

Can Attitudinal Changes Toward Reporting Curb Violence? An Experimental School Intervention in Peru *

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Abstract

Youth violence and the lack of reliable tools to report it are pervasive problems in many cities across the developing world. In this paper, we analyze whether improving reporting at an early age can prevent the escalation of violence without imposing harsh penalties on young perpetrators. In the context of Peru, we examine a preventive school-based intervention aimed at changing attitudes toward reporting violence, using a randomized control trial. The intervention trained students and key school personnel through classroom discussions and an online platform to report and solve incidents using less punitive practices. Our findings, drawn from student survey data, school records, and police data, show a decline in school violence and youth violent crime in treated schools and their surrounding areas. These effects primarily stem from changes in attitudes and behaviors concerning the reporting of violence. Using school records and data from the online platform, we find that students increase their reporting of violence, with most cases being successfully resolved in the schools. Reporting violence at a young age using a less punitive school system also has beneficial long-term effects. Using administrative data on school and police arrest records, we find that treated students are less likely to drop out of school, and school perpetrators are less likely to be engaged in adult criminal activities four years post-intervention. These results underscore the effectiveness of initiatives that encourage reporting of violence in school settings, in reducing crime, and fostering a safe environment without stigmatizing perpetrators.

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1 Introduction

Youth violence is especially pronounced in developing countries, where the highest rates of violent crime are found in urban areas, disproportionately affecting young people (UNODC 2019; Institute 2017). Much of this violence typically emerges in early adolescence, often within school settings where extreme violence is both observed and accepted. One common approach to reduce violence is through policing and incarcerating older individuals (e.g., Becker 1968; Draca and Machin 2015; Blattman et al. 2021) or by imposing severe punishments on younger individuals in schools (Bacher-Hicks et al. 2019; Owens 2017; Weisburst 2019). However, in developing countries, where law enforcement is weak and there are common norms against reporting violence, these measures often fall short. For example, recent estimates show that about 90 percent of all crimes in Latin America, the most violent continent in the world, are unreported (Jaitman and Anauati 2020).¹ Furthermore, harsh punishments at a young age can have negative impacts in the long term by reinforcing a cycle of criminal activity (Billings and Hoekstra 2023; Adukia et al. 2023; Shem-Tov et al. 2021; Aizer and Doyle Jr 2015).

In response to these challenges, this paper examines a preventive approach focused on changing attitudes and behaviors about reporting school violence to prevent criminal engagement. This approach involves a new school-based system designed to report and resolve violence using less punitive practices, similar to restorative justice programs in the US. A growing literature suggests that it is possible to change preferences and beliefs about gender attitudes, social norms, and political views (e.g., Dhar et al. 2022; Dahl et al. 2021; Bursztyrn et al. 2020; Cantoni et al. 2017; Paluck and Green 2009; Chong and Ferrara 2009). Drawing on these insights, our study examines whether changing attitudes toward reporting violence in schools at an early age can decrease youth violence and how that might influence long-term behavior. In particular, we investigate the potential impact of challenging the social norm of not reporting to authorities on reducing violence among young people and enhancing human capital in the long run.

We exploit experimental variation in a school intervention in Peru that trained students and key school actors through discussions, roleplaying, and an online platform to increase reporting of violence at schools. In particular, the intervention not only promoted a new school platform to anonymously report violent events but also the use of less punitive practices to solve them, allowing to avoid the trade-off between reporting and facing negative consequences versus not reporting and an escalation of violence. The intervention was implemented through a randomized controlled trial by the Ministry of Education (MoE) in 66 secondary schools, covering about 19,500 students in urban areas during 2015.

The MoE was particularly interested in reducing the high levels of extreme violence among young people in marginalized urban areas of Peru. Baseline data from 2015 show that about 73 percent of students aged 12–14 had experienced physical violence (with 10 percent involving weapons), 30 percent had experienced violent thefts and extortion, and 50 percent had been as-

¹This lack of reporting to authorities affects police officers' ability to detect and punish criminal behavior. This challenge is particularly severe in high-crime areas with diminished trust in the police and justice system.

sociated with gangs.² Nevertheless, there was a high tolerance for violence: while 79.5 percent of adolescents reported witnessing violence at school, 29.1 percent did not intervene, and 27.8 percent even participated or encouraged it (INEI 2015b). This reluctance to report is mainly due to social norms against “snitching” as well as fear of retaliation due to either harsh penalties or unresolved incidents. At the same time, according to qualitative evidence, lack of reporting particularly reduced the ability of school authorities to respond to these issues at an early stage. In addition, without the reporting of victims, the authorities could do little to pursue extreme cases such as those involving physical violence, weapons, and gangs.

To boost reporting among students, the intervention aimed to cultivate a lower tolerance for violence and a sense of security in reporting it. Thus, the intervention focused on promoting a new platform for reporting violence, aiming to both raise awareness and provide a safe response tool. The intervention sought to change the view that reporting violence is beneficial by promoting a new system that protects victims and uses less punitive practices to deter future violent behavior among school aggressors. The platform allowed students to report incidents anonymously as well as provided detailed response protocols to address violence. In many schools and neighborhoods, students often lacked a reliable way to report violence. This absence of a trustworthy system led to a common belief among students that not reporting was a safer choice to reduce retaliation. The intervention tried to counter this belief by highlighting the benefits of effective reporting systems in schools and aimed to target all types of violence from pervasive minor misbehaviors (e.g., peer conflicts) to also more severe incidents (e.g., those involving weapons or gang activity).

The intervention included two complementary components implemented across all treated schools. The first component consisted of training key school personnel (the teacher coordinator, the school head, and the person responsible for maintaining the school’s peaceful coexistence) on using the online platform and resolving incidents, countering the belief that reporting violence is futile and showcasing the effectiveness of proper reporting mechanisms and response protocols.³ In particular, the response protocols did not focus on expulsions and suspensions but rather on an integral approach that involved aggressors, victims, parents, and other institutions.⁴

The second component involved workshops for first- and second-year secondary students (12–15 years of age) to improve reporting of violence via the online school platform for about three hours a week during October and November 2015. It focused on the first years of secondary education since that is a period when children are more vulnerable to violence and joining juvenile

²Gangs in urban Peru vary in their level of organization, with most being small, neighborhood-based youth groups involved in petty crime. However, in certain areas of Lima and Callao, these gangs can be linked to more organized networks engaged in drug trafficking, robbery, and extortion. Additionally, certain gangs intersect with *barras bravas*—passionate fan groups known for their intense support of football teams—in some at-risk neighborhoods. While *barras* primarily form around football, they can exhibit similar behaviors to gangs (e.g., territoriality, vandalism, and criminal activities). This intersection stems more from shared environments and overlapping membership than formal alliances.

³The platform was available at all schools, and principals were aware of it. However, very few students were using it, and as a consequence, they also had minimal experience with the platform’s material and response protocol.

⁴On the platform, depending on the severity of the incident, the response protocols focused on reconciliation and repairing the damage caused by the aggressor. The SiseVe protocol can be found [here](#). Appendix B provides a review of the protocols.

gangs. The workshops provided information about the reporting platform and its response protocols, as well as information on the long-term consequences of violence and the importance of reporting it and reducing bystander behavior. Importantly, this component aimed to show the negative consequences of not reporting violence, affecting not only victims but also perpetrators who might escalate their own violent behavior. The workshops tried to show students that at an early age, such behaviors could be corrected within the school setting by reporting through the platform and the new response mechanisms in place.⁵ Additionally, hands-on activities like festivals, marathons, and pamphlets complemented these workshops, reinforcing the messages in the students. In particular, these activities were organized and directed by the students.

To analyze the role of reporting and violent behavior, we use surveys and administrative data from schools, the online platform and police records. The main outcome of interest is the incidence of violence, which we measure in several ways. First, we use the endline victimization survey to analyze the effects two months after the intervention, focusing on physical violence, injuries, threats, or thefts by peers. Second, we use administrative school records on behavior scores to measure changes in violent behavior one year after the intervention. Third, we use police records to measure the incidence of youth violence in schools and their surrounding areas within one year of the intervention. This outcome allows us to measure whether the intervention was effective at reducing violence committed in the school surroundings, such as the one related to gangs, drug selling, extortion, and violent confrontations between students.

To understand the long-term effects, we use administrative records from the universe of Peruvian schools, applications to Peruvian colleges, and adult arrest rates from the National Police four and five years after the intervention to understand how the intervention affects long-term outcomes such as school dropout, mobility, college applications, and criminal engagement. Finally, to analyze the trade-off between reporting and potential repercussions for victims and aggressors, we use data at baseline on student's nominations on which students are involved in violence.

The first main finding is that the intervention significantly improves the reporting of violence. Using the endline survey, we observe that students are more willing to intervene in violent situations, reducing bystander behavior. In fact, using administrative data from schools and the online platform, we find that students in treated schools are more likely to report violence to school authorities. In particular, we observe that reports on the online platform double, including the ones related to physical violence, violent threats, gun violence, and robberies/extortion. We also find that most of these cases are successfully resolved within the school. After the intervention, about 99 percent of cases in treated schools were resolved within the school versus 83 percent of cases in control schools. Using qualitative information from the reports, we validate that the protocols were followed. For example, for student-on-student incidents within treated schools, the school implemented measures such as discussions with parents of both victims and aggressors, psychological assessments for students, sessions on emotional regulation and anger management, good

⁵Each session prompted students to reflect on the presence of violence in their lives and the importance of reporting it. Roleplaying and theater representations were used in these sessions so students could assume the roles of victims and perpetrators.

behavior agreements signed by parents and students, and behavior sessions with the teacher coordinator.

