

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

## **Facilitator**

**Rebecca J. Williams**, InnovATE Project, University of Florida

## **Speakers**

**Ken Baker**, Glasswing

**Fernando Rubio**, Juárez & Associates

**Karen Towers**, Bureau for Latin America and the Caribbean

**Isabel Aguilar Umaña**, Catholic Relief Services

**June 20, 2016**



## 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.



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# From Citizen Security to Food Security: A Cross-Sectoral Discussion of Violence in Central America



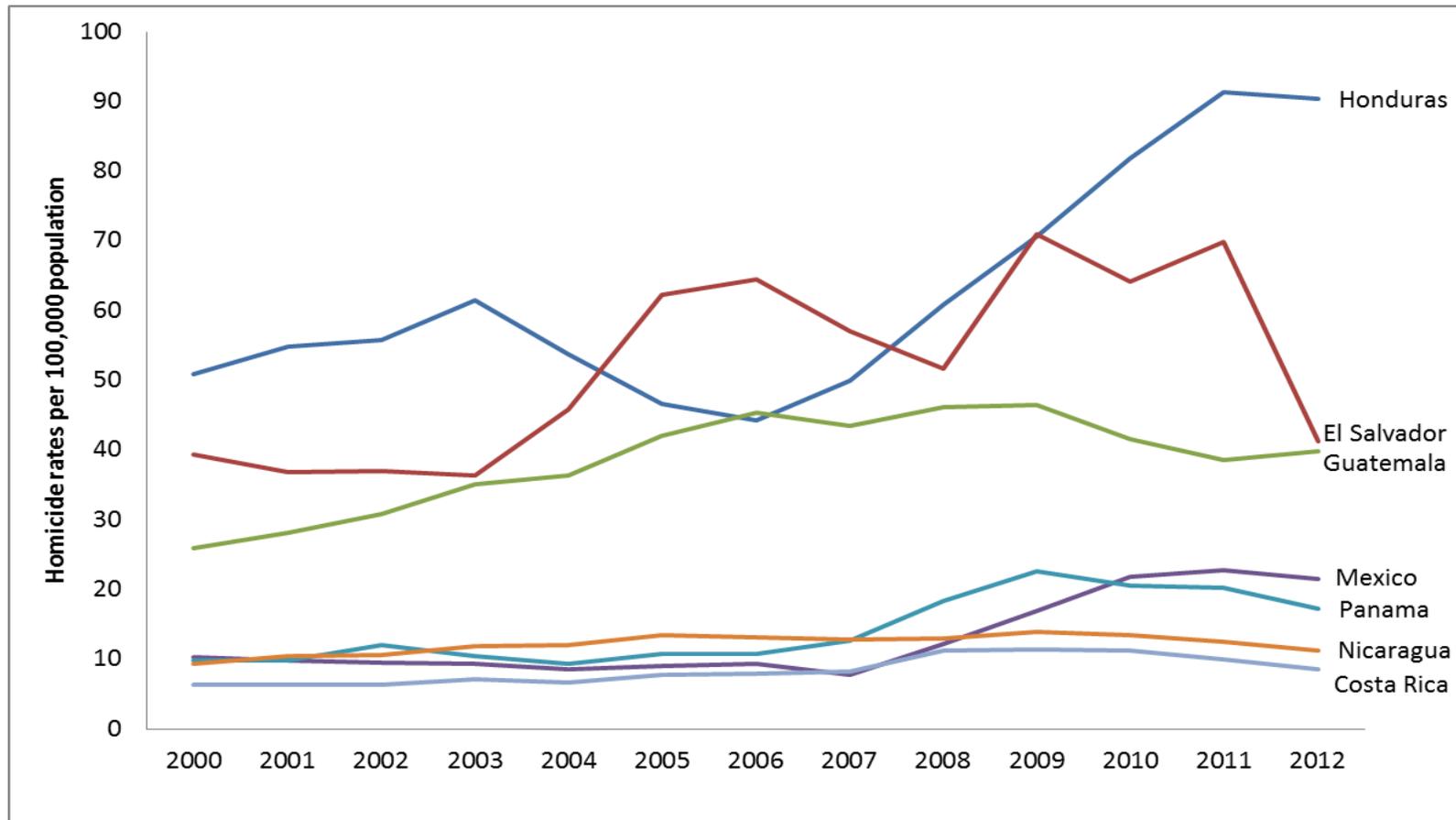
**Karen Towers**  
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# Crime and Violence in Central America



