiatives which address children at risk of or involved in sexual activity which she or he cannot give consent to, is not developmentally prepared for, is unable to comprehend, or that violates laws. This may include threats to or coercion of children to engage in a harmful sexual activity; child abuse; sexual exploitation of a child or the trafficking of a child for that purpose; child prostitution; sale of a child for sexual purposes or forced marriage; or unwanted sexual comments or advances (see UNICEF, 2014 and Maternowska et al., 2018). Sexual violence can be committed by a child against another child if the perpetrator is older or uses power or other means to pressure their victim in engaging in such activity.

■ **Gang-related violence/armed conflict:** Initiatives categorized in this group includes those which aim to mitigate the challenges of gang violence (e.g., recruitment, weapons, drug trafficking and other violent behaviors) and armed conflict such as peacebuilding exercises in response to the negative effects of conflict in Colombia.

■ **Violence and insecurity around the school:** This category refers to community violence and includes initiatives which ensure children and adolescents are protected from insecurity, crime, and violence that may occur in public within their communities.

The categories included in this paper are not an exhaustive list of the types of violence affecting children and in some cases, descriptions of the initiatives indicated that they may be categorized as different types of violence given the overlap between them. A category of multiple forms of violence was therefore included. Categorization was undertaken based on the information available and to best support stakeholders interested in finding implemented initiatives that will respond to their challenges. As future work is undertaken on violence affecting children, continuing to build this database of initiatives might be of interest to expand and strengthen the evidence.

C. CLASSIFICATION OF INITIATIVES BY TYPE OF INTERVENTION AND BY TYPE OF VIOLENCE

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
ATTENTION TO AT-RISK AND/OR OUT-OF-SCHOOL CHILDREN AND ADOLESCENTS						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Gateway Youth Center (GYC)	Belize	Begun in 2014, GYC seeks to prevent out-of-school or at-risk 13-19-year-olds from engaging in violence by providing opportunities to re-enter formal secondary education and gain life and trade skills. GYC provides a one-year program to 38 students per year, support to students and families, and a certificate of completion to enrol in further education. A coordinator tracks each student. By its 4th cohort in 2017, GYC had 153 beneficiaries and 96 students from cohort 1-3 transitioned to lower secondary or ITVET.	Local	Institutional/local authority-based		
Youth Apprentice Programme	Belize	This program provides a six-month apprenticeship for at-risk youth twice a year for different cohorts each term. In addition, the program includes life skills courses and a weekly stipend if participants comply with rules.	Sub-national	Institutional/local authority-based		
Education for Children and Youth (ECY, Actividad de Educación para la Niñez y Juventud)	El Salvador	Launched in 2014, this initiative sought to improve the educational opportunities for lower secondary students, especially the most vulnerable, and for out-of-school 9-24 years-old living in municipalities with high rates of violence by providing them with alternatives to violence and gangs. Technical assistance was given to the Ministry of Education.	Local	School-based	Link 1	Link 1 Link 2
Community Model for Violence Prevention	Honduras	This program included the participation of community leaders, education stakeholders, families and children from municipalities with the highest rates of violence and criminal activity in a series of actions to reduce violence-related risk factors and prevent children and at-risk youth from joining a gang (*mara*). In 2014, this targeted 36,000 children studying in 113 schools, and 860 families in five municipalities; by 2016 this was implemented in 17 municipalities with a focus on sexual violence.	National	Community-based		Country Office Annual Report (COAR) 2014 COAR 2016
NEGLECT/NEGLIGENT TREATMENT						
The Out of School Just Won't Do (Fora da Escola Não Pode!)	Brazil	As part of the campaign to showcase the issue of school exclusion in Brazil, users of the website can find information and data on all municipalities in Brazil by sex, age, race and location (rural/urban). Users can also share comments and solutions to the issues of out-of-school children and adolescents and learn about ways six municipalities are addressing the issue.	National	National		Link to initiative

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
The School Seeks Children and Adolescents (La escuela busca al niño, la niña y el adolescente)	Colombia	This program aims to identify children who are out of school or at-risk of dropping out in regions affected by violence. To increase access and enrolment in schools, the initiative is contextualized for each region and includes teaching and learning initiatives. Once identified, students are followed for one year and provided with economic, psychosocial and academic support.	National	Institutional/local authority-based	Link 1 LInk 2	Video 1 Video 2 Video 3 Video 4 Video 5
Learning Spaces (Espacios de apoyo al aprendizaje)	Dominican Republic	Offered in non-school settings, this intervention was implemented with the aim of addressing the needs of students at risk of dropping out based on grade repetition rates and low learning outcomes. This project groups 6-14-year-olds in groups of 20-25 children to receive academic support in reading, writing and math and to participate in different learning activities.	Sub-national	Community-based		Link 1
Toolkit for Educational Inclusion (Caja de herramientas para la inclusión educativa)	Ecuador	The positive results of an initiative to guarantee the right to education for children (1,100 of the 1,200 indigenous children identified were enrolled in school and attended) led to the creation of an Inclusion Toolkit to be shared and implemented by others. Working with UNICEF, MoE has trained municipal education stakeholders with this toolkit, which consists of guidelines on educational inclusion; tracking tools for the identification of out-of-school children; data management tools; communication instructions and guidelines for inter-institutional coordination.	Sub-national	Institutional/local authority-based		
I want to learn (Quiero aprender)	El Salvador	This municipal program focuses on the school reinsertion of out-of-school children (OOSC) and adolescents. OOSC are identified and reported to the mayor's office for children and adolescents to be re-inserted into available education programs. Monitoring and follow-up stages were to be undertaken as well. A toolkit was developed, including the various steps of the program.	Local	Institutional/local authority-based		COAR 2015
Program for the retention and reintegration of out-of-school children (OOSC)	El Salvador	Part of the Plan for a Safe El Salvador (Plan El Salvador Seguro, PESS) this two-year pilot initiative aimed to address student retention and re-insertion of children who dropped out of school in one of the country's most violent municipalities – Ciudad Delgado. Activities covered different topics, such as the development of a 'life project', empowerment, self-esteem, sex, and leadership; and vocational workshops.	Local	Community-based		COAR 2016
Indicators on out-of-school children	Guyana	Development of indicators for the tracking and reintegration of out-of-school children includes data on the characteristics and location of out-of-school children. This also indicates the barriers children face to inclusion in the education system and strategies to address these barriers.	National	National		COAR 2014