While we cannot disentangle the exact mechanism for which the intervention increases reporting, we find substantial evidence of a change in attitudes toward reporting. There is also evidence that the intervention changes participant beliefs: treated students are increasingly likely to recognize the significance of school personnel in resolving conflicts. At the same time, the reduction in bystander behavior provides some evidence that the intervention might also reduce the social stigma associated with reporting. Finally, while the intervention aimed to reduce the acceptance of violence, we do not see any change in these attitudes. According to focus groups, this result may come from a prevalent belief among students that violence is still acceptable for a “fair” cause. Importantly, even if students could understand why someone would use violence, they still recognized the importance of reporting it to prevent escalation.⁶

Next, we show that the increase in reporting translates into a decrease in violence in schools and surrounding areas. First, using self-reported behaviors from the endline survey, we find that students in treated schools are less likely to experience violence relative to students in the control schools. We see not only a reduction in verbal threats, but also a decline in physical violence, thefts, and exposure to weapons. Second, we validate this result with administrative school records, finding that one year post-intervention, 40 percent of treated students are less likely to receive the lowest behavior grade, typically given to those involved in physical violence and thefts. Third, consistent with the increase in reporting in the short-run of violent incidents, using police administrative data, we find that within one year violent crime declines by 50 percent in treated schools and their surrounding areas.⁷ In particular, we also observe a decrease in drug-related crimes, typically linked to gang activity, while there are no significant changes in homicides, which are generally not associated with youth crime in our context. The decline in violent crime a year after the intervention is in line with the reporting patterns, where we observe an increase in the first months after the intervention and a decrease over time in reporting violent events on the platform.

The second main finding is that the increase in reporting and, thereby, the decline in school violence led to positive long-term effects on human capital and criminal engagement. In particular, we find that the increase in reporting did not lead to harsh penalties for school perpetrators or negative repercussions for victims in terms of schooling and adult criminal outcomes. On the one hand, the intervention increases the reporting of violence and reduces the incidence of violent events at an early age, potentially preventing violence from escalating. On the other hand, reporting could generate negative effects for those reported as perpetrators if authorities expel them, or it could increase their chances of being in juvenile detention centers. We find consistent evidence with the first mechanism.

Administrative records for the universe of all Peruvian schools show that treated students

⁶While the overall index of attitudes toward the acceptance of violence is not significant, students significantly disagree with these specific statements: “students enjoy watching peers hit others” and “students don’t report when someone is being hit.”

⁷We do not find evidence of a displacement of violent crime to nearby areas.

(including aggressors) are less likely to drop out or switch to a different school. Additionally, we find that these students earned higher scores on the college entrance exam. These results are in line with data from endline surveys, where we find that treated students report higher levels of safety at school. Importantly, we find that the effects are similar for victims and perpetrators of violence, consistent with the response protocols that focused on the use of less punitive measures.⁸

We also analyze whether reporting affects the likelihood that school aggressors are involved in youth crime four years after the intervention. Using administrative police records, we find that school perpetrators in treated schools are 45 percent less likely to be involved in violent crime as young adults, suggesting that this type of intervention can benefit both potential victims and perpetrators. These results provide some evidence that reporting violent behavior at a young age can prevent criminal engagement. In addition, they are in line with the success rate of reported cases within the online platform and how school authorities dealt with incidents when they were at school. Using data from the online platform, we observe that treated students are more likely to report that the school is helpful in dealing with violence and that they receive fair treatment even when they commit a violent incident.

Although the intervention consisted of a bundled treatment aimed at increasing reporting, we provide some evidence that both components, the student workshops and a proper reporting/response system, are needed for the intervention to be effective. In particular, we rule out that direct changes in school personnel's disciplinary methods alone or changes in school resources could be driving all the effects (as opposed to behavioral changes in reporting and violence among treated students). First, we study the effects on younger and older cohorts that did not receive the workshops but were in treated schools.⁹ We find no changes in dropout and mobility to a different school for these cohorts, suggesting that the observed effects are mainly driven by actual changes in students' behavior.¹⁰ Second, we also look at differences in teacher turnover and school resources and find no changes in treated schools relative to control ones. Third, we find that most of the effects are driven by schools where more interactive activities with students were done (e.g., role playing). These results highlight that interventions in contexts where violence is mainly observed by students, we not only need to promote a new school system to deal with violence among key school personnel, but also a change in attitudes toward reporting among students.¹¹

⁸The effects on school dropout and mobility could ex-ante vary depending on the type of student. Victims or peers might benefit from a safer environment and might be more likely to stay in school, whereas perpetrators may be more likely to drop out or be expelled, potentially worsening long-term criminal outcomes. We find no evidence that this is the case since we do not find differential effects for perpetrators. The post-reporting process and protocols in Peru are particularly relevant to explain these results given the mixed evidence on the long-term impacts of school disciplinary interventions in the US (Adukia et al. 2023; Pope and Zuo 2023; Craig and Martin 2023), suggesting that reporting alone can lead to positive, null, or negative outcomes, depending on how these reports are managed.

⁹In particular, we exploit the fact that in this context, interactions are cohort-specific as older cohorts are in different buildings, and younger cohorts do not share breaks with our treated cohort.

¹⁰In addition, we also explore the intervention's effects on the subsequent cohort of younger students who were not directly treated but attended the same schools and grades during the following academic year. In particular, these students would have interacted with key personnel who had received training during the previous year. However, we find no changes in dropout or mobility for these cohorts, providing further evidence that student workshops and discussions are also needed to change violent behavior. Results are available upon request.

¹¹Given the interactive activities that involve parents and their awareness about the intervention, we also looked at

One potential concern is our reliance on self-reported data for certain outcomes. For example, there could be social desirability bias in the treated schools (e.g., experimenter demand effects). Nonetheless, we believe misreporting is an unlikely mechanism, for several reasons. First, most of the measures are validated by administrative records. For example, the self-reported incidence of violence is validated by school and police reports showing that injuries and thefts declined in treated schools and their surrounding areas a year after the intervention. If the short-term results are driven by experimenter demand effects in treated schools, they would likely disappear a year later. Moreover, we also see a similar pattern when using police records on adult criminality four years post-intervention. Second, measurement error does not explain the pattern of treatment effects: although we observe a drop in the incidence of violence and a change in attitudes toward reporting it, there is no evidence of altered attitudes about the justification of violence. Systematic measurement error would need to correlate with reporting, not with acceptance. This seems unlikely, especially given the magnitudes of the impacts and the intervention’s effort to change students’ acceptance of violence. Therefore, the lack of a change in the acceptance of violence reduces this concern. Third, the spillovers of these effects on non-self-reported schooling and crime outcomes (e.g., dropout, mobility, arrests) four years after the program ended offer reassurance that it genuinely changed participants’ behavior. Finally, endline data were collected by the National Institute of Statistics and Informatics (INEI), which had no relationship with the intervention teams or the schools.

Our results extend recent literature by [Dhar et al. \(2022\)](#) showing that schools can be a fertile environment for shaping attitudes at an early age. In particular, we show that schools can help change norms concerning reporting, a task more challenging at the neighborhood level where the only way to report violence is through the police, whom residents frequently distrust. By promoting a new school-based system, the intervention not only changes students’ perceptions about reporting but also provides the tools to translate attitudinal changes into behavior. Importantly, we show that increasing the reporting of violence at an early age (when there is a proper system in place) can be effective for both victims and perpetrators, helping to prevent future criminal involvement.

This paper is also closely related to novel research on preventative alternatives to reduce criminal behavior. Some interventions highlight the role of cognitive behavioral therapy in preventing automatic behavior in high-risk individuals, restorative justice programs, as well as access to jobs or cash grants (e.g., [Hjalmarsson et al. 2015](#); [Carr and Packham 2019](#); [Davis and Heller 2020](#); [Blattman et al. 2022](#); [Bhatt et al. 2023](#); [Shem-Tov et al. 2021](#); [Adukia et al. 2023](#)). Most of this literature, with the exception of [Blattman et al. \(2022\)](#), has focused on developed countries. However, there is very little evidence on how to reduce violent crime and prevent criminal careers at a young age in developing countries. Interestingly, while there is a nascent literature studying how to reduce school violence through behavioral interventions that shows promising results in the short

whether the long-run effects are driven by changes in domestic violence. We find no changes in exposure to this type of violence due to the intervention (see Table [A.29](#)).

term in peer violence (e.g., [Dinarte 2020](#); [Karmaliani et al. 2020](#); [Alan et al. 2021](#); [Cunha et al. 2023](#)), to our knowledge no link has been made to long-run criminal involvement. We complement this body of literature in three ways.