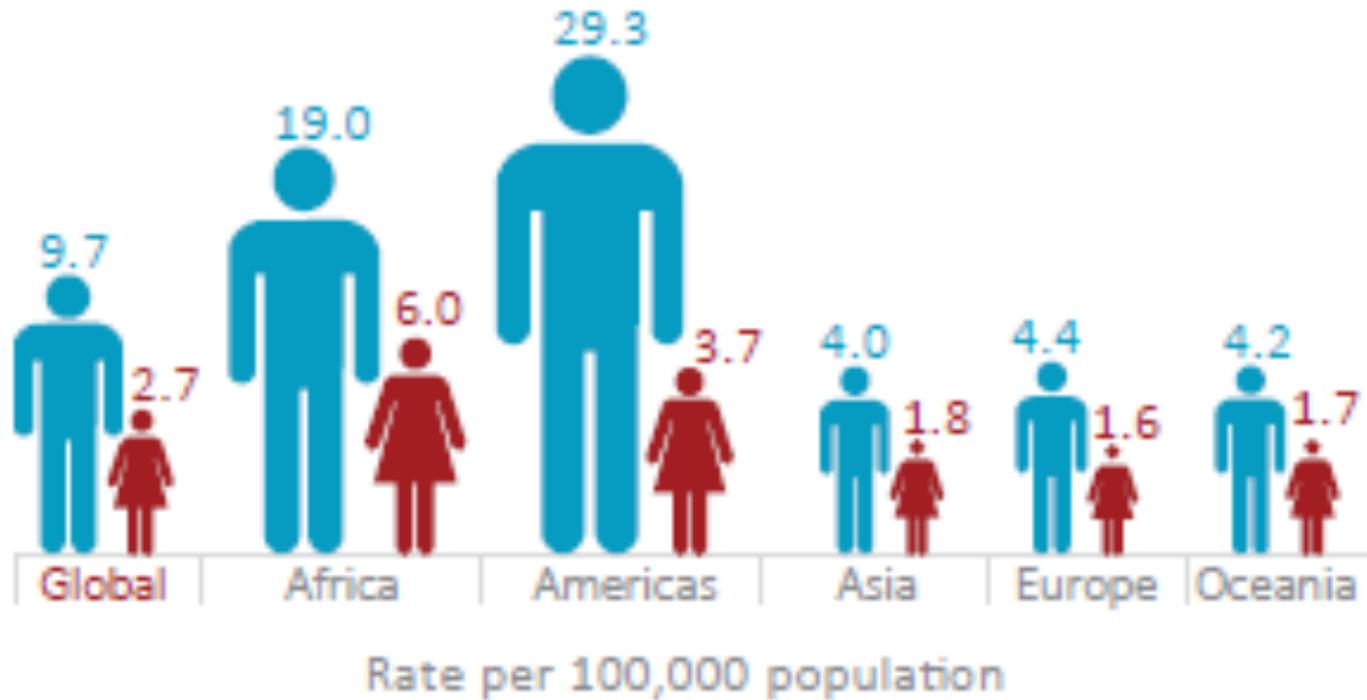
U.S. = 4.7 / 100,000 (2012).

