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SECRETARÍA DE SEGURIDAD/POLICÍA NACIONAL DE HONDURAS

1. GENERAL INFORMATION

Organization: Secretaría de Seguridad/Policía Nacional de Honduras
Sector: Law Enforcement
Project Title: Primary Prevention: School Interventions in Comayagua, Honduras
Location: Comayagua, Honduras

2. EXECUTIVE SUMMARY

This project seeks to increase knowledge and skills related to violence prevention among youth ages 13-18 in the municipality of Comayagua. According to official data from the Policía Nacional [National Police], Comayagua increasingly faces problems of insecurity and violence. For that reason, primary prevention programs are essential for changing young people's attitudes, helping them to identify and avoid high risk behaviors, and reporting delinquent acts in their homes and communities.

The violence committed by adolescents is a central concern for Hondurans, as is the young people are exposed to violent situations. Inspired by other programs that have demonstrated results in other regions of the world yet have not been evaluated in Central America, the Secretaría de Seguridad/Policía Nacional de Honduras will work with approximately 1,500 students in Comayagua to increase knowledge of good decision-making under risky situations. The project, which will rely on more than 20 community police agents, as well as officers in training at the Police Technological Institute (known in Spanish as Instituto Tecnológico Policial, ITP) in Comayagua, will consist of seven training modules. The impact will be measured through a *randomized controlled trial* (RCT), with the goal of building best practices regarding interventions that prevent infractions and crimes.

3. IMPLEMENTING ENTITY

the Secretaría de Seguridad/Policía Nacional, specifically the Office of Interinstitutional and Community Affairs (known in Spanish as la Dirección de Asuntos Interinstitucionales y Comunitarios, DAIC), will implement this intervention in the schools of Comayagua. The institution has extensive capacity to develop of teaching materials and has a pre-existing strategic relationship with the Secretary of Education and other municipal schools. The implementing team has more than twelve years of experience in the development and implementation of these types of programs, and has built deep trust and credibility with key actors.



4. PROJECT DESCRIPTION

A. PUBLIC POLICY PROBLEM

The homicide rate in Honduras in 2016 was 59 per 100,000 citizens. The Comayagua municipality has experienced an increase in homicides over the last few years: 67 homicides were registered in 2015, compared to 80 homicides in 2016. The statistics show that young people are increasingly affected by this type of violence.

Although homicides have received considerable attention from authorities, the problem of insecurity includes a wider range of behaviors such as gender-based violence or robberies, among others. Beyond the suffering that violence causes for victims and their families, it also carries large costs for development, with inter-generational consequences. These reasons make violence prevention the most effective solution to end cycles of suffering and development.

B. PUBLIC POLICY OBJECTIVES

Consistent with various long and medium term strategies of the Honduran state, including the “Security Secretary 2015-2022 Strategic Framework,” the pilot intervention proposed by the Secretaría de Seguridad/Policía Nacional seeks to achieve the following objectives:

1. Developing violence prevention skills among 13-18 year-old students
2. Improve young scholars’ knowledge about fundamental concepts connected to violence
3. Reduce students’ involvement in risky activities that could lead to infractions, crimes or other violent situations.

C. PROPOSED ACTIVITY

The program will be implemented and evaluated using a *randomized controlled trial* (RCT). The intervention consists of implementing seven modules in schools in the municipality of Comayagua, Honduras. The design of the evaluation will consider the selection of a group of schools (with approximately 700 students) in the treatment group that will receive the intervention. The rest of the schools (likewise with approximately 700 students) will not receive the intervention. By comparing average results for both groups, it will be possible to determine the causal effect of the intervention on attitudes, perceptions, and behaviors related to risky and violent activities.

The activities associated with the student intervention include:

1. **Design the training curriculum:** develop seven modules that will be offered to students between the ages of 13 and 18 in the Comayagua municipality regarding the prevention of infractions and crimes.
2. **Train instructors:** the Policía Nacional will train 30 facilitators that will conduct the intervention in schools.
3. **Train students:** the trained facilitators will provide the seven modules to develop students’ skills to deal with violent situations. The seven modules are:



- a) Violence and its consequences
- b) Knowing my rights and duties: human rights
- c) Building my own security
- d) Gender equity: understanding my role
- e) Learning to manage my emotions in a positive way
- f) Contributing to the community: participation and empowerment
- g) A culture of peace: improving quality of life

D. EXPECTED RESULTS

The results of the project will be measured at two levels of analysis. The first will be at the student level, with a survey conducted in schools, using experimental methods to obtain trustworthy answers to sensitive questions (“list experiments”). The second will be at the school level, through administrative data gathered from each school.

Expected results at the student level:

1. Reduce the probability of becoming involved in risky activities.
2. Reduce the probability of becoming involved in delinquent actions and committing infractions within and beyond schools.

Expected results at a school level:

1. Reduce the number of violent acts within schools.
2. Reduce bullying acts in schools.
3. Reduce the student drop-out rate.
4. Reduce the number of disciplinary cases.
5. Improve students’ academic performance.

E. POTENTIAL IMPLEMENTATION CHALLENGES

The team from the Policía Nacional might face some implementation challenges beyond its control. It is possible, for example, that schools decide that the time suggested for the project is unrealistic, and that they will not allow the program to proceed in the expected timeframe. To avoid this possibility, the team will begin discussing program objectives with educational authorities in August.



F. PRELIMINARY TIMELINE

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Project design	■	■				X						
Curriculum design			■			X						
Administrative discussions with the schools			■			X						
Design and reproduction of materials for students and teachers				■		X						
Design of the evaluation and monitoring instruments				■		X						
Implementation of course to train facilitators					■	X						
Evaluation of facilitators					■	X						
2 nd session for the Academia for Security Analysis						X		■				
Training sessions in schools						X			■	■	■	
Monitoring and evaluation						X			■	■	■	
2nd session of the Academy for Security Analysis						X						■
Preliminary analysis of the data						X						■

G. BUDGET

Item	Project costs		Cost sharing		Grand total
	JJ for PN		PN	Other	
<i>Personnel</i>	\$ -		\$ 764,592	\$ -	\$ 764,592
<i>Fringe Benefits</i>	\$ -		\$ -	\$ -	\$ -
<i>Travel</i>	\$ -		\$ -	\$ -	\$ -
<i>Equipment</i>	\$ -		\$ -	\$ -	\$ -
<i>Supplies</i>	\$ 36,877		\$ -	\$ -	\$ 36,877
<i>Contractual</i>	\$ 17,875		\$ -	\$ -	\$ 17,875
<i>Other</i>	\$ 248		\$ -	\$ -	\$ 248
Total Direct Charges	\$ 55,000		\$ 764,592	\$ -	\$ 819,592
Indirect Charges	\$ -		\$ -	\$ -	\$ -
TOTAL	\$ 55,000		\$ 764,592	\$ -	\$ 819,592