First, we focus on an alternative novel intervention that targets attitudes and behaviors toward reporting in a context where the prevalence of violence is often the byproduct of social norms and the lack of adequate reporting/response systems. In particular, we analyze an intervention that targets school violence in the context of gangs, where norms of not reporting and a culture of punitive practices can be more salient. In this context, the lack of reporting affects the ability of school authorities to target any intervention for high-risk students to prevent violent behavior. Moreover, while previous literature focuses primarily on school interventions targeting minor misbehavior (e.g., bullying), we complement this literature by studying a school intervention that also targets severe violence. Second, we provide experimental evidence to the US literature studying the role of less punitive school practices. We show that these practices can also work in developing countries, provided there is an initial shift in attitudes toward reporting. Closely related, [Amaral et al. \(2024\)](#) show that a school intervention in Mozambique that promotes the reporting of gender violence, when effective systems of response are in place, can reduce the incidence of sexual violence and dropout rates of girls. Third, we offer first evidence on the long-term effects of school behavioral interventions on reducing adult crime in the context of developing countries. In particular, by linking novel administrative datasets, we show that changing attitudes toward reporting can be relevant in increasing human capital and preventing criminal engagement of school perpetrators. In this line, we add to recent work showing how shocks or interventions to early adolescence can be key to reducing adult criminal behavior ([Sviatschi 2019, 2022a,b](#); [Guerrero-Trinidad 2025](#)).

The remainder of the paper is organized as follows. In the next section, we present the setting and intervention. Section 3 describes the experimental design and data. Section 4 presents the empirical strategy. Section 5 presents the results. Section 6 concludes.

2 Background

2.1 School Violence in Peru and Protocols to Combat It

School violence affects millions of students in Peru. According to the Peruvian National Survey on Social Relations (ENARES), in 2015 approximately 75.3 percent of children and 73.8 percent of adolescents experienced some kind of violence in school at least once ([INEI 2015b](#)). Moreover, 47.4 percent of adolescents aged 12–17 (the ages range for secondary education in Peru) had experienced peer violence in the last 12 months. This violence took various forms, from verbal threats to extreme physical violence (such as gang violence and use of weapons), with 80.3 percent of these incidents occurring in or around school premises.

According to the ENARES survey, most victims did not receive any support. In 2015, only 44.7 percent of those who reported being victims in the last 12 months asked for help, and very few reported it to school authorities ([INEI 2015a](#)). The reluctance to report was mainly attributable to

two factors: there was a social norm among students to not interfere or “snitch” on others, and many believed that reporting violence could lead to null or severe repercussions for the perpetrators, including suspensions or harsh measures, potentially prompting retaliation against the victims. Moreover, social tolerance of violence against children and adolescents remained high at 42.1 percent. This is confirmed in our sample at baseline, where more than 40 percent of students agreed with the use of physical violence and about 45 percent agreed with bystander behavior. This high social tolerance could be partly due to students’ lack of awareness about the consequences of violence: about 42 percent believed that both engaging in violence and not reporting it had very little effect on their learning and well-being at school.

In 2011, the Peruvian government implemented measures against school violence through a law that promoted peaceful coexistence in educational institutions. The objective was to establish a safe school environment by preventing, identifying, resolving, and eliminating violence there. One important initiative was SiseVe (“Yes, we see it”), an online platform that allows individuals to report violent incidents in schools and their surrounding areas. This initiative spans multiple ministries in addition to the MoE, including the Ministry of Health, the Ministry of Women and Vulnerable Populations, the Ministry of Justice, the Ministry of the Interior (i.e., national security), and the Public Ministry.

Students, parents, friends, and witnesses can use SiSeVe to anonymously report a violent incident. Each report is then forwarded to the local education authorities, who verify it and ensure that the victims are protected from further harm. Once a report is filed, the MoE, through the Regional Education Department (DRE) and the Local Education Management Unit (UGEL), becomes aware of the incident and opens a new case.

Within the SiSeVe platform, the MoE established a detailed response protocol for each type of violence.¹² For example, in cases of psychological and/or physical violence between students, the relevant school authorities talk separately with every student involved, inform parents of the situation, and try to resolve it with additional information from witnesses, teachers, and other school members. Moreover, to prevent future recurrences, the school principal coordinates with the program tutor to develop sessions and other activities related to preventing violence in the classroom. If the authorities believe a more in-depth solution is warranted, they refer the case to other institutions such as the Ministry of Health, Public Ministry, National Police, and Emergency Center for Women, based on the victim’s specific needs. Subsequently, the school principal, teaching coordinator, and the person in charge of maintaining the school’s peaceful coexistence continue to monitor the case and regularly meet with parents.¹³ A case is considered closed once

¹²The MoE developed the Protocols for Attention to School Violence, led by the school head, the teaching coordinator, and the person in charge of the school’s peaceful coexistence from the Committee for Tutoring and Educational Guidance. The protocols vary depending on whether it is a case of violence between students or between students and teachers and depending on the type of violence (verbal, physical, sexual, or psychological). Likewise, the protocols require other government institutions to be involved in cases of violence that put students’ lives at risk. The SiseVe protocol can be found [here](#). Appendix B provides a review of the protocols.

¹³The person responsible for the school’s peaceful coexistence could be a psychologist, but they must be physically present at the school.

the violence has stopped and protection has been guaranteed for the affected students, including their ability to remain in school safely and improvements in their socio-emotional well-being.

A central goal of the SiseVe initiative was to ensure that each student continued attending school, thereby maintaining their continuity within the educational system. Therefore, each protocol is designed to keep both victims and aggressors in school. This approach includes measures to prevent re-victimization and confrontations between students. At the same time, schools are discouraged from using punitive measures such as expulsion, instead focusing on providing socio-emotional support to the aggressor. This aims to foster their sense of belonging and change their behavior without removing them from the educational environment. In this line, the platform had a set of materials and actions for schools to follow, which involved all actors (victims, aggressors, bystanders, and parents). For example, within school, it promoted sessions and activities during tutoring sessions and also individual tutoring plans for victims and aggressors to understand the root causes of violence, its consequences, and develop social skills to deal with it. The platform also offers guidance to teachers on assisting parents with school violence cases. For parents of victims, it suggests using school mechanisms rather than seeking justice on their own, reassuring their children of seeking help and discussing appropriate actions with the school. For parents of perpetrators, it suggests collaborating with the school, teaching their children accountability, guiding them on how to apologize, and encouraging assertive, non-aggressive practices. These guidelines also apply to situations where students have witnessed violent incidents.

Despite these efforts, by 2015, many students were not well acquainted with the system and protocols for handling violence. In response to this knowledge gap, the MoE designed an intensive pilot program to change attitudes toward reporting and increase knowledge about this system among students and key school staff.

2.2 Description of the Intervention

In 2015, as part of the SiseVe initiative, the MoE launched an intervention to decrease the acceptance of violence and increase reporting. The intervention had two complementary components that were jointly delivered in all treated schools. The intervention was also coordinated with the pedagogical team of the DRE and the UGEL. During implementation, all treated schools received visits from the intervention team and unannounced visits from regional and local authorities (DRE and UGEL).

The first component trained key school personnel (the school head, the person responsible for maintaining peaceful coexistence within the school, and the program tutor) on the online platform for five days the first week of October in 2015.¹⁴ ¹⁵ The training, carried out by a specialized

¹⁴The academic school year typically runs from March to December and it is divided in two blocks, March-July and August-December.

¹⁵The teacher in charge of the school's peaceful coexistence is responsible for coordinating activities that promote harmonious interactions and prevent violence within the school environment (e.g., playground, hallways). They follow established protocols to address violence, ensure discipline through a rights-based approach, and maintain records of incidents using official platforms. This role requires collaboration with local educational authorities (UGEL) and regular

team, covered various aspects: handling school violence using the SiseVe platform, which included engaging with relevant activities and materials, and adopting proper response protocols (as described in the previous section and Appendix B).

After training, school personnel facilitated the second component of the intervention, which consisted of workshops for students. It targeted students in the first and second years of secondary education (ages 12–15 years) during school hours. The MoE focused on these grades as they mark the period when most children often begin to engage in violent events and join gangs. For treated schools, the program consisted of 3-hour classroom sessions every Friday in the second half of October and the first week of November (a total of 15 hours). Before the program, these hours were part of the tutoring class, which is generally used for art projects or study assistance under teacher supervision. As a result, it did not crowd out core teaching activities, which remained the same as in control schools. Therefore, the number of hours children interacted with their classmates and teachers did not vary across the treatment and control classrooms.

This component consisted of two types of activities to curb the tolerance of violence and encourage responsiveness: (i) workshops on the platform, violence, including information about its consequences and the importance of reporting it; and (ii) hands-on activities to reinforce the messages provided during the workshops. Each session prompted the students to reflect on the violence in their lives and their neighborhoods. In many sessions, students discussed news or stories about violence and how not reporting it could lead to more violent events. The workshops highlighted the negative consequences of not reporting for both victims and perpetrators (e.g., the case of a student who started being involved with gangs doing minor crimes and ended up involved in higher-level crimes; and how aggressors were also victims of violence). The intervention team also promoted the SiseVe platform by showing students how to access and use it and explaining key aspects of its functions, such as user anonymity and the response procedures of local authorities. This component aimed to increase trust in the school system as an effective tool to report and solve violence. In particular, through the activities, students learned not only to help their peers by reporting violence but also that the online platform served as a tool to resolve violence before it escalated, not just to punish aggressors.

Students also took part in roleplaying, debates, and theater representations so they could assume the roles of victims and perpetrators. They also worked in groups to communicate what they learned by creating informative material, such as anti-violence slogans and posters, and by organizing music festivals and in-school parades with pamphlets. In total, 130 activities were offered, with each school implementing 5, on average. Appendix A provides a list of activities and initiatives.

