From Citizen Security to Food Security:  
A cross-sector discussion of violence in Central America

Facilitator
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Speakers
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Fernando Rubio, Juárez & Associates
Karen Towers, Bureau for Latin America and the Caribbean
Isabel Aguilar Umaña, Catholic Relief Services

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Rebecca J. Williams

Rebecca, today’s moderator, specializes in tropical conservation and development with a focus in gender and development. From 2009-2011, she served as a United States Peace Corps Volunteer in Honduras. She also researches youth violence and masculinities in Central America. She is a contributor to the Feed the Future project, Innovation for Agricultural Training and Education (InnovATE) funded by USAID. She is currently a Ph.D. Candidate at the University of Florida in the School of Natural Resources and Environment.
Karen Towers

Karen Towers is the Education Team Leader in the Office of Regional Sustainability in the Bureau for Latin America and the Caribbean (LAC/RSD). She specializes in education programming for at-risk youth and workforce development programs in crisis and conflict environments. She has an M.A. in International Relations with a focus in education from Johns Hopkins University SAIS, and a B.A. in Economics and International Business from the University of Scranton.
From Citizen Security to Food Security: A Cross-Sectoral Discussion of Violence in Central America

Karen Towers
USAID
June 20, 2016
Crime and Violence in Central America

U.S. = 4.7 / 100,000 (2012).

Homicide Rates, by Region and by Sex

Source: UNODC Global Study on Homicide, 2013-2014
Rural vs. Urban Dynamics
Out of School Youth

More than 40% of youth have left school system by the secondary level.
School Attendance

Ken Baker

Ken Baker is Co-Founder and Chief Executive Officer of Glasswing. He believes that strong, local organizations are key to sustainably addressing development challenges. Ken has over 12 years of management and marketing experience in the private sector, as well as in the relief and development sector. Ken also worked with the State Department and served two terms as a City Councilman in Norwalk, CT. Ken has a B.S. in International Business from Northeastern University and an M.A. in International Affairs from American University.
Glasswing International is a non-profit organization that empowers individuals to address the root causes of poverty and violence through education and health programs.

**EDUCATION**
130,000+ children benefited

**HEALTH**
17,000+ professionals trained

**COMMUNITY DEVELOPMENT**
75,000+ volunteers mobilized

OVER 750,000 LIVES IMPACTED
WHERE WE WORK
- 8 offices
- 14 countries
- 200 employees
Fernando Rubio
Fernando is currently Project Director for the “Guatemala Lifelong Learning Project” at Juárez & Associates. He has extensive experience in international development, including standards and testing, monitoring and evaluation, basic and higher education, planning and assessment of workforce development, distance learning, educational equity and gender, training and supervision of field research teams, EMIS database design and more. He has an MA in Psychology from the New York School of Social Research and a BA in Psychology from the Universidad de Panamá.
Component A: Learning to Read

**University – School**
- School principals and teachers enroll in university programs to update their knowledge.
- School principals and teachers participate in learning communities.
- Pedagogical accompaniments train and update themselves in university programs.
- Teachers receive pedagogical accompaniment.

**Classroom**
- Teachers put into practice effective methodologies for literacy learning.
- Teachers and students participate in Reading Circles.
- In the classroom, quality textbooks and materials are used. These are in mother tongue and second language.
- Literacy learning is frequently monitored and evaluated.

**Community**
- The community promotes and carries out Reading activities.

**Home**
- Families promote and carry out Reading activities at home and monitor their children's learning.

**SCHOOL SUCCESS – IMPROVED EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES – QUALITY OF LIFE**

**READING PROGRAM**

National Textbook and Educational Materials Policy
Component B
Education for Employment and Lifelong Learning

I would like to go back to school to get a better job, but... how?
Equitable access to alternative basic education and workforce training.

If I go back to school, would it be something different and useful? Would it be something that I need?
Improved quality of alternative basic education and workforce training.

✓ Network of public and private organizations offering education services to youth.
✓ Strategies to reduce or eliminate barriers to access alternative basic education and workforce training.
✓ Tracking, monitoring and referral system.

✓ Develop shared quality standards for alternative basic education and workforce training.
✓ Implementation of alternative basic education and workforce training programs aligned with requirements and quality standards.
✓ Monitoring and learning system for education service providers.

Life project

I am empowered and participate

Will youth have a say about what we want?
Youth participation and engagement.

✓ Mechanisms to strengthen leadership and civic participation in the community.
✓ Mechanisms to engage youth in advocacy and policy dialogue for equitable access to relevant education opportunities.
✓ Communication strategies to promote discussions among youth about topics of interest.
✓ Constant dialogue among generations.
✓ Innovative activities to promote participation of youth in the community.
Isabel Aguilar Umaña

Isabel Aguilar Umaña serves as Regional Technical Advisor in Youth Related Violence Prevention for Catholic Relief Services, Regional Office for Latin America and the Caribbean. Over the last decade, she has specialized in violence prevention, particularly youth-related violence. She has authored several books, articles and essays that highlight her areas of expertise, and she holds a B.S. in Spanish Literature and a M.A. in Human Rights.
Latin America and the Caribbean Regional Office: Youth Strategy

- Provide **direct services** through CRS and our partners
- Build **evidence** of effectiveness
- Strengthen **government** sponsored youth workforce development and violence prevention programs (includes engaging with the private sector to ensure that all training programs are demand-driven and place young people in jobs)
The evidence

- In June 2015, CRS El Salvador initiated a Project financed by the Inter American development Bank that includes randomized control trial to demonstrate the impact of the YouthBuilder’s on at-risk youth.

- Tools to measure resilience in youth (YouthBuilders program has tools that assess youth resiliency three times during the training course)
LEER Y APRENDER
Continue the conversation

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