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
All Children in School (Todos los niños en la escuela, which then became Todos a la escuela in 2006)	Mexico	Since 2003, this initiative aims to ensure every child's right to education by strengthening the data on out-of-school children and the strategies to better target truancy and school dropout, such as ensuring children have the right documentation to register for school, materials to attend school (e.g., a backpack, bicycle, etc.), scholarships to attend school, and mothers are supported. The program begins with the campaign to register children for school and involves the identification of out-of-school children by DIF at the state and municipal levels and the follow-up and registration by the secretary of education. After registration is completed, an additional verification stage is needed to ensure the children identified are attending school.	Sub-national	National	Link 1 Link 2 Link 3 Link 4	
Construye-T (constructing yourself)	Mexico	Developed in 2008 with NGOs and school personnel, this program encourages upper secondary students to stay in school, promotes socio-emotional learning to improve student well-being and their ability to respond to academic and personal challenges, and aims to reduce the risk of social exclusion and participation in risky behaviors. Schools have access to student activities organized by socio-emotional skill, teacher training, teaching guides, virtual workshops and online videos.	National	School-based	Link 1 Link 2 Link 3 Link 4	Link to project website
Create your Space (Crea tu espacio)	Mexico	Within the Alliance for Quality Education (Alianza por la Calidad de la Educación), this project was piloted in 2008 in secondary schools to address the needs of young people at risk of school dropout, especially at the point of transition from lower to upper secondary education. With regional and school stakeholders, this initiative was contextualized to address various themes, including violence in general, within couples and against women; equity and addictions. It includes prevention activities, academic support or tutoring, student guidance during the transition; it promotes effective participation of young people and life skills learning; and it raises awareness among teachers and families on the causes of school dropout and support mechanisms.	Local	School-based	Link 1 Link 2	Link to project website
National program YACHAY	Peru	Initiated in 2012, the programme focuses on protecting and restoring the rights of children and adolescents working and living on the streets. The programme has various components, including: service centres (safe spaces for children and adolescents); teachers in action who respond immediately to their needs; comprehensive care for the child, family and community; sport programming; and family support and guidance. The programme addresses all forms of violence by focusing on different areas such as the development of children's social skills. In 2016, there were 63 centres in 21 regions of Peru and 7,228 beneficiaries.	National	Community-based		Link to program description Link to UNESCO description Link to Statistics

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
VIOLENCE AND INSECURITY AROUND SCHOOL						
Messengers of Peace (Mensajeros de Paz)	Mexico	Part of the USAID/Government of Mexico Crime and Violence Prevention Program, this three-year initiative aimed to support at-risk 10-29-year-olds in cities of Mexico with the highest rates of crime and violence. The programme provides various services, including academic counselling, non-formal educational activities, and mental and emotional support.	Sub-national	Community-based		Link to overview USAID blog USAID program in Mexico
DEVELOP CONFLICT RESOLUTION AND PEACEFUL COEXISTENCE PROGRAMS						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Peace in Time (Paz a Tiempo)	Colombia	As part of several peacebuilding initiatives, Paz a Tiempo was introduced in 2014 as an on-line course teaching young people numerous topics, such as peaceful coexistence, youth citizenship, political participation, their rights, and conflicts and violence in Colombia. In a virtual classroom, participants are guided towards the creation of local peace solutions to address issues in their communities. Once completed, participants are certified as peace builders.	National	Community-based		Video 1 Link 1 Link 2
Peace youth-style (Paz a la Joven)	Colombia	As part of several peacebuilding initiatives, this program was introduced to encourage young Colombians to engage in peaceful coexistence and peacebuilding by creating solutions based on their own experiences and local issues.	National	Community-based		Video 1 Video 2
We are Peace (Somos Paz)	Colombia	In 2016, this pilot project introduced a reconciliation and peacebuilding methodology where children and young people were central actors. The project also aimed to prevent child recruitment among young people. In 2018, this model was adapted to become a part of Our UNICEF programme, a nationwide network of young that promotes children's rights.	Local	Community-based		Video 1 Video 2 Video 3
Child Networks on Leadership and Communications	El Salvador	This initiative aims to involve children and young people as active participants in the prevention and reduction of armed violence. Led by the School for Higher Studies on Economics and Business, this initiative involves the selection of young leaders from targeted schools to form committees for violence prevention which seek to consolidate and follow-up on actions begun by student networks to promote violence prevention and a culture of peace within their schools.	Local	School-based		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
MULTIPLE FORMS OF VIOLENCE						
Thousands of Hands (Miles de Manos)	Honduras	This education initiative is part of Preventing Youth Violence in Central America (PREVENIR) which focuses on promoting effective prevention strategies at national and regional levels to target young people at high risk of becoming involved in or experiencing violence. Piloted in 2013, this initiative aimed to prevent violence in schools by encouraging parents and teachers to become better role models for their children and to develop a more respectful, responsible, constructive, democratic and non-violent relationship with adolescents.	Multi-country	School-based	Link 1	Link 1
NEGLECT/NEGLIGENT TREATMENT						
Support Classrooms (Aulas de Apoyo)	Dominican Republic	These classrooms aimed to create supportive learning environments for children with disabilities and learning difficulties.	National	School-based		Link 1
PHYSICAL AND PSYCHOLOGICAL PUNISHMENT						
Positive Behavior Interventions and Support (PBIS)	Belize	As part of the Quality Child Friendly Schools (QCFS) initiative, this program aims to improve the teaching and learning environment by building the capacity of school leaders and teachers to address challenging student behavior through alternative discipline methods and encourage positive behavior. In 2014 and 2015, PBIS worked with 524 teachers and school administrators to impact 8,300 students.	National	School-based		COAR 2014 COAR 2015
Let's make a Deal to Treat Others Well (Hagamos un rato por el buen trato)	Dominican Republic	Introduced in 2009, this campaign aims to promote a culture of peace in schools, families and communities and prevent mistreatment and abuse of people, especially children, by working with school stakeholders to change attitudes and behaviors on the treatment of others (e.g., empathy, equality, social justice). Guidelines on values, principles and activities was created for teachers.	Sub-national	School-based		Link 1
Positive Discipline (Disciplina positiva)	Honduras	This initiative is focused on the prevention of physical and psychological punishment that might occur in schools, home and any other settings affecting children between the ages of 5 and 18. The initiative involves equipping teachers, families and the education community with the tools to better discipline and care for children without the use of violence.	Multi-country	School-based	Link 1	Link 1 Link 2 (ES)