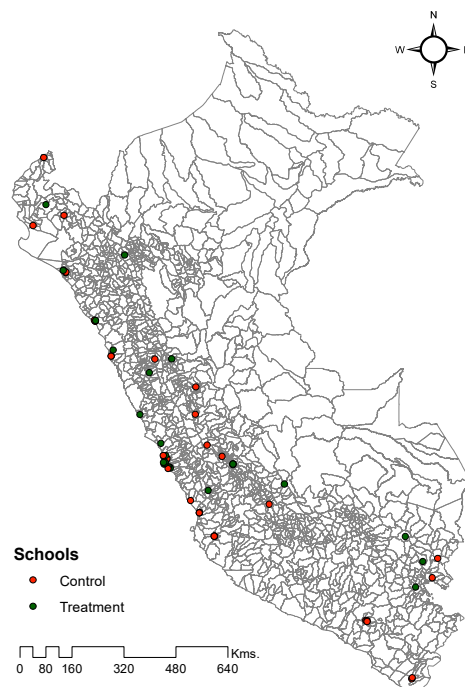
reporting on coexistence activities to the tutoring coordinator. The tutoring coordinator is a teacher assigned to a specific school classroom (or a maximum of two classrooms), tasked with guiding and supporting students during the tutoring hour. This role emphasizes the promotion of students' socio-emotional well-being, self-awareness, and interpersonal skills development. The coordinator fosters an inclusive and supportive environment, encourages positive coexistence, and maintains communication with the broader school community to support students' personal, social, and academic development.

3 Study Design and Violence Outcomes

3.1 Experimental Design

The MoE conducted a cluster randomized controlled trial of the school program in a sample of eligible schools.¹⁶ To be eligible for the intervention, schools had to satisfy the following criteria: be a public school, offer enrollment in secondary grades, be located in a low-income urban area, have computers connected to the internet, and not participate in other MoE interventions.¹⁷ Of all the nationwide schools that met these criteria, 33 schools were randomly selected as treatment observations and 33 as control observations. The randomization was stratified by region. Within the schools selected for the intervention, all students in the first and second years of secondary school were treated. The study sample includes 1,870 classrooms from 66 secondary schools and over 19,512 children. Figure 1 presents the geographic distribution of the treatment and control schools.

Figure 1: Location of study schools by treatment status



¹⁶It is important to note that while part of our research team helped in the design of surveys, the MoE implemented the RCT and was in charge of hiring the private team for data collection. The research team got a written authorization to evaluate the intervention from the government. The MoE through their office of evaluation had experience in collecting data and evaluating their policies.

¹⁷Access to computers and the internet were required since the SiseVe platform is online.

Table 1 presents balance checks on baseline school characteristics (e.g., the number of students and teachers per school, students per classroom, and administration type) and balance checks on students' characteristics by treatment status. Consistent with random assignment to the intervention, we find no statistically significant differences between treatment and control schools.

Table 1: Baseline balance of school and children's observable characteristics

	Treatment	Control	Difference (T - C)	p-value (T = C)
A. Balance of school observable characteristics				
# students at secondary level	822.455	845.000	-22.545	0.892
Secondary enrollment (log)	6.327	6.328	-0.001	0.996
% Co-educational schools	0.848	0.818	0.030	0.746
# teachers at secondary level	49.970	49.879	0.091	0.992
# students per teacher (secondary)	15.575	16.171	-0.597	0.591
# sections (secondary)	28.303	29.606	-1.303	0.806
# students per section	26.720	26.887	-0.167	0.919
% schools in the coast region	0.697	0.667	0.030	0.795
% schools in the highlands or Amazon region	0.303	0.330	-0.030	0.795
Average HDI (Local level)	0.512	0.519	-0.007	0.792
Average income per capita (Local level)	696.021	709.403	-13.382	0.814
B. Balance of child observable characteristics				
% Female	0.487	0.431	0.056	0.292
Average age	13.234	13.171	0.063	0.296
% Delayed students (1 = more than two years behind)	0.045	0.045	0.001	0.918
% Migrant students	0.285	0.264	0.022	0.360
% Separated parents	0.419	0.401	0.018	0.510
% Experience violence at home	0.424	0.433	-0.009	0.731
Average # of siblings	2.818	2.793	0.025	0.845
Average health status (1 = lowest / 4 = highest)	2.984	2.979	0.004	0.894
% health problem or disability	0.058	0.058	0.000	0.956
% Poor	0.324	0.263	0.060	0.250
% Water supply at home	0.856	0.900	-0.045	0.103
% Electricity at home	0.971	0.969	0.001	0.867
% Bathroom at home	0.893	0.901	-0.008	0.811
% Internet users	0.630	0.644	-0.014	0.790

Notes: ***, **, and * indicate statistical significance at the 0.01, 0.05, and 0.10 levels, respectively. Table A.5 shows the baseline balance adjusted by FE.

The intervention had high compliance due to MoE efforts and enforcement. Since the program was designed and implemented by the MoE, school participation was mandatory. All schools receiving the treatment underwent the full intervention. To enforce compliance, the intervention team made unannounced visits to schools, with each visit being reported back to the MoE by the school principals (the intervention team also had to report each school visit). Moreover,

the intervention was coordinated between the MoE and the UGELs, which are in constant communication with school authorities since they are responsible for overseeing educational quality and distributing resources. The established relationship between schools and UGELs facilitated smooth collaboration with the MoE. According to fieldwork reports, all school authorities were enthusiastic and readily undertook the activities.

To understand the effects of the intervention, specially trained employees from the National Institute of Statistics and Informatics (INEI) administered surveys in the classroom to both treated and control children before and after the intervention (baseline and endline). Teachers were not present in the classroom during data collection. The baseline survey was collected from April to May 2015, and the endline survey, which asked the same questions, was administered two months post-intervention. The endline survey's response rate is 92 percent, with no differential attrition by treatment status. Moreover, attrition in the treatment versus control group is not differential by baseline outcomes (see Appendix Tables [A.2](#), [A.3](#), and [A.4](#)).

3.2 Incidence of School Violence

To measure the incidence of violence, we use three sources of data. First, we measure victimization using the endline survey, in which students reported whether they had experienced any type of violence at school. We then combine 8 school violence incidence variables into a weighted index (see the Appendix for more details). We measure incidents mostly through direct questions about students' involvement in violent acts at school (e.g., whether they experienced physical or verbal violence by other students).

Second, we use school administrative reports for the end of the academic year in 2016, when teachers grade each student's behavior. The grading for the behavior score ranges from A to C, with C being the lowest grade possible. Importantly, teachers assigned the lowest score to students involved in extremely violent events, such as physical fights, extortion or thefts. We match the behavior data using the students' national IDs, available for 90 percent of the sample. However, it is important to note that recording the behavior score is not mandatory for schools, and therefore 30 percent of schools did not report this score.¹⁸

Third, we use police records on violent incidents in schools and their surrounding areas for the end of 2015 and 2016 from the Peruvian Crime Incidence Hotspot Map, managed by the Ministry of the Interior, which includes thefts and injuries. We also complement this data with reports related to drug selling which are usually associated with juvenile gangs. Since the map was entirely georeferenced and had geolocation codes for each school, we can identify the number of crime reports related to youth crimes from each school and within a predetermined perimeter around each school.

The last two measures concern extremely violent episodes, while the reported measure from the endline survey also includes less violent events. The advantages of using administrative

¹⁸We analyze if there is a correlation between not reporting the score and our treatment, and we find no evidence of it (see Column 3 in Table [A.2](#)).

records from both the police and schools are that they are not driven by potential experimenter demand effects and can measure medium-term effects. Moreover, police data not only include complaints but also data from police operations and raids that are not victim-reported incidents.¹⁹

3.3 Reporting and Attitudes toward Violence

The program incorporated two main strategies to reduce violence. The first was to challenge social norms around reporting and the view that reporting would lead to negative consequences for victims and perpetrators. For example, many students refrained from reporting violence due to the social backlash from peers. Moreover, in the focus groups, many students believe that reporting could lead to harsh consequences for perpetrators and possibly escalate violence. The second strategy aimed to change the acceptability of violence in certain circumstances. Thus, to understand the mechanisms of the intervention, we focus on these outcomes: (i) the actual reporting of violence and (ii) attitudes and beliefs regarding violence and reporting.

To evaluate changes in reporting behavior, we use three different measures. First, we use the endline survey that asked students if they had sought help from school staff or reported a violent incident to school authorities if they were victimized in the past month. Second, since this was a reported measure that could be subject to experimenter demand effects, we also use data from the SiseVe platform, which includes the school code, enabling us to identify the number and status of reports made at the school. Third, the endline survey helps us measure bystander behavior as students reported whether they or others defended a victim or reported the incident to any authority. For bystander behavior, we construct a weighted index of four direct questions on students' willingness to help their classmates in these situations.

Finally, to measure changes in attitudes and beliefs, we use the endline survey to construct three outcomes. The first measure involves assessing students' attitudes toward discussing and reporting violence, focusing on their willingness to seek help or report incidents they had experienced or witnessed, as well as their comfort in seeking help at school. We construct a weighted reporting index based on four questions related to students' ability to talk to adults and report violence.

The second measure evaluates attitudes and beliefs about the use of violence. This encompassed students' perspectives on justifying violence. We create a weighted index by combining six variables, which are six direct questions on students' attitudes toward acceptance of violence at school and whether these attitudes were considered "common" (e.g., whether students agree with the use of violence). The third measure is an index created from students' beliefs on violence and education. In particular, the belief that their school performance would improve without violence, and confidence in school personnel's ability to resolve violent events. This is based on two

¹⁹It is important to note that the direction of experimenter demand effects can be ambiguous in the endline survey. The intervention could increase the reporting of violence at the endline since treated students may become more sensitive to what is violent and unacceptable behavior, and thus start reporting it. In this case, the endline survey would capture an underestimate of the effects of the intervention on the incidence of violence.

questions that asked them if they believed less peer violence and more effective management by school authorities would benefit their learning process.

