Executive Summary
PUENTES PROJECT

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ChildFund Honduras
It is a non-government development non-profit organization member of ChildFund International, development and child protection organization in 29 countries.

We began operations in Honduras in 1982 to help deprived children and youth living in poverty and in conditions of exclusion and vulnerability to become young adults, parents or leaders who bring lasting and positive change in their communities.

Our Misión
• Strengthen the capacity of deprived, excluded and vulnerable children to improve their lives and become leaders who bring lasting and positive changes to their communities.
• Promote societies whose individuals and institutions participate in valuing, protecting and advancing the worth and rights of children.
• Involve sponsors so that their support will improve the lives of the children and also enrich their own lives.

Our Values
• Promote POSITIVE OUTCOMES for children and youth
• Show INTEGRITY, OPENNESS and HONESTY, including custody of all resources
• Uphold the RESPECT and value of the individual
• Defend the DIVERSITY of thought and experiences
• Encourage INNOVATION and CHALLENGE
• CONNECT and COLLABORATE proactively

Background of the Miles de Manos Methodology
The Miles de Manos methodology is part of the component that supports school education, and out of school interventions of PREVENIR, a regional technical cooperation program whose political head is the General Secretariat of the Central American Integration System (SICA) and is developed within the framework of the Strategy of Central American Security (ESCA).

For PREVENIR, youth violence, is any violence that includes victims, aggressors and youth who are witnesses of violence.
La metodología se estructura y desarrolla mediante tres componentes: 1) Componente Familia, 2) Componente Escuela y 3) componente Puente.

En 2014, ChildFund Honduras aprovechó la oportunidad y asumió el reto de ser la única ONG en el país de experimentar la implementación de la metodología Miles de Manos en sus áreas de influencia, a través de sus socios locales, en Santa Bárbara y Francisco morazán, con la participación de centros educativos, docentes, padres y estudiantes, bajo la dirección de GIZ proporcionando capacitación, asistencia técnica y evaluación. (Figueroa, Martin, Argueta, Christ 2015)

In order to develop the Miles de Manos methodology, the PREVENIR program conducted a comprehensive analysis of existing prevention experiences in the context of education, for which it established a partnership with the University of Oregon and coordinated the work of a team of Central American experts, who adapted the above methodologies to the context of the Region.

The methodology adopted the name, Miles de Manos to demonstrate that in order to break the spiral of violence, a joint effort is required of the main people of reference in the lives of children: parents and teachers, in order to strengthen and unify families and schools to help children and youth, to effectively address the challenges of everyday life.

Using this methodology, curriculum and teaching strategies are geared towards reducing violent behavior, and are focused on the adults who interact with children to improve the overall environment at home and at school, by facilitating workshops and spaces for building learning and acquiring new knowledge. Based on the experiences and life-
lessons of teachers and parents, in order to develop strategies that guide their children and youth towards achieving a healthy life, within an environment of effective communication, peace, harmony and peaceful coexistence using tools and means to address and overcome conflicts when they arise, promote learning and teaching of social capacities for coexistence and for life; that is to say, behaviors learned by example and practice manifested in interpersonal relations in school and in the family.

The methodology is structured and developed through three components: Family Component, School Component and PUENTE Component.

In 2014, ChildFund Honduras seized the opportunity of being the only NGO in the country to experience the implementation of the methodology of Miles de Manos in its areas of influence, through its local partners in Santa Barbara and Francisco Morazan, with the participation of schools, teachers, parents and students, lead by GIZ which provided training, technical assistance and evaluation (Figueroa, Martin, Argueta, Christ 2015).

What is the PUENTES Project?

The PUENTES project with USAID funds, is piloting the Miles de Manos methodology (MdM / GIZ / SE) that was implemented in high-risk urban settings in Honduras with a quasi-experimental design in 72 schools, 36 pilot and 36 control, to test its functionality in the prevention of violence.

What about the project objective?

To strengthen families and schools in supporting children to stay in school and improve their behavior and in facing their challenges:

Expected outcomes of the project:

1. Improved parenting skills in parents who employ practices to reduce high-risk behaviors in youth, that can lead to violence in the school and family environment.

2. Capacities of teachers increased to promote conditions that create resilient school environments that are peaceful and democratic.