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
School-Wide Positive Behavior Intervention and Support (SWPBIS) Framework	Jamaica	This framework was introduced in 2014 to create safer schools and address violence in schools, specifically punitive discipline (e.g., corporal punishment) and student behavior (e.g,, truancy). Information-sharing and capacity- building form an important part of this initiative which trains teachers, guidance counselors, and school leadership on guidelines that promote psycho-social health and pro-social behaviors to change school culture. School SWPBIS teams include school leaders and personnel, such as deans of discipline, guidance counsellors and parents, who are responsible for analyzing school-level data to identify core values for their school. Students are rewarded for demonstrating appropriate behavior linked to the core values, and interventions are put in place to address when students do not practice the core values. The initiative has been well received given that it began with 56 pilot schools and by 2018 reached 217 schools. In 2018 about 30,000 children and 6,000 teachers were reached.	National	School-based	A formal evaluation of the pilot is planned for 2019 and will inform the national rollout plan.	Link 1 Link 2 Link 3 Link 4
Safe School Initiative	Jamaica	The National Safe Schools policy (NSSP) was approved by Cabinet in 2011 and set out the agenda for action to create safe, secure, child-friendly and engaging learning environments, including the end to corporal punishment and the use of alternative methods of discipline in schools. In 2014, the Ministry of Education introduced the NSSP in 164 secondary institutions, 111 all age schools and 86 junior high schools.	National	School-based		Link 1 Link 2 Link 3 Link 4
VIOLENCE AND INSECURITY AROUND SCHOOL						
Children and Young People Creators of Peace (Niños, Niñas y Jóvenes Constructores-as de Paz)	Dominican Republic	This initiative aims for active participation of children and young people in building safer school environments – especially those children who have experienced violence – by strengthening the voice and actions of children and young people in community and for social development, the capacity of institutions to be able to carry this out and the decision-making process through evidence and research.	Sub-national	School-based		LInk 1
Citizen Security Strengthening Programme (CSSP)	Guyana	Launched in 2016, CSSP aims to reduce the high levels of violence experienced by children and young people and to address risk factors and drivers of crime and violence at the individual, family and community levels. It emphasizes youth empowerment, positive interactions with community policing groups, citizen safety awareness, and capacity building of community-level stakeholders to address crime prevention and develop local responses. In addition, the initiative also targets at-risk young people (aged 15-30) with economic inclusion activities, such as vocational training, job readiness, mentoring, and job placement, along with projects that provide a rapid impact such as safe and inclusive spaces for young people and the community (e.g., multi-purpose centres and sports infrastructure).	National	Community-based	A mid-term evaluation seems to be underway in 2018-19.	Link 1 Link 2