All indexes are also balanced between treatment and control groups at baseline (see Table 2).

Table 2: Baseline balance of outcome variables

	Treatment	Control	Difference (T - C)	p-value (T = C)
School viol. incidence index	-0.103	0.000	-0.083	0.311
Reporting behavior	0.352	0.349	0.004	0.750
Bystander behavior index	0.008	0.000	0.005	0.839
Attitudes toward reporting index	-0.022	0.000	0.017	0.799
Attitudes toward acceptance of violence index	0.005	0.000	0.019	0.743
Beliefs on violence and education index	-0.033	0.000	-0.023	0.448
Students carry weapons	0.110	0.126	-0.011	0.672
Self-reported perpetrators	0.070	0.078	-0.007	0.533
Peer-nomination perpetrators	0.059	0.074	-0.014	0.209
Peer-nomination victims	0.087	0.109	-0.017	0.224

Notes: ***, **, and * indicate statistical significance at the 0.01, 0.05, and 0.10 levels, respectively. *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 8 questions related to what had happened to students in their school in the past month. *Students carry weapons* is a dummy variable and takes the value of 1 if students reported that their classmates brought weapons to school. *Reporting behavior* is a dummy variable that takes the value of 1 if a student reports school violent cases to the school authorities (teachers, principal, or tutor). *Bystander behavior index* captures students' actions when witnessing in-school violence in the past month. *Attitudes toward reporting* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on four questions that capture students' willingness to report or seek help when being victimized or witnessing school violence, and if they would talk to someone at school in the event of a problem. *Attitudes toward acceptance of violence* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on six questions that measure student support for violent acts in school. *Beliefs about violence and education* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on two questions that measure if a student believed their learning process would benefit from classmates being less involved in violent acts (including gangs) or if the school did a better job handling incidents. *Self-reported perpetrators* is a variable that takes the value of 1 if the student self-reports themselves as a perpetrator based on four survey questions at baseline, and 0 otherwise. *Peer-nom perpetrators* is a variable that equals 1 if the student is nominated as a perpetrator by more than one classmate at baseline and 0 otherwise. *Peer-nom victims* is a variable that equals 1 if the student is nominated as a victim by more than one classmate at baseline and 0 otherwise.

3.4 Dropout, College Applications and Adult Crime Records

Since one important component of the preventive approach was to increase reporting, we also analyze if there are long-term consequences for victims and perpetrators on education and crime.

In particular, we are able to measure school dropouts by using data from the MoE's national online system for educational institutions ("SIAGIE"), which simplifies the registration process for student enrollment.²⁰ These data allow us to construct two indicators of school enrollment: school dropouts, which is defined as not being enrolled in any educational institution (public or

²⁰Additionally, the SIAGIE data provide information on school characteristics such as administration type, school size, school type (single sex or coeducational), and educational levels.

private) in Peru the year after the intervention, and school mobility, which is defined as not being enrolled in the same school the year after the intervention.

The SIAGIE dataset includes students' national IDs and school codes that show the school of registration and attendance for a specific academic year. By matching the IDs from the baseline survey (available for almost 90 percent of the sample) with the ones in administrative records, we can identify whether a student had registered in the school system for the next academic year and, if so, whether they had transferred to another school.²¹ Using these data, we are able to study whether promoting the reporting of violence at school can potentially lead to less violence at the expense of more dropouts of aggressors from school.

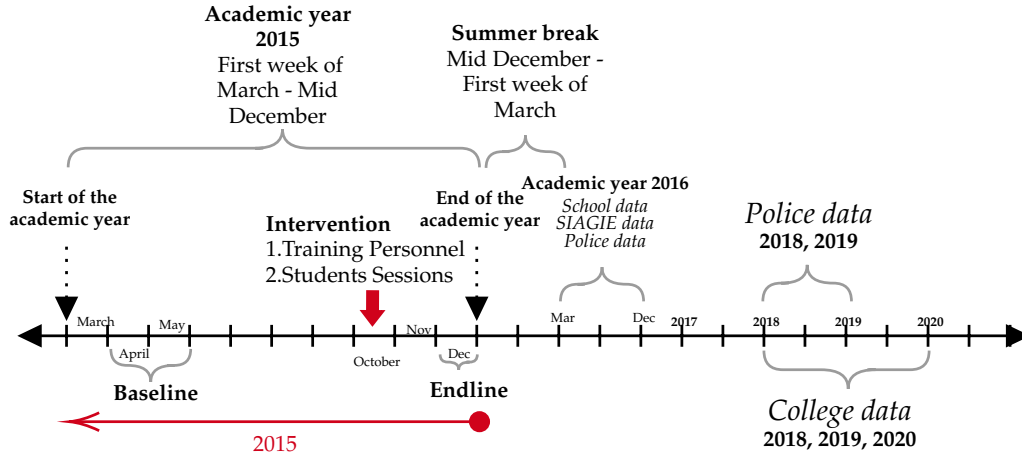
We also study college applications and average scores on Peruvian college entrance exams as long-term outcomes. For these college-related outcomes, we construct a college application index using administrative records from 2018 to 2020 of the National Superintendence of University Higher Education. These identify whether a student—those who had been in the target years of secondary education and had graduated by 2019—applied to college after graduating from high school. The average score on the entrance exam identifies the average application score for each student across all college applications they submitted.

To identify the effects on adult criminal outcomes, we use confidential national police records from 2018 and 2019. Since the dataset includes all detainees who were registered at a police station, we can determine whether a student who was 18 years or older in 2018 and 2019 has been detained at least once at a police station. In this context given that school perpetrators may be more likely to follow a criminal path, we also examine the heterogeneity of adult crime by school perpetrators in 2015 before the intervention started. We use three definitions of school perpetrator, the first being the self-reported perpetrator. This variable is based on four questions at baseline related to acts committed by the student at school. These questions include whether they have threatened a classmate, teased others, insulted a classmate, or started a fight. If the student reports having committed at least one of these acts, the variable equals 1. The second and third variables are based on a peer nomination. As part of the questionnaire, students were asked to name up to three classmates who are frequently unkind to others, fight with others, damage classmates' belongings, and threaten peers. The second variable indicates whether a student has been nominated as a perpetrator at least once in the baseline survey. If they have been nominated, the variable equals 1. The third variable indicates whether a student has been nominated multiple times, equaling 1 if they have been nominated by more than one classmate as a perpetrator in the baseline survey.

Figure 2 presents the timeline of the intervention and data collection.

²¹Column 2 in Table A.2 shows that the matching on ID is balanced across treatment status.

Figure 2: Timeline



4 Empirical Strategy

We estimate the following regression with one observation per student:

$$Y_{ij} = \beta_0 + \beta_1 Treated_j + \beta_3 X_{ij} + \epsilon_{ij}, \quad (1)$$

where Y_{ij} is the outcome variable measured at the follow-up survey for student i in school j . $Treated_j$ is a binary variable that equals 1 if the school was assigned to the treatment group, and 0 otherwise. Thus, β_1 shows the average effect of the intervention on the outcome. The vector X_{ij} includes a set of control variables—students, schools, and district characteristics—and a regional fixed effect.²² When the outcome is an index, we include a missing flag for each component. The error term, ϵ_{ij} , is clustered at the school level, which is the level of randomization.

We correct p-values using the adjustments proposed by Westfall and Young (1993), and report the family-wise error rate (FWER). In addition, we estimate two alternative specifications, one without control variables (see Appendix Tables A.6–A.10) and another that includes the baseline analog of the outcome, Y_{ij}^0 , as one of the control variables (see Appendix Tables A.11–A.14).

A priori, we expect the intervention to increase reporting and, consequently, reduce violent behavior by promoting a school reporting platform that addresses violence by intervening and resolving it through more effective practices involving all school actors and, in extreme cases, collaboration with other institutions. It is also possible that the intervention could reduce violent behavior through two direct mechanisms, independently of reporting: changes in the acceptance of violence and changes in school disciplinary methods. We test these other mechanisms by looking at measures of attitudes toward violence in endline for treated students as well as administrative data on dropouts and adult arrest records for non-treated students in schools where key school

²²Control variables include the following: gender, migrant student, separated parents, type of school management, log of enrolled students, number of siblings, poverty proxy, water supply at home, electricity at home, bathroom at home, use of internet, average HDI, and average income per capita at the district level.

actors were trained.

5 Results

5.1 The Short-Run Effects of the School Intervention

In this section, we present two sets of findings. First, we show that the intervention was successful at increasing the reporting of violence and changing attitudes toward reporting as well as trusting the school system. In contrast, we find no changes in attitudes toward the acceptance of violence. Second, we find a reduction in school violence and violent crime in schools and surrounding areas in the short and medium term. All of these results are robust to controlling for the baseline analogs and covariates, and using different administrative datasets.