3. Relations between schools and parents are strengthened and improve their skills to identify and deal with risk factors that can lead to violence in school and family environments.

4. Reliable data and analysis of this pilot program and recommendations to expand the implementation of violence prevention programs based in urban public schools.
More on the project!

- 36 Pilot Schools
- 2,269 Benefited Families
- 265 Teachers
- 18 Months
Who are the key players?

Parents Facilitators

Participating Parents

Participating Teachers

Participating Parents

What was the methodological process?

Project design

1. ChildFund - USAID
2. Designing the PUENTES project proposal

Preparation and implementation

3. Organization and planning
4. Promotion and raising awareness
5. Selecting schools
6. Selecting facilitators

Implementation

7. Community diagnosis
8. Collecting baseline data
9. Facilitator MdM training
10. Organizing and holding encounters

Evaluation of the process

11. Feedback
12. Evaluation
13. Learning for future interventions

Tracking and monitoring

Gender approach
What factors facilitated the process?

- Technical advice PREVENIR / GIZ
- ChildFund with full knowledge of the MdM Methodology
- ChildFund experience in the development of protective factors of children and youth, evaluation and processes with gender approach
- Training process and accompaniment in the MdM methodology
- Technical facilitator with conceptual and operational knowledge of the methodology.
- Advance preparation of each encounter
- The support of directors and teacher facilitators in the preparation workshops for each encounter and accompaniment of the technical facilitators
- High rate of participation, mainly of mothers in the encounters
- Positive attitude of directors and teachers
- Provision of learning and support materials
- Support of the officials of the Ministry of Education
- High level of commitment of teacher facilitators.

What factors hindered the process?

- The context of risk to the safety of Project staff
- The very short period of time for a pilot
- Difficulties in hiring technical staff facilitators ideal for the areas
- The non-participation of directors in the MdM training process
- Parent encounters with very large groups, between 45 and 100 people
- The low level of participation of fathers throughout the Project process
- Time pressure in scheduling encounters and needed for planning and development
- Negative attitude of some parents mainly at the beginning of the process
- In some schools learning spaces that were insufficient and unsuitable for group work up to 100 people or with various small groups
- Difficulties in the management of gender matters
Project evaluation

The project evaluation was aimed at collecting reliable data and analysis for:

- Evaluating the effectiveness of MdM methodology in an urban context of high risk and assess whether the methodology leads to positive results in the target schools.
- Develop lessons learned that could be used for a new implementation.
- Design recommendations for future expansion.

A quasi-experimental design was used by the Miles de Manos method implementation in 36 pilot schools and 36 schools with similar characteristics as control schools.

Baseline and exit evaluation were carried out by consulting firms or groups of researchers, outside the ChildFund implementing organization.

As shown in Table No. 1, data was collected with surveys, structured interviews and focus groups applied to students, parents and teachers in both the baseline study as well as in the final assessment.

### Table N° 1: Evaluation Methodology

<table>
<thead>
<tr>
<th>Evaluation process</th>
<th>Base Line</th>
<th>Mid term</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methodology</strong></td>
<td>Quantitative</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Tools</strong></td>
<td>Questionnaires</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Focus Groups</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Interviews</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Community diagnosis</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>Sample questionnaires</strong></td>
<td>Students</td>
<td>826</td>
<td>1486</td>
</tr>
<tr>
<td></td>
<td>Parents or persons in charge</td>
<td>826</td>
<td>1165</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>268</td>
<td>387</td>
</tr>
<tr>
<td><strong>Focus Groups</strong></td>
<td>Students</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Parents or persons in charge</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>
At baseline, the sample for the collecting quantitative data was calculated with a confidence level (NC) of 95% and a sampling error (EM) of 5% with a representation by type of school. In the final evaluation, the sample was representative by type of school and city; such sampling reflects an equivalence of pilots and control schools regarding the number of schools, students, parents and teacher who were consulted.

For qualitative assessment five (5) different focus groups were structured as follows:

1. Parents participating in encounters
2. Mothers participating in encounters
3. Fathers who do not participate in encounters but whose wives do
4. Students
5. Teachers

In addition, three (3) interviews were made with directors, teacher facilitators, mother/father facilitators.