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
Schools Building Peace (Escuelas Construyendo Paz)	Honduras	Launched in 2014, this initiative aims to contribute to a culture of peace and inclusivity among young people, especially out-of-school children, and to reduce the impact of risk factors by empowering young people to know and defend their rights, to become leaders and to identify the levels of violence in their communities and design solutions. The initiative also aims for young people to work with teachers and families, and encourages networks of young people to exchange and collaborate.	Multi-country	School-based		Video 1 Link 1 - blog
VIOLENCE IN SCHOOL (E.G. BULLYING/PHYSICAL ATTACKS/FIGHTING						
Bullying Prevention and Response (Campaña prevención del bullying)	Dominican Republic	In 2016, this initiative introduced teaching aids in schools to identify violence in and around schools and to learn conflict resolution and mediation. Both education stakeholders (e.g., teachers) and students form part of the training. By 2017 the initiative was piloted, demonstrating reduced discrimination and was expected to be expanded.	Sub-national	School-based		COAR 2015
Positive Discipline in the School (Disciplina positiva en la escuela)	Dominican Republic	This manual provided teachers with knowledge and training on strategies to promote positive discipline in classroom and around schools. This, and the standards for harmonious coexistence, were piloted in 2016 in 32 schools with positive results indicating a reduction in discriminatory behavior.	Sub-national	Community-based		Link to Ministry website COAR 2017
Prevention and Response to Violence in Schools	El Salvador	Among the projects implemented by FUSALMO, the organization works on special projects on violence prevention and peace education in addition to restorative justice, and youth penal justice.	Local	School-based	Link 1 Link 2	
National Program of School Coexistence (Programa Nacional de Convivencia Escolar, PNCE)	Mexico	This initiative was introduced during the 2014-15 school year with the aim of supporting the creation of harmonious, peaceful and inclusive learning environments; preventing verbal, social and physical bullying (*acoso escolar*) in basic education schools (pre-primary to secondary education); ensuring the quality of teaching and learning; and providing comprehensive training for all. Participating schools benefit from activities for students (to develop socio-emotional skills) and corresponding teaching guides and manuals for teachers; guides to carry out workshops for parents; digital learning activities; and online evaluation tools. PNCE grew from 18,500 schools in 2014 to 20,698 schools in 2016 reaching 4.4 million students and 158,425 teachers.	National	School-based	Link 1 Link 2 Link to evaluation of the state of Durango	Link 1 Link to blog Video1 Link 2 Link to PPT
Program Safe School (Programa escuela segura)	Mexico	Created in 2007, this programme aims to improve learning environments by: 1) creating inclusive, democratic and peaceful schools; 2) developing students' socioemotional skills and tools to achieve peaceful conflict resolution; and 3) improving school coexistence and security in and around schools. This initiative works with students, local education authorities, teachers and other members of the school community.	National	School-based		Link 1

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
ENCOURAGE NEW TYPES OF EDUCATION LEARNING MODELS						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Don Bosco Integral Youth Program (Programa integral juvenil Don Bosco, PIJDB)	El Salvador	For 15 years, this strategy has targeted young people at-risk of gang involvement by providing new opportunities, engaging their families and providing them with community support. FUSALMO's centres provide young people with different activities which complement the national curriculum. Activities include sport, art, culture, peace education, technology, robotics and business training.	Local	School-based		Video 1 FUSALMO project website
Today Girl, Tomorrow Woman ("Hoje menina, amanhã mulher")	Brazil	The programme aims to empower girls living in vulnerable situations and promote gender-responsive adolescent health. The project targets violence in multiple forms (physical, sexual etc.) by guiding and training students on health, education (life skills) and social protection based on gender equity and girls' empowerment. Training is also provided for public servants and policy makers. In 2019, the municipality of Recife decided to scale this project as a public policy and has incorporated peer educators and a group of boys (30 boys and 60 girls) with the idea of addressing new masculinities.	Local	School-based		UNICEF website on project
MULTIPLE FORMS OF VIOLENCE						
Civic education	El Salvador	A law was approved to include ethical and civic education with the aim of teaching different themes, including democratic citizenship, memory, and culture of peace.	Local	School-based		Link 1
Health and Family Life Education (HFLE)	Guyana	Along with the SC4D program, HFLE delivers life skills curriculum for grades 1-10 to build resiliency. This initiative addresses multiple issues, including teenage pregnancy and risky behaviors. A national, multi-sectoral plan was also developed with information on programming standards, structure, collaboration mechanisms and HFLE curricula. Teachers were trained to implement HFLE in their schools with emphasis on those that might be more difficult to teach, such as sexual health and comprehensive sex education.	National	School-based	Link 1 Link 2	Link 1
Sports and Culture for Development (SC4D)	Guyana	Along with the HFLE program, SC4D was implemented in 2013 to strengthen young people's socio-emotional skills, leadership capacity, and promote a healthy lifestyle, in particular for those young people most at risk of violence and abuse. With expertise from the Caribbean Sports and Development Agency, the initiative developed training manuals and trained school and community personnel on ways to implement the project. The structured sports programme was introduced in dormitory schools, juvenile detention centres and community settings. Materials such as sport equipment were provided to the participating schools and organizations.	Local	School-based		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
NEGLECT/NEGLIGENT TREATMENT						
The Active and Participatory School	Honduras	To address the challenge of student dropout, this initiative along with two others were implemented as a methodology to train teachers with a child-friendly pedagogical model.	National	School-based		COAR 2014
Friendly School (Escuela amiga)	Mexico	Begun in 2006, this program aims to guarantee the access and retention of children and adolescents in schools, to offer a bilingual intercultural education model to schools located in communities with young, rural and marginalized populations, and to educate students on various themes, including sex, violence prevention, and teen pregnancy. To be considered a Friendly School, schools need quality teaching; citizenship education based on the rights of the child; core values centered on democracy, co-operation and participation; health and nutrition; safety and school hygiene; and school infrastructure.	Sub-national	Community-based		Link 1
NOT SPECIFIED						
National Voluntary Mentoring Programme	Guyana	As an extension of the ILO's Tackle Project, this initiative aims to empower secondary school students beginning in most vulnerable and low performing schools to develop skills to make important and productive life choices.	Local	School-based		
VIOLENCE AND INSECURITY AROUND SCHOOL						
Steel pan programme: "Beat a pan not a man".	Belize	Part of the Programming Life-long Activities for Youth (PLAY), this community-based programme was launched in 2013 to provide positive alternatives to violence through the use of music and participation in the Pandemonium Steel Band from Belize City. PLAY promotes development through sports, music and dance, while teaching children about violence prevention, gender equality, HIV/AIDS and other areas. In 2014, the programme impacted the lives of 200 children and their families.	Local	Community-based		Video 1 Video 2 Link to project
Toledo Institute for Development and Environment (TIDE)	Belize	This initiative provides children with an alternative to violence, crime, early pregnancy and HIV through an integrated environmental and sport programme which aims to raise awareness and promote learning regarding environmental integrity, climate change and WASH. In 2014, TIDE worked in 14 communities and reached more than 1,000 children through various activities such as the Fresh Water Cup Competition, a sport for development initiative.	Sub-national	Community-based		Link 1
Life skills with mental health care	El Salvador	Development of life skills with mental health care for educational communities in 10 municipalities prioritized by the Plan El Salvador Safe (Plan El Salvador Seguro, PESS).	Local	School-based		Link 1