Source: United Nations Office on Drugs and Crime, Homicide Statistics 2000-2012



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## Homicide Rates, by Region and by Sex



Source: UNODC Global Study on Homicide, 2013-2014



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## Rural vs. Urban Dynamics





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## Out of School Youth

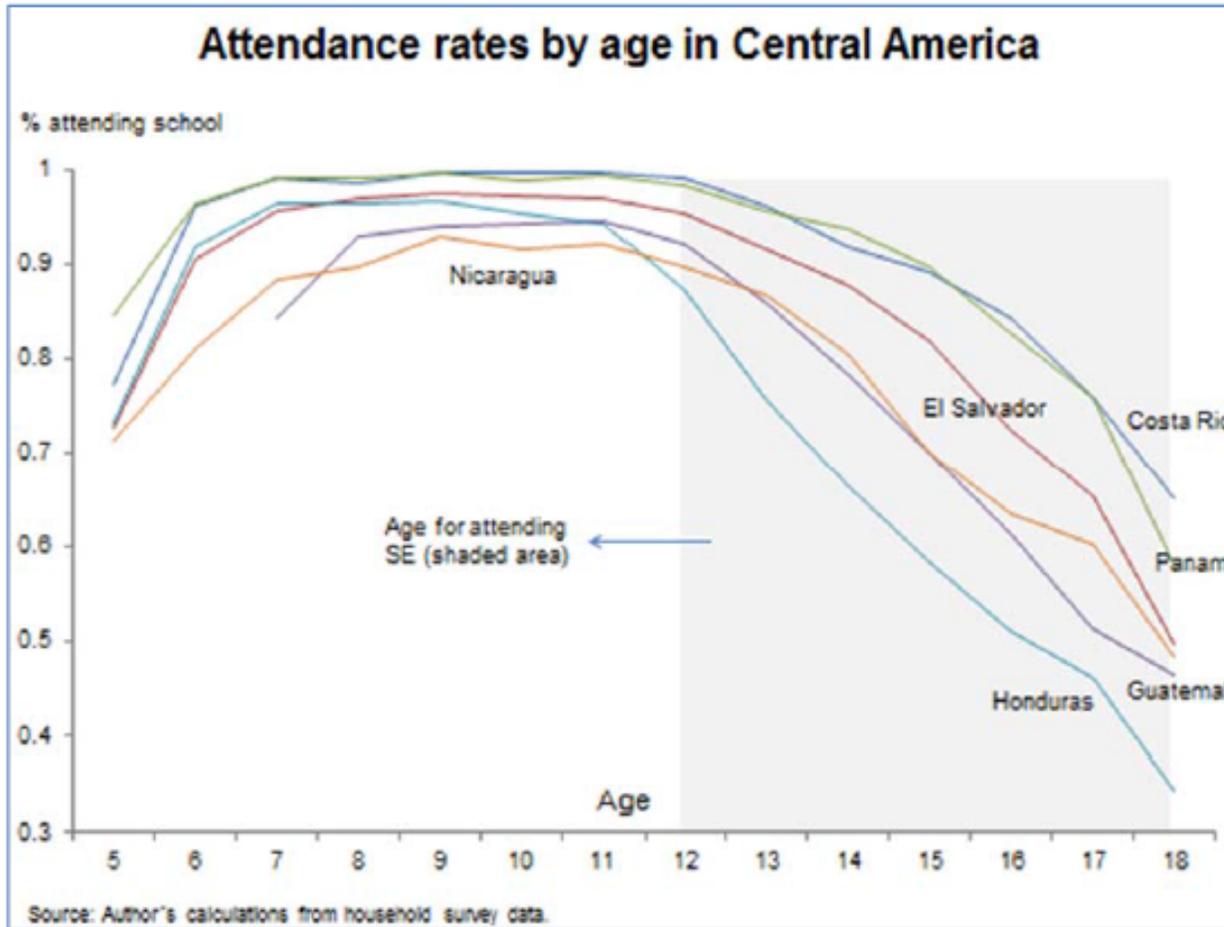


More than 40% of youth have left school system by the secondary level



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# School Attendance



Source: Adelman and Szekely, School Drop Out Rates in Central America: An Overview of Trends, Causes, Consequences and Promising Interventions. The World Bank, 2016.



## 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.



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**SINAFORHE - SINAE**

National Human Resources Development System (SINAFORHE)  
National System of School Accompaniment (SINAE)

**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.

**Component A:  
Learning to Read**



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.

**National  
Textbook and  
Educational  
Materials  
Policy**

The community promotes and carries out Reading activities.