Table of Results by indicator in the Schools

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Students</th>
<th></th>
<th>Fathers and Mothers</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Global Outcome of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Base Line</td>
<td>Final Evaluation</td>
<td>Base Line</td>
<td>Final Evaluation</td>
<td>Base Line</td>
<td>Final Evaluation</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Increase in target students who report that their parents use positive discipline</td>
<td>60%</td>
<td>65%</td>
<td>76%</td>
<td>76%</td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>1.2</td>
<td>Reduction of parents or persons in charge who report using violence as discipline in their homes</td>
<td>31%</td>
<td>29%</td>
<td>20%</td>
<td>23%</td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>1.3</td>
<td>Increased parents or persons in charge who report using protective actions and monitoring of their children</td>
<td>88%</td>
<td>90%</td>
<td>83%</td>
<td>82%</td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.1</td>
<td>Increase in target students that know the expectations teachers regarding their behavior and consequences</td>
<td>81%</td>
<td>84%</td>
<td>88%</td>
<td>93%</td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.2</td>
<td>Increase in target teachers who report that students demonstrate expected behavioral norms</td>
<td></td>
<td></td>
<td>73%</td>
<td>71%</td>
<td></td>
<td></td>
<td>↓</td>
</tr>
<tr>
<td>2.3</td>
<td>Increase in students that report that they feel safe and protected in their classroom and home</td>
<td>70%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.4</td>
<td>Rate and acts of emotional and psychological violence in reported students by teachers in the target schools, monthly average of reported events</td>
<td>199</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.4</td>
<td>Rate of sexual violence in students reported by teachers in target schools, monthly average of events reported</td>
<td>14</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.4</td>
<td>Rate of acts of physical violence students reported by teachers in target schools, monthly average of events reported</td>
<td>82</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
</tbody>
</table>
## Executive Summary of the PUENTES Project

### Backing with qualitative evidence

#### Table of Findings

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Students</th>
<th>Fathers and Mothers</th>
<th>Teachers</th>
<th>Global Outcome of Base Line</th>
<th>Final Evaluation</th>
<th>Final Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Rate of violence in the way of vandalism and damage to students reported by teachers in target schools, monthly average of events reported</td>
<td>14</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.4</td>
<td>Rate of violence as indiscipline in the classroom in students reported by teachers in target schools, monthly average of events reported</td>
<td>306</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>2.5</td>
<td>Reduction of students who report use of violence by teachers</td>
<td>11%</td>
<td>15%</td>
<td>0%</td>
<td>2%</td>
<td></td>
<td></td>
<td>↓</td>
</tr>
<tr>
<td>2.6</td>
<td>Target schools that already have and have established peace plans and safety, they are responding to the school needs</td>
<td>15/15 Central District; 12/14 San Pedro Sula; 7/7 La Ceiba Total 34 plans of 36 Pilot Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Reduce student goals that report being victims of violence at school in the past 6 months</td>
<td>34%</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>↑</td>
</tr>
<tr>
<td>3.1</td>
<td>Increased educational goal that is reported regularly to parents, mothers or guardians</td>
<td></td>
<td></td>
<td>71%</td>
<td>80%</td>
<td>90%</td>
<td>90%</td>
<td>↑</td>
</tr>
<tr>
<td>3.2</td>
<td>Increased teachers and parents, or guardian goal that make decisions in a consultative manner</td>
<td></td>
<td></td>
<td>92%</td>
<td>93%</td>
<td>79%</td>
<td>76%</td>
<td>↑</td>
</tr>
<tr>
<td>G-1</td>
<td>Parent-teacher ratio target who report changes in perception of gender roles</td>
<td>61%</td>
<td>61%</td>
<td>87%</td>
<td>82%</td>
<td>96%</td>
<td>97%</td>
<td>↓</td>
</tr>
<tr>
<td>G-2</td>
<td>Percentage of parents and teachers Violence goals considered Based on Gender (GBV) as less acceptable after participating or being exposed to the MdM methodology</td>
<td></td>
<td></td>
<td>96%</td>
<td>92%</td>
<td>97%</td>
<td>97%</td>
<td>↓</td>
</tr>
</tbody>
</table>

### Effect level syntax in Pre and Post pilot schools

**Strong effect**  
- Statistically significant increase, tested with chi square
- Backing with qualitative evidence

**Moderate effect**  
- Without statistically significant effect, with tendency to improvement, tested with chi square
- Backing with qualitative evidence