5.1.1 Reporting of violence and attitudes

Table 3 presents the effects on violence reporting, using data from the school, the online platform, and the endline survey. Column (1) shows that the probability of reporting violence directly to a school authority increases by 2 percentage points (about 6 percent relative to the control group mean). Using data from the online platform, Column (2) reveals that the number of anonymous reports in treated schools has doubled compared to those in the control group. Most of the anonymous reports refer to extreme violence such as physical violence and threats. Nevertheless, in Table A.23 in the Appendix, we look by category and we see an increase in reporting for all types of violence, including guns, and violent theft. Column (3) further indicates that the intervention reduces bystander behavior among treated students, showing that they are less likely to reinforce violence and more likely to intervene.²³

²³Tables A.20 and A.21 show the effect for each variable that comprises the indexes.

Table 3: Effects on actual violence reporting

	Reports incidents (1)	Reports on SiseVe plat. (2)	Bystander behavior (3)
Treatment	0.018** (0.008)	3.419*** (0.061)	-0.045*** (0.017)
Adj. pval [MHT]	***	***	***
Adj. pval [FWER]	**	***	***
Control Group Mean	0.32	1.75	0.00
Control Group Std.	0.46	2.86	1.00
Observations	19,185	19,512	19,347

Notes: This Table presents the estimates from Equation 1 on the following outcomes. *Report of incidents* captures whether the student reported to an adult at school that they or a classmate was a victim of violence at school in the past month. *Reports on SiseVe platform* is defined as the number of anonymously reported cases on the SiseVe website starting in December 2015 and a year afterward. *Bystander behavior* captures students' actions when witnessing in-school violence in the past month. Higher values indicate higher levels of violence reinforcement. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Next, we examine whether the intervention changes attitudes toward violence and reporting. Table 4 indicates an improvement in attitudes toward reporting violence, though perceptions of violence acceptability remain unchanged. Treated students showed increased confidence in reporting violence and seeking help from school authorities in the hypothetical case of experiencing or witnessing violence. They also believed the school could help them and there were people they could trust. These results suggest that the intervention is successful in increasing students' trust in the school system for reporting and resolving violence. However, attitudes toward justifying violence do not shift, as Column (2) shows.

Column (3) demonstrates that treated students are more likely to associate school violence and better school practices to deal with incidents with consequences for their educational outcomes. In the Appendix, using the surveys and data from the online platform, we also observe that students are more likely to report that the school was helpful in dealing with violence, that teachers treat students with respect, and that aggressors receive fair treatment (see Table A.17).

Our results are consistent with qualitative evidence from MoE reports during the implementation. Therein, participants noted how role-playing and discussions helped them understand the problems associated with violence and bystander behavior and how having the tools to report violence enabled them to challenge it in the school setting. The intervention allowed students to internalize how to help others and how, by reporting through the new online system, resolutions could be achieved that extend beyond mere punishment. In fact, by looking at the reports on the online platform, we find that 99 percent of them were resolved within the school. In contrast, in the control group, 83 percent were resolved. Moreover, we validate that the protocols were

followed.

Taken together, the results provide evidence that the intervention reduces barriers to reporting. In the next section, we analyze whether these changes could explain a reduction in violence.

Table 4: Effects on beliefs and attitudes regarding violence and reporting

	Attitudes toward reporting (1)	Attitudes toward accept. viol. (2)	Beliefs about viol. and educ. (3)
Treatment	0.102*** (0.017)	-0.005 (0.017)	0.062*** (0.017)
Adj. pval [MHT]	***	-	***
Adj. pval [FWER]	***	-	***
Control Group Mean	0.00	0.00	0.00
Control Group Std.	1.00	1.00	1.00
Observations	19,394	19,336	19,349

Notes: This Table presents the estimates from Equation 1 on the following outcomes. *Attitudes toward reporting* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on four questions that capture students' willingness to report or seek help when being victimized or witnessing school violence, and if they would talk to someone at school in the event of a problem. Missing flags for each variable are used to construct the outcome index. *Attitudes toward acceptance of violence* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on six questions that measure student support for violent acts in school. *Beliefs about violence and education* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on two questions that measure if a student believed their learning process would benefit from classmates being less involved in violent acts (including gangs) or if the school did a better job handling incidents. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

5.1.2 Incidences of Violence in Schools and Their Surrounding Areas

Our first main finding is that the intervention reduces incidences of violence in schools and their surrounding areas. Table 5 presents the results. Using data from the endline survey, Column (1) shows that treated students are less likely to experience violence at school. These students' school violence index is 0.06 standard deviations lower than those in control schools. Column (2) shows that treated students are also less likely to be exposed to weapons in school, which are usually associated with gang activity. Appendix Table A.19 reports the effects of each of the variables comprising the overall violence index. It shows that the effects are strongest for physical violence, thefts, and threats, with no impact on less extreme forms of violence.²⁴ These results align with those from school administrative records, Column (3) shows that treated students are about 40 percent less likely to be involved in physical violence and theft.

In Column (4), we also look at whether the increase in reporting translates into reductions in youth crime in surrounding areas one year post-intervention. We find that treated schools and

²⁴We have also explored physical and psychological violence in separate indexes to identify if the intervention was more effective for a particular type of violence and found that most of the effects are driven by physical violence. Results are available upon request.

their surrounding areas experience a lower number of violent crimes (about 50 percent lower than the control group). In the Appendix, we also test whether the intervention was able to reduce exposure to gangs by analyzing the effects on drug-related crimes, which are usually associated with juvenile gangs. In this context, drug gangs often operate around schools. Table A.26 shows a large reduction in this category as well. We also looked at other crime categories, which are usually not associated with juvenile crime in this context, and we find no changes. These results provide some evidence that effects are not driven by changes in police behavior and are consistent with the nature of the intervention, which only involved schools.

Another potential concern is that improved reporting within treated schools could move gang activities to other areas. We address this concern by looking at the nearest schools in treated and control schools, and we find no evidence of spillover effects (see Table A.25). The lack of spillovers could be due to the fact that gangs are very localized in urban Peru. These results are robust to the adjustment of p-values and different specifications (see Appendix Tables A.6 and A.11).

To better understand the role of reporting, we explore the evolution of reporting rates over time in Figure A.5. Consistent with the decline in violent crime in 2016, we observe a corresponding decline in reporting over time. In particular, the number of reports increases in the first 6 months of the intervention, and then we observe a persistent decline until March 2017.²⁵

In summary, these results provide evidence that improving reporting and having adequate systems in schools are key to reducing the incidence of violence in the short and medium term. Moreover, the fact that the effects are robust using different measures beyond schooling records, such as police reports, provides evidence that the intervention changed student behavior.

Table 5: Primary outcomes: Violence incidence

	School viol. incidence index (1)	Students carry weapons (2)	Violent school behavior (3)	Violent crime (4)
Treatment	-0.060*** (0.016)	-0.015*** (0.006)	-0.013*** (0.004)	-4.653*** (0.125)
Adj. pval [MHT]	***	**	***	**
Adj. pval [FWER]	***	**	***	***
Control Group Mean	0.00	0.17	0.03	9.14
Control Group Std.	1.00	0.38	0.18	9.80
Observations	19,453	19,242	12,568	60

Notes: This Table presents the estimates from Equation 1 on the following outcomes. *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 8 questions related to what had happened to students in their school in the past month. Missing flags for each variable are used to construct the outcome index. *Students carry weapons* equals 1 if students reported that their classmates brought weapons to school. *Violent school behavior* equals 1 if the student has the lowest grade for their behavior due to violent school behavior in 2016, and 0 otherwise. *Violent crime* is the number of thefts and injuries within a 0.22-mile (around 350 meters) radius of the school. On average, each city block measures between 100 to 120 meters in length. The radius covers three blocks around the school. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

²⁵The rise in reporting in 2017 can be associated with an increase in organized crime.

5.2 The Long-Term Consequences of Reporting Violence at Schools on Human Capital and Adult Crime

So far, we have shown that reporting through the promotion of the new system reduces violence in schools. However, if victims or aggressors drop out of school, reporting could lead to negative long-run consequences in terms of human capital. Moreover, reporting aggressors could increase their likelihood of having a criminal record and reinforce a cycle of criminal activity. In this section, we study the long-run effects of reporting on schooling outcomes and adult criminality. We find that reporting violence has beneficial long-term effects: affected students are less likely to drop out of school and less likely to engage in adult criminal activities. We rule out that effects are driven solely by changes in teachers' behavior, turnover, or school resources, and highlight the role of changes in students' attitudes toward reporting.

5.2.1 Human Capital

To analyze whether the intervention leads to long-term behavioral changes in human capital, Table 6 shows the intervention's impact on students' probability of dropping out of school, transferring to another school, and applying to college, as well as their scores on the college entrance exam.²⁶ Columns (1) and (2) show a decline in the probability of treated students dropping out of school or transferring schools. The magnitudes of the effects are large; for instance, the intervention reduces the dropout rate by 25 percent. Moreover, while the intervention did not affect the probability of applying to college four years later, treated students are more likely to receive higher scores on the college entrance exam (see Columns (3) and (4)).²⁷ In Appendix Table A.14, we also consider safety perception outcomes. We find that treated students are less likely to skip school due to fear, providing evidence that the increase in reporting translates into a better environment for these students.

²⁶As noted in the data section, the number of observations dropped due to the lack of identifiers for a subset of students.

²⁷In Table A.26 in the Appendix, we also show some evidence that treated students are also more likely to enter college.