**Community**

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

**Home**

Children learn how to read and write and develop reading comprehension, for both mother tongue and second language.

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

**READING PROGRAM**

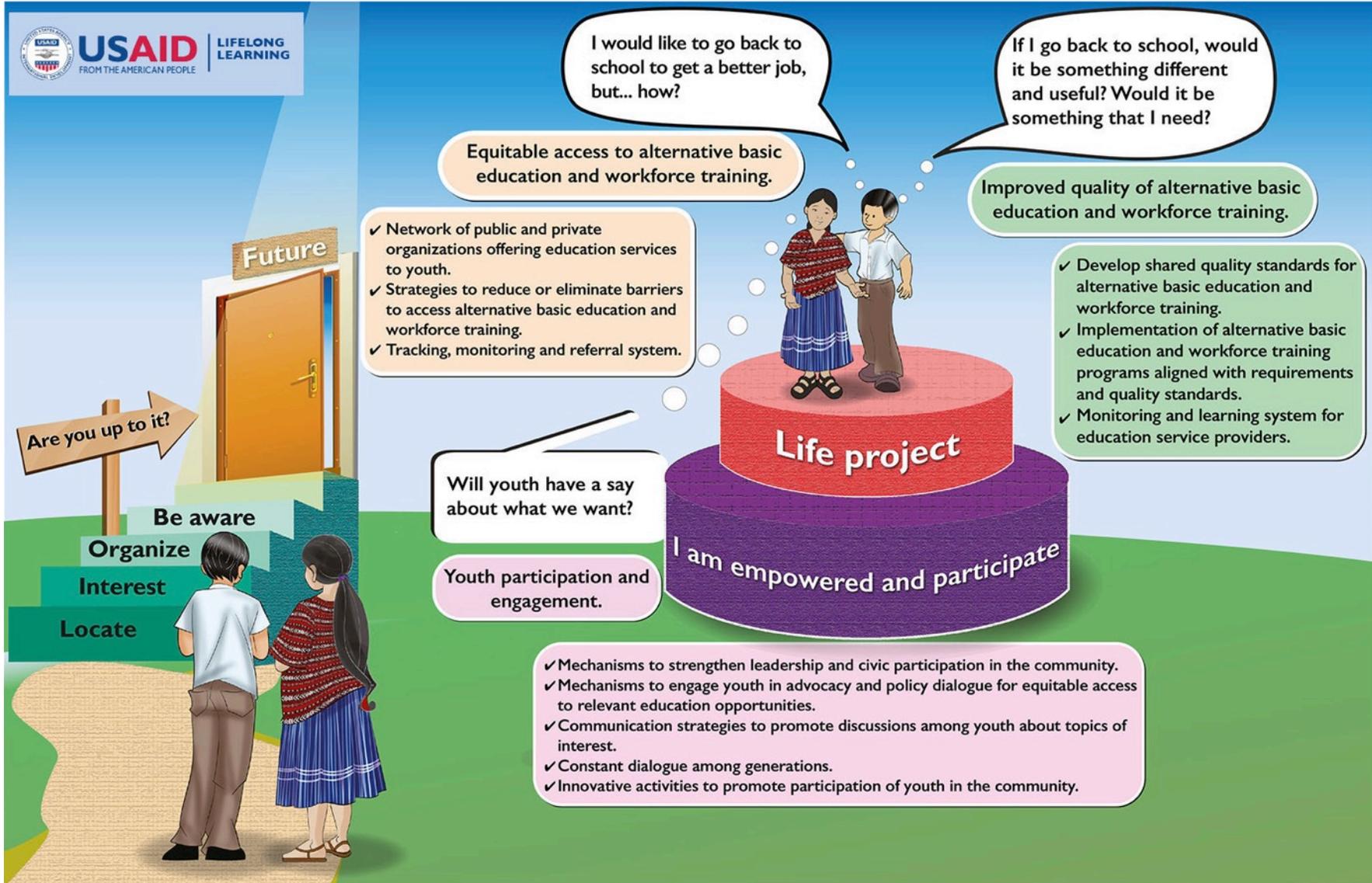