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
Glasswing Volunteering Clubs (Glasswing-Voluntariado Clubes)	El Salvador	Through Glasswing El Salvador, volunteers are mobilized to provide after-school programming to children and young people in disadvantaged and marginalized communities, to provide them with opportunities to stay in school and away from violence.	Local	School-based		Link 1
School Always Open (Escuela siempre abierta)	Mexico	In 2008, this initiative was launched to provide students with learning activities and recreational space during the summer holidays to learn and have fun in a safe space.	National	School-based	Link 1	Link 1
Culture of Peace in School (Cultura de paz en la escuela)	Mexico	Launched in 2009, the programme aimed to build a culture of peace amongst internally displaced populations in the state of Chiapas. The initiative included supporting teachers and creating a comprehensive strategy to promote the learning of Ch´ol in multi-grade schools.	Sub-national	School-based	Link 1	
VIOLENCE IN SCHOOL (E.G. BULLYING/PHYSICAL ATTACKS/FIGHTING)						
Creative Recess of Sports and Cooperative Games Project (Proyecto Recreo Creativo, de Deportes y Juegos Cooperativos)	Dominican Republic	This initiative aimed to promote critical thinking, psychomotor skills and positive coexistence in school environments by making recess a learning experience. In 2013, 250 schools formed part of this initiative and it increased to 2,237 schools in 2014.	National	School-based		Link 1 Link 2
Full-Time Schools (Escuelas de tiempo completo)	Mexico	Launched in 2007, this new model of education aimed for all public, basic education schools to provide students with 6-8 hours of schooling. With more time, the initiative aims for schools to use the time efficiently and offer students safe and inclusive learning environments, peaceful coexistence, the opportunity to achieve learning standards, improved school management and better nutrition. In 2015-16, there were 24,507 full time schools.	National	School-based		Link 1 Link 2 Link 3
STRENGTHEN AWARENESS AND KNOWLEDGE SHARING TO PROTECT CHILDREN FROM VIOLENCE						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Breathe Peace (Respira Paz)	Colombia	Launched during an electoral campaign and peace negotiations to end the armed conflict, this mass media campaign invites the country to learn and reflect before acting in order to better manage situations of conflict that take place in their daily lives.	National	National	Link 1	Link to project in EN