**No effect**  
- No quantitative or qualitative effect

**Downward effect**  
- Statistically significant decrease, tested with chi square
### Table of Findings

<table>
<thead>
<tr>
<th>Evaluation question</th>
<th>Type of Effect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to what extent has the implementation of Miles de Manos increased the factors of protection for children and girls from 4th, 5th and 6th grade in the target communities?</td>
<td>Strong</td>
<td><strong>Assertive communication in the home</strong>&lt;br&gt;○ Build relations of trust, affection and mutual respect&lt;br&gt;○ Recognize and encourage positive behaviors&lt;br&gt;○ Be concerned about their children&lt;br&gt;○ Communication between parents and teachers <strong>Positive Discipline at home</strong>&lt;br&gt;○ Controlling emotions when facing a wrong-doing&lt;br&gt;○ Establish clear rules for behavior&lt;br&gt;○ Disciplining without use of physical and psychological</td>
</tr>
<tr>
<td>Downward Effect&lt;br&gt;<strong>Up to what extent has Miles de Manos intervention contributed in reduction of aggressive and violent behavior of students, teachers and fathers / mothers?</strong></td>
<td>Strong</td>
<td>○ Decrease in frequency in acts of indiscipline&lt;br&gt;○ Emotional and Psychological Violence&lt;br&gt;○ Physical violence&lt;br&gt;○ Indiscipline in the classroom</td>
</tr>
<tr>
<td>Downward effect&lt;br&gt;To what extent does Miles de Manos reduce factor risks for target children?</td>
<td>Strong</td>
<td>○ Use violence as school discipline</td>
</tr>
<tr>
<td>No effect&lt;br&gt;To what extent does Miles de Manos contribute to increase the voluntary involvement of fathers / mothers? *</td>
<td>Strong*</td>
<td>○ Increased attendance at family and PUENTES Encounters.&lt;br&gt;○ Parents facilitating as volunteers In encounters of family component</td>
</tr>
</tbody>
</table>
| *This question is based on participant registry monitoring throughout the implementation.
Explanation of Findings

There was a statistically significant result that showed a positive impact on pilot schools when compared with the control schools: an increase of parents who are reporting the use of protective actions and are monitoring their children.

This was affirmed by parents, as well as children, who stressed the improvement of the following:

- Problem solving skills
- Involvement in the school life of their children
- Adult supervision
- Recognition and positive reinforcement

The MdM methodology had an impact on some indicators, despite the short time of intervention, when making the comparison between the baseline and the final evaluation on several indicators some positive quantitative changes were found for pilot centers, although in some cases these are not statistically significant, they show a trend that establishes that the MdM intervention can influence changes in attitudes, behaviors and perceptions in parents, teachers and students who favor peace and coexistence in schools and homes.

However, when making comparisons between pilot and control schools in the final evaluation, on the following indicators there was an improvement in favor of control centers:

- Reduction of victimization in the last six months among students
- Reduction in the use of violence by teachers
- Parents and teachers reported changes in perception of gender roles

There are several reasons that could explain why:

- There were interventions of projects such as GREAT, PROPONTE, CONVIVE, AJH, GLASSWING and PASMO, as a hypothesis we can say that the variety of interventions could have some effect on changing perceptions and behaviors of violence, although they were not primarily methodologies on prevention of school based violence.
- Increased awareness and knowledge of the participating teachers, parents and children on the subjects could cause more self-criticism and ability to detect and distinguish, for example, “what is violence” or understand the complexity of the subjects and their own roles and the need to change behaviors.
- Quantitative information is not necessarily sufficient evidence alone, one should compare that information with qualitative results, which, despite the quantitative results of these indicators in favor of the control schools, qualitative results show a marked difference in the three indicators.

By analyzing qualitative information, we can say that a major effect of the Project has been to increase understanding of the scope of violence by all participating parents, teachers and students. Awareness has gone from an understanding of physical violence to the other dimensions of violence, such as psychological violence.

Also to understand security not only looking at it from a physical or police point of view but to understand it from an emotional and holistic view. This process is evident in a more self-critical view regarding adults’ communication skills with their children or students in pilot schools.