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## Component B

### *Education for Employment and Lifelong Learning*





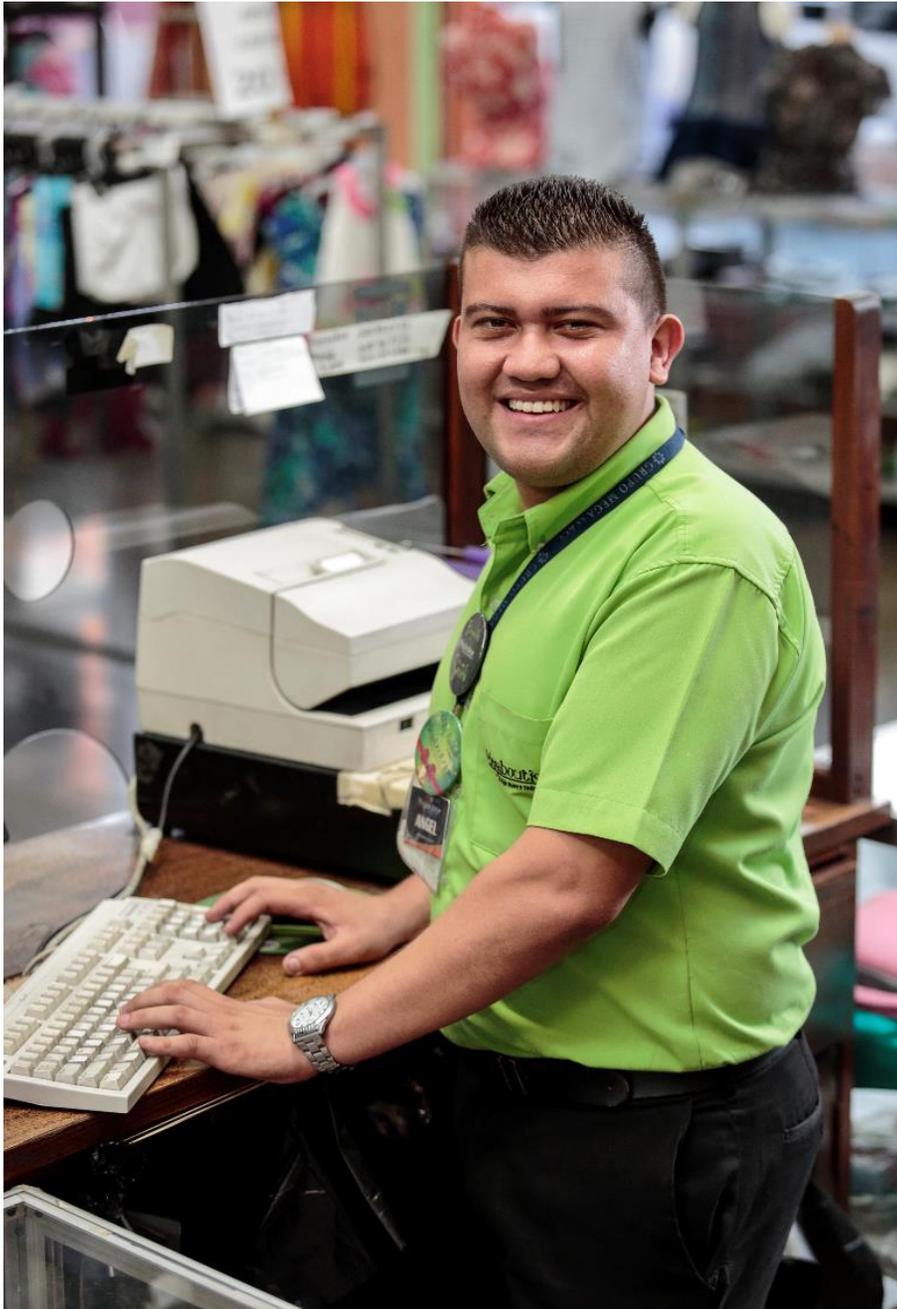
## Isabel Aguilar Umaña

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)







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