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
GENDER-BASED VIOLENCE						
Don't Go There (Nuh Guh Deh!)	Jamaica	This campaign was launched in 2014 by the EVE for Life NGO and as part of the UNICEF's #ENDViolence initiative to address the high rate of sexual abuse among women and girls by challenging behaviors and attitudes, raising awareness on the consequences of sexual abuse and addressing the prevention sexual violence against girls and young women. Multiple outreach activities formed part of this campaign, including community meetings on sexual violence, a series 'In Their Own Words: Survivors of Childhood Sexual Abuse Tell Their Stories', and a song a music video made in collaboration with multiple UN agencies.	National	National		Link 1
NOT SPECIFIED						
Environmental Protection of Schools project (Protección ambiental de las escuelas)	Colombia	This initiative aimed to increase students' knowledge and practices on hygiene and sanitation as well as to improve environment and sanitation infrastructure in rural schools within prioritized municipalities. By the end of 2014, a total of 2,695 children and adolescents benefitted from the program.	Local	School-based		
SEXUAL VIOLENCE						
Child Development Foundation (CDF) on child sexual abuse	Belize	CDF aims to raise awareness and provide training to children and adults (e.g., teachers, police officers, social workers, etc.) on domestic violence, child sexual and physical abuse, sexual exploitation, human trafficking, and relevant legal and psycho-social issues. CDF also provides counseling, and medical and educational services to child victims of abuse and exploitation.	Sub-national	School-based		COAR 2014
VIOLENCE AND INSECURITY AROUND SCHOOL						
Doesn't it Outrage You? (¿No te indigna?, NTI)	El Salvador	This awareness campaign aims to change attitudes and behaviors on violence affecting children at the family, school and community levels through the engagement of national and international celebrities, and young people at fairs, concerts and through social media. Students from schools in four municipalities with high violence rates also formed part of a leadership program to develop their 'voice' and communication skills – such as creative writing, use of social media, and photography and video – to create communication materials for their schools on peaceful coexistence and violence prevention.	Local	Community-based		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
VIOLENCE IN SCHOOL (E.G. BULLYING/PHYSICAL ATTACKS/FIGHTING)						
Learning without Fear (Apprendre sans peur)	Haiti	This 2008 global campaign to end violence in schools was proposed by Plan International for each Plan country office to contextualize the challenges children face in each country on issues of corporal punishment, sexual violence and bullying. The campaign is aimed at the public, government and other key stakeholders to implement: legislations and policies against forms of violence against children in schools, reporting and referral mechanisms for children affected by school violence, child participation at all stages of the campaign, data collection mechanisms, sufficient resources, tools to advocate for school violence to be a priority at all governance levels, and partnerships with local communities.	Multi-country	National		Link to report in FR Link to report in EN
STRENGTHEN COMMUNITY NETWORKS AND STRATEGIES TO PROTECT CHILDREN FROM VIOLENCE						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Communication and Life COMVIDA (Comunicación y Vida, COMVIDA)	Honduras	This municipal program on infancy, adolescents and youth targets 10-15 year-olds (in some cases until age 21) and those most marginalised due to their sex and social exclusion. The initiative had 5 key objectives: prevention of teenage pregnancy, HIV/AIDS/other STIs and violence; awareness of their rights and empowerment around ensuring those rights are met; and promotion of alliances and social networks at the municipal level to support the holistic development of adolescents.	Sub-national	Community-based	Link to evaluation	Link to document
Violence Interruption Program	Jamaica	Based on the Cure Violence program (Chicago, USA), this initiative was introduced in highly-volatile communities with a public health approach to violence and with use of community-level data to inform the work of Violence Interrupters who are community members trained to identify and positively influence behaviors and attitudes of individuals or groups at risk of potential violence (e.g. shootings or killings), mediate conflict in communities, and prevent retaliation. The programme works with other organizations to provide community-building and personal development activities for children and young people. In addition, the initiative has also worked on addressing negative perceptions of masculinity and building the self-worth of 460 at-risk adolescent boys.	Local	Community-based		
GENDER-BASED VIOLENCE						
Primary School Outreach for Child Protection	Belize	Since the early 2000s, this program engages and mobilize civil society organizations, young people and their caregivers to improve the lives of girls exposed to issues, such as HIV and gender-based violence. They advocate for rights-based legislative and policy-oriented actions to prevent and mitigate violence against children in the home, school and community, as well as the strengthening of child protection systems and the provision of services to survivors of all forms of violence.	Sub-national	Community-based		Link 1 Link to Facebook page

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
MULTIPLE FORMS OF VIOLENCE						
Protect Brazil (Proteja Brazil) App	Brazil	Launched in 2013, this smartphone application provides information on the most frequent types of violence affecting children in Brazil and on child violence prevention. As of 2016, users can report cases of violence affecting children through the app by using Dial 100 - over 80,000 cases of human rights violations again children were reported in 2015. The app was promoted at mega-sporting events (e.g. Olympic and Para-Olympic Games) and is available in Portuguese, English and Spanish.	National	National		Link 1
Community networks for the protection of the rights of children and adolescents	Dominican Republic	Community networks for the protection of the rights of children and adolescents (Redes Comunitarias de Proteccion de los derechos de Niños, Ninas y Adolescentes) helps to strengthen communities' awareness of child protection and prevention of violence against children. It also aimed to develop mechanisms to address and denounce when children's rights have been violated, specifically along the border.	Sub-national	Community-based		
National Campaign against Violence (Campagne Nationale contre la Violence)	Haiti	A new government project to prevent violence affecting children on the streets and in school, include the creation of a special community police force that protects and sensitize students against violence.	Local	Community-based		
Young Communicators	Honduras	This project forms part of the Municipal Program for Children, Adolescents and Youth (Programa Municipal de Infancia Adolescencia y Juventud, PMIAJ). This initiative created networks to change children and adolescents' attitudes and to engage them as active participants in their communities by developing their communication skills (e.g. film and editing documentaries) and transforming them into change agents. Within their municipality, participating children and adolescents work on different topics including the spread of HIV-AIDS, violence, migration and situations where their rights have been violated.	National	Community-based	Part of the PMIAJ evaluation: LInk 1	COAR 2017
NOT SPECIFIED						
CHOICE	Jamaica	To empower communities, this program supports under-resourced rural communities by building their capacity to make evidence informed decision-making and develop Community Priority Plans (CPPs), a strategic framework. Through a participatory approach, the communities are supported to develop a vision statement, identify and prioritise their development needs, redirect their resources, and design interventions.	Regional	Community-based		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
SEXUAL VIOLENCE						
Break the silence on child sexual abuse	Guyana	During the 2014 Child Protection Week regional campaign, advocacy activities and community action were planned such as capacity building for community members to prevent and respond to violence, drafting of protocols and strengthening local child protection systems although the first launch was limited due to lack of resources.	Local	Community-based		COAR 2014
VIOLENCE AND INSECURITY AROUND SCHOOL						
Pastoral da Criança (Violence prevention by religious groups)	Brazil	To raise awareness on violence prevention and interpersonal dialogue at home and church, the Catholic institution Pastoral da Criança and UNICEF partnered to reach families with children in 3,900 municipalities targeting 6,305 parishes with a brochure on non-violent education and promotion of birth registration.	National	Community-based		COAR 2014
Strengthening Civil Society	El Salvador	This initiative aims to strengthen civil society with a comprehensive educational approach by ensuring full participation of children and young people in public policies cycle to respond to issues of violence and achieve a reduction of violence.	Local	School-based		
Unite for Change	Jamaica	This national awareness campaign was a multi-sectoral response to violence prevention by mobilising and empowering citizens to respond to violence with action. It aimed to change attitudes and to support citizens in denouncing violent actions including corporal punishment.	National	National		Link 1
Crime and Violence Prevention Program (CVPP)	Mexico	CVPP was a three-year initiative, part of the Merida Initiative, an initiative between USAID and the government of Mexico. By engaging local government and civil society organizations, CVPP aimed to prevent and respond to crime and violence; to engage at-risk youth through a participatory process to design, develop and implement strategies; and to strengthen the capacity of local communities and influence policy.	National	Institutional/local authority-based		Link to USAID Link2 to USAID Link to USAID brief
We are All Juárez: Let's Rebuild our City (Todos Somos Juárez: Reconstruyamos la Ciudad)	Mexico	As part of the national effort to address crime and violence in Ciudad Juarez, this short-term initiative included a holistic action plan with 160 pledges or concrete actions which were designed with community participation in public workshops to be achieved within 100 days of implementation. Pledge number 69 to 166 is relevant to education and cover a range of themes including infrastructure, teacher professional development and scholarships among others.	Local	Community-based		Link to project website Link to resources