Is Gender-Based Violence (GBV) less acceptable after participating or being exposed to MdM methodology?

The implementation of the MdM methodology in schools using a gender approach has the potential to address gender violence as a crosscutting issue in the implementation of the methodology in the urban area, however, it requires a longer period of time to see the effect it might have. Due to strong patriarchal cultural and social roots, it should always be accompanied by complementary interventions that are designed to address gender violence in the different environments in which children live. In addition, qualitative information shows that there is still a lot of sensitization and raising awareness needed among fathers, mothers and teachers regarding gender violence as well as children to detect and accurately measure the opinions and perceptions of the subject and better inform future interventions in a key area of violence prevention.

Is Miles de Manos a replicable and effective methodology in urban communities in Honduras?

The MdM methodology is definitely relevant and timely for use in urban areas and in areas of high rates of violence. Clearly there is receptivity in schools and the Ministry of Education to implement it in varying degrees, include more schools and ensure the inclusion of MdM as a methodology in the strategic framework of school for parents. To replicate the methodology, it would be necessary to maintain the adjustments and recommendations for urban areas and ensure the leadership of the actors in the educational context. There would need to be a mechanism of technical support and monitoring to maintain the faithfulness of the methodology, answer questions, encourage facilitators and make continuous method improvement for implementation. There is potential to empower facilitator leaders to train and accompany future schools considering that there are already people trained in schools, families and at different levels of SEDUC.
Conclusions

1. MdM has begun to drive positive change, especially in creating an atmosphere of coexistence and perception of safety at school and at home, demonstrated with a greater number of children who report feeling safe and secure in the classroom.

2. There have been noticeable changes in student behavior: monthly reports from teachers show that emotional, psychological, physical violence and indiscipline have been substantially reduced within the classroom and throughout the school. This is a result of both working with parents as well as with teachers who are changing how they treat students and introducing them to the ways of relating to others non-violently. Another potential factor may be the simple matter of monitoring behavior, which produces a positive effect; for example, by monitoring and reporting acts of violence, teachers and children are more aware of their actions and are controlling their behavior.

3. In the PUENTES project there has been an increase in awareness regarding the subject of violence, becoming evident in the increase in the reports on the perception of the use of violence in school and on the way to school, probably as a result of greater knowledge and awareness to detect and report this problem.

4. Mothers and fathers who attend the encounters now understand more precisely the concept of use of violence as well as discipline in the home; They feel that corporal punishment is a form of violence and that there are other other facts which also are expressions of violence (Verbal abuse, shouting, teasing etc.). Therefore, these parents are more aware at the time of evaluating the use of violence for discipline in the home, compared to parents who did not attend the meetings. You can also see that the concept of security and protection has changed from a traditional approach to safety and security (Higher walls, fences etc.), focusing on the external, physical or police, a social-type approach based on emotional security, communication styles and positive reinforcement. This is true for both the family context and schools.

It is also possible that the SEDUC and / or other organizations have boosted awareness with campaigns against school violence.

However, in the case of reduction of indiscipline and violence, it can be stated that qualitative and quantitative evidence of this reduction is also found in the home, and is related to the type of discipline used by fathers / mothers with their children. Instead of discipline with violence, the percentage of students who report that their parents use positive discipline when students misbehave within households has increased.

5. As for communication within the school -among students and teachers and between teachers and fathers / mothers and at home- among fathers / mothers and sons / daughters, MdM has generated positive changes: students and teachers communicate better, establish expectations, limits and consequences. Communication between teachers and parents has been positive in the pilot schools. The results indicate greater progress by fathers / mothers regarding the need to communicate with their children's teachers. In households communication between fathers / mothers and sons / daughters has improved according to the evidence found in the qualitative and quantitative information; fathers / mothers are making efforts to encourage and advise their sons / daughters.

6. Regarding gender, although indicators of gender equality and VBG between the baseline study and final evaluation are not favorable, we can assure that there is increased knowledge on this matter.

Moreover, when analyzing other indicators separated by gender, it shows that there is a marked trend in the responses of men vs. women. Women tend to respond more positively questions about the perception of violence than do men. However, we can state that there still are challenges for girls and mothers to recognize the problem and are less afraid to talk about violence and gender discrimination as well as denounce acts of Gender-Based Violence.