Table 6: Long-term effects: School dropout, school mobility, and higher education

	School dropout (1)	School mobility (2)	Applying to college (3)	Std. entrance exam score (4)
Treatment	-0.008*** (0.003)	-0.015*** (0.006)	0.000 (0.008)	0.109** (0.046)
Adj. pval [MHT]	**	**	-	**
Adj. pval [FWER]	***	***	-	**
Control Group Mean	0.03	0.13	0.42	0.00
Control Group Std.	0.17	0.33	0.49	1.00
Observations	17,225	17,225	17,225	6,827

Notes: *School dropout* is a variable that equals 1 if the student was registered the following academic year in any school in the country, and 0 otherwise. *School mobility* is a variable that equals 1 if the student was registered in a different school the following academic year, and 0 otherwise. *Applying to college* is a variable that equals 1 if the student applied to college right after graduating high school, and 0 otherwise. *Standardized entrance score* is defined as, for those who applied to college, the standardized value of the student's average score on the college entrance exam respect to the control group. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

5.2.2 Criminal Adult Outcomes

We also analyze the lasting impact of the intervention on violence by examining criminal adult outcomes. One concern is whether increasing reporting during school years might inadvertently raise the likelihood of young individuals having a criminal record. We explore this possibility by exploiting data on those who were reported as perpetrators at baseline in 2015, either through reports by others or self-identification. We then match all treated individuals to administrative police records in 2018 and 2019 to analyze if the intervention affected their probability of being arrested.

Table 7 presents the results and indicates no effect of the intervention on criminal records for the average student. However, there is a significant decline for reported perpetrators at baseline. Specifically, we find about a 45 percent decline in the probability of school aggressors having a criminal record four years after the intervention. These findings are robust to different definitions of aggressors at baseline. Such results not only demonstrate the intervention's success in reducing school violence but also its effectiveness in deterring future criminal behavior among perpetrators. Moreover, they show that the intervention generated meaningful long-term changes in student behavior.^{28 29}

²⁸While we cannot know the specific crime in the individual linked data, according to interviews with the police, most of the records are related to violent crimes and there is no record related to social unrest.

²⁹We also explore whether the effects are driven by school perpetrators of verbal or physical violence using the baseline survey. Using the self-reported perpetrator data, we observe that students who report being involved in verbal and physical abuse in school at baseline are less likely to have a future criminal record (see Table A.18).

Table 7: Long-term effects: Adult crime

	Police reports (18 years old +)			
	Police Reports (1)	Self-reported perpetrator (2)	Peer-nom. At least once (3)	Peer-nom. More than once (4)
Treatment	-0.040 (0.037)	-0.035 (0.036)	-0.033 (0.037)	-0.036 (0.036)
Treatment x Perpetrator		-0.069*** (0.027)	-0.062*** (0.026)	-0.059*** (0.023)
<i>Total effect</i>	-	-0.105** (0.046)	-0.095** (0.040)	-0.095** (0.040)
Adj. pval [MHT]	-	**	***	**
Adj. pval [FWER]	-	**	***	***
Control Group Mean	0.195	0.195	0.195	0.195
Control Group Std.	3.07	3.07	3.07	3.07
Observations	17,665	17,665	17,665	17,665

Notes: *Police reports* is a variable that equals 100 if the student (18 years old or older) has a police report and 0 otherwise. *Self-reported perpetrator* is a variable that equals 1 if the student self-reports themselves as a perpetrator based on four survey questions at baseline, and 0 otherwise. *Peer-nom: At least once* is a variable that equals 1 if the student is nominated at least once by their classmates as a perpetrator at baseline, and 0 otherwise. *Peer-nom: More than once* is a variable that equals 1 if the student is nominated as a perpetrator by more than one classmate at baseline and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

5.2.3 Other Potential Mechanisms Behind the Reductions in the Incidence of Violence

We also analyze whether direct changes in school personnel’s disciplinary methods or changes in school resources could be driving the effects (as opposed to behavioral changes in reporting and violence among treated students).

First, in Table 8, we also explore whether there are differential effects on school outcomes by perpetrators at baseline, and we find no evidence of it. These results provide further evidence that effects are not mechanically driven by only a change in teachers’ behavior toward school aggressors. We also analyze the effects on younger and older students who did not receive the workshops but are part of the treated schools. Table A.10 shows that there is no significant change in their probability of dropping out of school or in mobility.³⁰ These results suggest that the effects are driven not only by teachers changing their behavior toward fewer suspensions due to the intervention but also by students changing their behavior.

Second, we also analyze if changes in educational resources may be driving the reduction in violence in treated schools. For instance, it could be the case that teachers’ attendance increases or turnover rates decrease, affecting student outcomes. While we do not have access to data on teacher attendance, the fact that we find no effects at other grades suggests that results are driven by changes in the behavior of treated students and not by changes that would affect the entire school. Nevertheless, to understand the possibility that teachers are directly affected by the intervention, we also analyze whether there is a change in teacher turnover and in school resources in

³⁰We do not have data available on incidence of violence in endline surveys for other cohorts. The surveys were only collected for treated cohorts.

the Appendix. We find no evidence of a change in teachers in Table A.27. In addition, we find no differences in the number of teachers and school characteristics in 2016 (see Table A.28).

Third, we also looked at whether short-term effects are driven by the type of activities students were involved in to increase violence reporting. Using records of all activities implemented in each treated school, we classified each school into two: (1) a school where all activities were implemented and (2) a school where not all activities were implemented. We previously classified the activities into three groups: discussions, dramatizations, and interactive. A school is considered to implement all activities if it includes at least one activity from each group. In contrast, schools implementing only one or two activity types are considered as not implementing all. Because a school can implement more than one type of activity, we included two variables in the same regression: one for treated schools implementing all types of activities and another for those implementing only one or two types.

Table A.15 and A.16 show that most effects are driven by schools that implemented the three types of activities. In particular, role-playing and interactive activities seem particularly important in reducing violence, providing further evidence of the role of changing student behavior through workshops and activities.

Table 8: Long-term effects: across perpetrators

	Self-reported perpetrator (1)	Peer-nom. At least once (2)	Peer-nom. More than once (3)
A. School dropout:			
Treatment	-0.008*** (0.003)	-0.007*** (0.003)	-0.006** (0.003)
Treatment x Perpetrator	0.007 (0.010)	-0.006 (0.010)	-0.021 (0.014)
Control Group Mean	0.0293	0.0293	0.0293
Control Group Std.	0.169	0.169	0.169
Observations	17,225	17,225	17,225
B. School mobility:			
Treatment	-0.014*** (0.006)	-0.012** (0.006)	-0.012** (0.006)
Treatment x Perpetrator	-0.007 (0.021)	-0.013 (0.018)	-0.035 (0.023)
Control Group Mean	0.129	0.129	0.129
Control Group Std.	0.335	0.335	0.335
Observations	17,225	17,225	17,225
C. Applying to higher education:			
Treatment	0.000 (0.008)	0.000 (0.008)	0.000 (0.008)
Treatment x Perpetrator	-0.010 (0.024)	0.015 (0.020)	0.024 (0.025)
Control Group Mean	0.377	0.377	0.377
Control Group Std.	0.485	0.485	0.485
Observations	19,512	19,512	19,512
D. Std. entrance exam score:			
Treatment	0.118*** (0.048)	0.119*** (0.046)	0.106** (0.047)
Treatment x Perpetrator	-0.153* (0.093)	-0.092 (0.108)	0.062 (0.125)
Control Group Mean	0.00	0.00	0.00
Control Group Std.	1.00	1.00	1.00
Observations	6,827	6,827	6,827

Notes: *School dropout* equals 1 if the student was registered the following academic year in any school in the country, and 0 otherwise. *School mobility* equals 1 if the student was registered in a different school the following academic year, and 0 otherwise. *Applying to college* equals 1 if the student applied to college right after graduating high school, and 0 otherwise. *Standardized entrance score* is, for those who applied to college, the standardized student's average score on the entrance exam in comparison to the control group. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1. All results include control variables.

6 Conclusion

This paper illustrates that in developing countries, school interventions focused on changing attitudes toward reporting by promoting a school reporting system with effective tools can serve as a cost-effective policy option to reduce violence, lower dropout rates, and deter adult criminal

behavior. In particular, the intervention in these settings reduces reporting constraints, such as the school's ability to address violence and students' fear of retaliation or disapproval by peers. We show that schools can effectively change norms related to reporting, which may be harder to achieve at the neighborhood level, where reporting to the police is often met with distrust. Moreover, reporting through the school system benefits both victims and perpetrators by preventing students from acquiring criminal records and participating in future criminal activities.

To further study the effectiveness of the school intervention, we performed a cost-benefit analysis considering different potential expenses associated with the progression of school violence and crime. The analysis includes administrative costs within the penitentiary system, public safety budget allocations, lost income and tax revenue due to incarceration, and direct costs to victims. The economic benefits of the intervention seem to substantially exceed its costs, with a calculated cost-benefit ratio of USD 358.3 per student. Furthermore, the cost-benefit ratio related to education reveals USD 59.9 per student for completing high school and USD 177.9 for attending higher education.

These results have several policy implications. First, the findings suggest that an early school intervention aimed at changing students' attitudes toward reporting violence may be both viable and sustainable, even in developing countries facing budget restrictions and high levels of violence. Second, given these results, the research team is in conversation with the MoE to scale the policy. Previous attempts were not possible due to multiple changes in government, such as a change in the Minister of Education and elections. However, given the urgent increase in organized crime and extortion in schools after 2017, these types of interventions aimed at reporting and reducing violence at an early age are key.