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
VIOLENCE IN SCHOOL (E.G. BULLYING/PHYSICAL ATTACKS/FIGHTING)						
National program *Yes, we see it* (Programa nacional Sí se ve)	Peru	The program works for the prevention of violence in school through a virtual reporting mechanism, where victims or witnesses of violence in school can upload their complaints.	National	School-based		www. siseve.pe
STRENGTHEN INSTITUTIONS AND ORGANIZATIONS TO PROTECT CHILDREN FROM VIOLENCE						
GANG-RELATED VIOLENCE/ARMED CONFLICT						
Quality of Life in Schools (Calidad de Vida en la Escuela)	Colombia	The first phase of this initiative was launched in 2014 to improve the quality of education in environments affected by conflict and violence by strengthening committees for school coexistence in municipalities and in schools, and by providing local governments, teachers and parents with technical assistance to identify the challenges to delivering the right to education in the local area. Participants also created a roadmap to reform education and signed a Pact on the Quality of Life at School between the municipal and community organizations.	Sub-national	Institutional/local authority-based		Video 1
Education Alliance for the Construction of a Culture of Peace	Colombia	As part of the Education Alliance for the Construction of a Culture of Peace (Alianza educación para la construcción de cultura de paz), a tool was created to systematize constructive experiences of peace in school and communities, and with different populations, such as rural communities, Afro-Colombians, displaced and indigenous populations. Six experiences were developed in the departments of Cauca and Putumayo.	Sub-national	School-based		Link 1
Creating Humanitarian Spaces (Abriendo espacios humanitarios)	Honduras	Implemented in Mexico and Honduras, this project focused on raising awareness of respect, protection of life and dignity of a person and on preventing/reducing the effects of organized and armed violence on schools, teachers and students in communities heavily affected by violence. The initiatives included workshops and materials for teachers to develop their capacity to respond to the conditions of violence.	Multi-country	School-based		Link 1
GENDER-BASED VIOLENCE						
Manual on Gender-based Violence	Brazil	Brazil committed to translating the UNICEF/UNFPA 'Manual on Gender Based Violence' and the UNICEF LAC Regional Office 'Gender-Based Violence' (GBV) advocacy tool so it could be used as part of the formal training of the National Civil Defense department in 5,570 municipalities which seeks to include GBV as part of its training modules.	National	National		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
Children protecting themselves from gender-based violence (GBV)	El Salvador	To raise awareness on the prevention of GBV in schools, the education component of the project – children from San Marcos, Santa Tecla, and San Martín y Santo Tomás protecting themselves from gender-based violence (GBV) – aims to build awareness among members of the school community (e.g,. teachers, students and families) on topics such as new masculinities, and on norms and behaviors which can exclude and lead to violence against girls and young women. A manual was created with the tools to support implementation of the gender approach in school activities.	Local	School-based	Link 1	COAR 2015 COAR 2016 COAR 2017
School Coexistence Plan as part of the Plan for a Safe El Salvador (PESS)	El Salvador	As part of the Plan for a Safe El Salvador (Plan El Salvador Seguro, PESS), schools should have coexistence plans to guide their design and development of positive coexistence and culture of peace with a focus on gender and the prevention of gender-based violence. These plans should be aligned with annual school plans and integrated by teachers into their planning.	Local	School-based		Link to relevant website
Without Borders for the Prevention of Gender-Based Violence	Honduras	Launched in 2014, Without Borders for the Prevention of Gender-Based Violence (Sin fronteras para la prevención de la violencia de género) aimed at the prevention of gender-based violence, trafficking of persons and treatment of individuals living in 12 communities along the border of Honduras and Nicaragua by implementing strategies that strengthen the institutional capacity of civil society organizations and relevant government institutions.	Multi-country	Institutional/local authority-based		Link 1
MULTIPLE FORMS OF VIOLENCE						
Professional development of student counselors	Ecuador	In 2015, the Ministry of Education made efforts to improve the professional capacity of multidisciplinary student counselling teams (DECEs) to promote the prevention of violence, teenage pregnancy and drug abuse, and to encourage inclusion, diversity and a culture of peace in the schools. The professional development included 120 hours with two three-day meetings, interactive projects at a distance and a DECE school workplan.	National	School-based		Link 1
NEGLECT/NEGLIGENT TREATMENT						
Family- Community-based Integrated Early Childhood Care Program	Dominican Republic	As part of a national program (Quisqueya Empieza Contigo) to promote early childhood development, Family- Community- based Integrated Early Childhood Care Program (Programa de Atención Integral a la Primara Infancia de Base Familiar y Comunitaria) aimed to guarantee the integrated development of children 0-5 years-old through family-based and community-based services, especially in marginalized communities. Services included initial education; the promotion of good practices on health, nutrition, positive discipline and early learning; and support to families with children aged 0-4.	National	School-based		COAR 2015