In the case of parents and children, it is extremely important that they acquire a leading role in building gender roles that can transform cultural and social stereotypes. This involves an active participation of the male parent in the life of his son/daughter from an early age, both at home and at school. The teacher’s role is also key in building and strengthening the roles and not perpetuate thoughts and behaviors that may lead to GBV.

However, it is an issue whose complexity requires a longer period of time to observe its effect. In addition,
due to strong cultural and social roots of a patriarchal culture, prevention of school violence should include interventions that are designed to address the issue of equity and GBV in the different environments in which the child lives.

7. The MdM methodology did attain some indicators despite the short time of intervention. When making the comparison between the baseline and the final evaluation, positive quantitative changes were found in the pilot sites. Although these changes are not statistically significant in some cases, they do signify a trend that establish that MdM can affect change in attitudes, behaviors and perceptions among parents, teachers and students that promote peace and coexistence in schools and in homes. However, when making comparisons between pilot and control schools in the final evaluation, the following indicators show there was an improvement in control schools:

- Reduction of victimization in the last 6 months among students;
- Reduction in the use of violence by teachers;
- Parents and teachers reported changes in perception of gender roles.

There are several reasons that could explain why:

- There were interventions of projects such as GREAT, PROPONTE, CONVIVE, AJH, GLASSWING and PASMO, who visited the schools at some point during the PUENTES intervention. Therefore, we can state that the variety of interventions could have some effect on changing perceptions and violent behaviors, although they were not primarily prevention of school based violence methodologies.
- Increased awareness and knowledge of the participating teachers, parents and children on the issues could have the effect of an increase in self-criticism and in the ability to detect and distinguish, for example, “what is violence” or understand the complexity of the issues, their own role and the need to change their behavior.
- The quantitative information is not sufficient evidence alone; this must be compared to qualitative results. In this regard, although the quantitative results are more favorable in the control schools, qualitative results show a favorable difference in the three above mentioned indicators.

- By analyzing qualitative information, we can state that a major effect of the Project is increased understanding of the extent of violence on behalf of all parents, teachers and students participating. Awareness has gone from an understanding of physical violence to the other dimensions of violence, such as psychological violence. This additionally does not only apply to their understanding security looking at it from a physical or police point of view but to understand it from an emotional and holistic view. Teachers and parents are more self-critical participants regarding their communication skills with their students or children in pilot schools.

8. Regarding the implementation of the MdM methodology we can highlight that in order to have successful encounters, all stakeholders needed to be engaged:

- The directors making invitations, providing materials and adapting facilities;
- Teachers and parents/facilitators being trained and conducting encounters;
- ChildFund technicians providing guides and manuals, giving reinforcement on the topics, and accompanying them in most encounters.
- After the evaluation, the subjects that most interested the participants and where they hoped to see reinforcement were:
  » The roles and gender stereotypes in the family
  » Strategies to improve family relationships
  » How to support male/students and female/students in social risk
  » More positive discipline strategies for teachers with their students.

9. The main strengths of the MdM methodology according to the qualitative analysis are:

- Improving relations and coexistence between parents, children/students and teachers
- Improving communication of parents with their children and teachers
- More confidence among parents, children/students and teachers
- Parents are involved in their children’s education
- The decline in violence among students
Improving how teachers deal with students: because now they give them confidence, they are more sympathetic, and are more concerned about them.

Parents and teachers have changed their way of disciplining their children, as well as towards their students, they do so primarily through dialogue and awareness; they consider that it is through these factors they have improved student discipline.

On the other hand, the main weaknesses are:

- The low attendance and parental involvement in the encounters, since, in the Honduran school culture, mothers are responsible for the care and support of their children’s school activities.
- The time length of the encounters: participating parents and directors consider them to be very long, and teachers and parent/facilitators consider them to be very short.

According to the participants, the MdM methodology can be applied in other schools and urban communities across the country, it is functional and its implementation is needed in all communities as one of the mechanisms that contribute to the prevention of violence.

The support of SEDUC, in all operational levels, has been key to the implementation of the methodology, especially the school director (coordination, programming, motivation, logistics and providing the necessary time). The support of the District Directorate and/or municipal support has also been important in providing permits for teachers to participate in the encounters.

The economic situation has also had a direct impact on both parents and teachers. As a result, directors, teacher and parent/facilitators have doubts about the sustainability of the implementation of MdM, and are unsure of their ability to carry it out without the technical and logistical support of the project.

However, they make the following suggestions or recommendations:

- The school must manage resources and establish partnerships with institutions who want to support them financially.
- Involve and engage teachers and parents to participate in the fundraising required to reproduce materials.
- Ideally, SEDUC should provide materials and perform monitoring and technical support of the encounters.

In measuring the impact of violence prevention interventions, quantitative data are not sufficient. It is critical to rely strongly on qualitative data as it shows more clearly the complexity and depth of the issues or situations. Also, methods are culturally better received by participants when they are in context.

MdM is one piece of the huge puzzle to prevent school-based violence. That is, the methodology alone cannot solve the complexity of violence in school, it has to be complemented by other interventions in the context of schools, families and communities.

Recommendations

1. MdM methodology must be implemented for a longer time in order to study its effect on a whole cohort of children from 4th to 6th grade. Thus, the methodology would benefit from a longer term study (2-3 years) with multiple years of intervention and monitoring behavioral change.

2. While Miles de Manos is an effective and proven methodology in preventing school-based violence focused on the key actors in the child’s life; the methodology has limitations for becoming the sole influence in preventing violence in the school, family and community environment.

Therefore, it is recommended that the methodology be complemented by other strategies and interventions such as:

- More secondary and tertiary individualized prevention based on the issues and needs of children, families and communities.
Executive Summary of the PUENTES Project

- Psychological assistance and socio-emotional care
- School staff training on working and responding in a violent environment to the needs of children
- Interventions that enhance the role and active participation of children in their own daily experience
- Improving infrastructure for the implementation of methodologies such as MdM in schools that have adequate space for group meetings, etc.
- Interventions designed specifically for a community approach to preventing violence and involving stakeholders and local community outside of the school: churches, police, child protection agencies, etc.
- Interventions designed specifically to work particularly on gender and gender-based violence, new masculine roles and active participation of the man and the child.
- Interventions focused specifically on the issue of sexual and reproductive health with children and adults, with both parents and teachers.
- It is essential that teachers, fathers and mothers continue strengthening the skills they have developed with the MdM methodology through daily practice for continuous improvement, since they are skills that are strengthened through use.

4. It is necessary to motivate and seek strategies for male parent participation in the performance of encounters. Moreover, research must be done on the number of households that are headed by single mothers or other caregivers with the absence of the father figure. This is in order to plan an appropriate strategy of male parent involvement that addresses context reality.

5. The time must be adapted in relation to the content of each encounter. It is also necessary to have them spaced in 2-3 weeks intervals in order to allow sufficient time to implement the skills learned into their daily lives.

6. The MdM methodology should be taught in all grades of basic education, from pre-primary to middle school.

7. Materials supporting the implementation of MdM can be enhanced with more illustrations and audiovisual support.

8. The pilot schools must monitor the implementation of the MdM methodology, in practical implementation of coexistence plans prepared during the encounters.

9. Schools should involve as many teachers and school management staff as possible in training and facilitating the methodology.

10. MdM implementers must provide continuous training for facilitators on facilitation skills before the training in methodology.

11. The SEDUC should consider certification or accreditation of facilitator leaders on subjects of violence prevention, in order to encourage professional development of teachers in schools.

12. Departmental, district and municipal education directorates should develop strategies to reach out to other schools, using the human resources trained in MdM, and forming support teams, which could contribute to quality implementation methodology and the sustainability at the school level.

13. There is a need to consider and look into training professionals in qualitative research, since there is a shortage of human resources at the national level, with “expertise” on the use of qualitative techniques and analysis.
Our outcomes!
Testimonials

“I manage my anger, if I strike them it will cost me, therefore I sit down when I’m angry and when I am calm I talk to them, not using bad words”

A father

“Yes, for example, I previously had no relationship with my children. They would say mommy you spend more time looking after other things, so I immediately applied what I learned”

A mother

“Well yes, before receiving these talks, as she says, sometimes one acts violently as a mother. Only the belt works, one says, but as you start attending the talks and act calmly you try to talk to them so that they reason”

A mother