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
Child Rights Sustainability Initiative	Jamaica	This initiative aims to ensure more child-friendly policing and includes child rights training to change the perceptions and approach of police officers towards children. The initiative also includes Child Interaction Policy and Procedures (CIPP) which aims to guide police officers to act in the best interest of the child, and the Child Interaction Database where police encounters with children can be logged.	National	National		Link 1 Link 2 Link 3
NOT SPECIFIED						
UNICEF Seal of Approval (Selo UNICEF)	Brazil	This program targets rural areas and small towns where participants develop and implement a Municipal Plan of Action to address the inequalities affecting children and adolescents in their community. UNICEF trains, monitors and evaluates participating municipalities on effective public policies for children. Municipalities which meet performance criteria are awarded the Seal of Approval. The current 2017-20 edition involves more than 1,900 municipalities.	Sub-national	Institutional/local authority-based	Link 1	Link 1
Violence prevention through early childhood education	El Salvador	To strengthen early childhood development, play centres which provide activities such as guidance to families on appropriate and positive parenting, received equipment and technical support and training was given to technical assistants for early childhood (ATPI). Ten of the 15 play centres which received equipment were in the municipalities with high levels of violence and were prioritized by PESS.	Local	School-based	Link 1 Link 2	
Adopt-a-School (Adopta una escuela)	El Salvador	This project was implemented between 2010 and 2017 with the objective of supporting schools with equipment and other education support provided by the private sector.	Local	School-based		Link to USAID report
Standards for a Model of Quality Education for Basic and Pre-Basic Levels	Honduras	Within the framework of the Fundamental Law of Education, SEDUC developed a pedagogical model that emphasizes quality and inclusion. The standards included information on physical environment, didactic materials, management and teacher profiles.	National	School-based		COAR 2014
'Educational Inclusion and Exclusion' study	Honduras	This 2011 study identified the various bottlenecks and barriers the country faced to universal enrolment, and the extent of the challenge. With these findings, SEDUC, the Pedagogic University and UNICEF developed the National Plan for the Universalization of Pre-basic Education and specific interventions and strategies.	National	National		
PHYSICAL AND PSYCHOLOGICAL PUNISHMENT						
Child-Friendly School (CFS)	Guyana	A monitoring tool was introduced for education officers at the national, regional and local levels and for teachers to track school progress and address improvement needs according to key CFS components. The monitoring tool was meant to be included in the national monitoring system. Important to the CFS initiative is positive discipline and the removal of corporal punishment, along with school community partnerships.	National	National		

Program	Country	Description	Coverage	Level of intervention	Evidence of evaluation	Relevant web-links
VIOLENCE AND INSECURITY AROUND SCHOOL						
Jamaica Crime Observatory - Integrated Crime and Violence Information System (JCO-ICVIS)	Jamaica	Introduced in 2011, this data management initiative brings together different primary data sources on violence and crime and produces statistics on violence affecting children which can be disaggregated by age, sex, location and type of violence with the intention of informing policy and programing. Statistical reports are published on violent crimes committed affecting children (e.g., murders, sexual assault, robberies and shootings) in 10 of the 14 parishes in Jamaica that have the highest rate of violent crimes against children. Coverage of the database includes more parishes and more serious types of violence. Additional resources were granted from the Jamaica Social Investment Fund to further improve the data collection, entry and validation process.	National	National		Link to bulletin Link to JCO-ICVIS Report
VIOLENCE IN SCHOOL (E.G. BULLYING/PHYSICAL ATTACKS/FIGHTING)						
Standards for Harmonious Coexistence in Public and Private Schools	Dominican Republic	A participatory process, which designed and developed standards under Law 136-03 in 2010 (Normas del Sistema Educativo Dominicano para la Convivencia Armoniosa en los Centros Educativos Públicos y Privados). The standards set out guidance on prevention of violence and promotion of cultures of peaceful coexistence and positive discipline within all schools. The norms are based on human rights and key core values, including inclusivity, respect, and safety for everyone.	National	School-based		Link to Standards
Safe School Protocol/Safe and Secure School Protocol	Guyana	To foster safe and secure teaching and learning environments, the MoE developed guidelines and norms on safe schools for all education stakeholders. The protocol indicates how partnerships can be built to respond to vendors and community members who are linked to the school and may have implications to the safety of the school and its students. As part of this initiative, schools also need to build a School Safety Plan.	National	School-based		Link to the Ministry of Education of Guyana
Action Against Violence in Haitian Schools (Action Contre la Violence a l'École Haitienne, ACVEH)	Haiti	A national code of conduct for violence prevention in schools was developed for school leaders, teachers, and children with the aim of promoting non-violent schools, conflict resolution in classrooms, positive discipline practices as an alternative to corporal punishment, and the reduction in the impact of violence. In 2017/18 the School Code of Conduct to Combat School Violence was validated by the Ministry of Education and Professional Training (MENFP).	National	School-based		
Proposal of articulated strategies of successful experiences	Honduras	Proposal that brings together successful school experiences to reduce violence in schools as part of the initiative Strong Schools, implemented globally by UNICEF.	National	School-based		

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