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Appendix

Figures

A Intervention Activities

Table A.1: Intervention activities

Type	Activities
Workshops, and discussions	Anti-violence workshop for students Anti-violence sessions for school authorities Informative sessions, brochures, campaigns How to use the SiseVe platform sessions
Displays	Posters Bulletin boards School parades Roleplaying, music, and theater Competitions (singing, dancing, drawing, talent show, knowledge of SiseVe platform, pantomime, poetry) Anti-violence day and week festivals Marathon School exhibition Creating an anti-violence song Art exhibits Cultural afternoon with the entire school community

A.1 Workshop and Campaigns

Figure A.1: School involvement



(a) Training school authorities



(b) Posters for workshops

Figure A.2: Sessions



(a) Discussions about the importance of reporting violence



(b) Video forums: Understanding the consequences of violence



(c) Information about the online platform and procedures

Figure A.3: Interactive activities



(a) Roleplaying



(b) Murals promoting the reporting of violence



(c) Campaign to report violence at school

Figure A.4: Interactive activities



(a) Music festival with anti-violence songs composed by students



(b) Marathon to stand against violence

B Protocols

SiseVe designed five specific protocols to handle violent situations between students or between students and school personnel. Violent situations between students could fit into one of two categories: psychological and physical violence (without injuries) or sexual and physical violence (with injuries and/or weapons).³¹

³¹Psychological violence is defined as every action that affects an individual's adequate emotional development via the omission or realization of repeated conducts. Physical violence is defined as any intentional and premeditated action that implies the use of force (with or without physical damage), with the aim of causing any degree of injury, pain, or general discomfort. Sexual violence is defined as actions of a sexual nature that are performed without consent or under duress. These include any action that does not involve any physical contact.

When an incident occurs, the first protocol involves individually contacting each involved student for an interview. Then, information is collected by consulting students, teachers, and school personnel about the incident. This information is recorded in a registry book and on the SiseVe portal. The following step is to notify the parents of each student, discussing the necessary measures to improve coexistence. If needed, school authorities will guide parents about the available health services for their children. Within the school, students engage in sessions and activities with a program tutor, aimed at preventing future violent instances in the classroom. In addition, there is also an individual tutoring plan for victims and aggressors, where they meet with the tutor to understand why the violent event occurred, its consequences, and what could be done to repair the damage. The incident is closely monitored by program and school authorities, with periodic follow-up meetings with the involved students and parents to assess progress and confirm they are still attending school. A case is considered closed if there is no recurrence of violence among the involved children and a visible improvement in coexistence is observed.

In the second protocol, when injuries and weapons are involved, the school also collaborates with the victim and their family to engage local police or public authorities, and a local hospital if needed. If parents cannot be reached, then the school assumes full responsibility for the student. Incidents are recorded in a registry book and on the SiseVe portal. As with the first protocol, the school provides sessions and activities with a tutor to prevent school violence. The follow-up process consists of meetings between program tutors, students, and families to discuss the procedures implemented by the school. In cases of physical violence, the authorities hold periodic meetings with families to communicate the measures being taken to improve coexistence. In cases of sexual violence, parents are informed about the school's prevention measures and the support services provided by specialized units. A case of sexual violence is considered closed once the implemented strategies are proven efficient and there is no risk among the involved students. For physical violence, closure is achieved once the school observes a notable improvement in coexistence and can guarantee the safety of the involved students. In both cases, it is crucial to confirm the students' continued participation in the educational system.

In addressing violence from school personnel toward students, three protocols are established: psychological (third), physical (fourth), and sexual violence (fifth). In cases of psychological violence, immediate action is taken if the aggressor is still in the school. Authorities implement measures to prevent student discomfort, parent meetings are conducted, and a formal complaint is lodged to detail the incident and establish protective measures. The school also helps parents in contacting the local police or authorities and medical services if needed. These incidents are communicated to relevant program authorities (UGEL, TOE) and are recorded in the registry book and on the SiseVe portal. Follow-up consists of ensuring the student's assistance and providing emotional and academic support, with periodic parent meetings to update them on

the school's actions. A case is closed when the violent act has ended, with the student's protection and attendance guaranteed. This will also consider the student's socio-emotional progress.

The fourth protocol provides immediate medical assistance to the student. Similarly to the third protocol, parents are contacted, a complaint is filed along with protection measures (if no formal complaint was issued), and the school helps parents communicate with local police and authorities. The aggressor is supervised to prevent retaliation against the student. These incidents are also reported to the relevant program authorities (UGEL, TOE) and are recorded in the registry book and on the SiseVe portal. Once the situation is initially handled, the school ensures that the students continue to attend and provides emotional and educational support. Parental meetings are held to keep them posted about the situation's progress, and closure occurs once the student's protection and support are guaranteed.

In cases of sexual violence, parents are immediately contacted, a complaint is filed along with protection measures (if no formal complaint was issued), and the reports are sent to local police and authorities. These incidents are communicated to the relevant program authorities (UGEL) and are recorded in the registry book and on the SiseVe portal. The alleged offender is removed from the school and is handed over to the UGEL. Affected students receive support from organizations (UGEL, CEM, DEMUNA) to reestablish coexistence and safety within the school, and parents are referred to a specialized institution depending on the case (CEM, DEMUNA, or others). The case is closed once the student's protection, continued schooling, and emotional support from specialized services are assured.

B.1 Criteria

The five specific protocols designed by SiseVe must adhere to the following criteria:

1. Ensure all interventions follow current laws and human rights, prioritizing the best interests of children and adolescents.
2. Immediately take necessary actions to stop reported violent acts, preventing their continuation and mitigating any risks to students.
3. Maintain open and constant communication with parents or guardians, informing them of steps to be taken and obtaining their authorization for necessary actions.
4. Avoid actions that could re-victimize the student, such as confronting them with the aggressor, interviewing them multiple times, or asking questions that could cause further harm.
5. Ensure the continued education of both the victim and aggressor students, without neglecting their recovery and well-being.

6. Support and guide aggressor students because they tend to be victims of other types of violence.
7. Avoid labeling the aggressor student. To encourage change, it is better to treat the aggressor as a person capable of positive actions.
8. Maintain confidentiality, privacy, and discretion regarding the case, not disclosing the scope or results of the investigation.
9. Upload all supporting documents in digital format to the SiseVe portal, documenting actions taken at each step of the care process.
10. If the director is the cause of the violent act, allow any member of the educational community to file the complaint.
11. File a complaint within the first 24 hours if school personnel committed physical or sexual violence, reporting to the Public Ministry, local police station, and the UGEL/DRE.

B.2 Specific School Actions for Aggressors, Victims, Bystanders and Parents

In addition, to reduce violence among students, the platform contains a specific set of actions that schools must follow for each following actor.

Aggressors:

- Promote the repair of the damage caused, promoting the responsibility of the aggressor. For example, apologize orally or in writing.
- Promote reflection for the recognition of the consequences of his action.
- Encourage their participation and commitment in the search for solutions.
- Develop social skills to solve conflicts and alternative attitudes to violence.
- Send a clear message that violent behavior will not be tolerated and inform of the measures to be taken if violence continues.
- Follow-up meetings with the aggressor that involve constant individual guidance.

Victims:

- Implement immediate protective measures, monitor and ensure that situations of abuse are not repeated.
- Provide security conditions so that the student can communicate.

- Develop social skills: expression of feelings, assertiveness, self-esteem, problem-solving conflicts.
- Provide individual mentoring and guidance.

Bystanders:

- Encourage their participation in activities promoting a peaceful school environment.
- Promote their collaboration in the identification of situations of abuse and reporting of aggressors.
- Promote their responsibility to communicate and stop these situations.
- Emphasize that reporting does not mean “snitching”, but contributing to the prevention of violence.
- Promote conflict resolution capabilities.

Parents:

- Immediate communication and follow-up meetings to ensure their knowledge of the measures taken to reduce violent behavior.

For secondary school students, the platform also provides the following set of actions:

- Develop and strengthen social skills such as self-esteem, empathy, assertive communication, and peaceful conflict resolution.
- Create a positive climate, promoting appropriate relationships between colleagues, cooperation, identification with their class group, and respect for rules.
- Provide the adolescent with the opportunity to share their thoughts and feelings with peers who identify with positive values, encouraging them to discover coincidences and to feel unique and special, without having to put themselves at risk for their development or the well-being of other people.
- Be attentive to conflict situations to mediate or promote their peaceful solution.
- Hold school classroom assemblies to discuss everyday situations that affect students and involve them in proposing solutions.

C Testing for Differential Attrition and Missing Data

Table A.2: Differential attrition

	(1) Attrited	(2) National ID Data	(3) Behavior Score Data
Treatment	-0.014 (0.022)	-0.018 (0.028)	-0.002 (0.016)
Control group mean	0.07	0.10	0.21
Control group std.	0.25	0.31	0.41
Observations	20,744	19,512	19,512

Notes: *Attrited* equals 1 if a student in the baseline survey (21,379 students) was not in the follow-up one, and 0 otherwise. The match between baseline and follow-up equals 19,512 students. Almost 10 percent of the sample did not have the national ID (DNI) to match with administrative data used for measuring dropout and mobility. *National ID Data* equals 1 if a student completed the baseline and follow-up survey but had no registered national ID, and 0 otherwise. *Behavior Score Data* equals 1 if a student completed the baseline and follow-up survey and had a registered national ID but had no registry of grades for their school behavior, and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A.3: Differential attrition

	(1) Attrited [Cl. and FE]	(2) Attrited [Controls, Cl. and FE]
Treated	-0.020 (0.022)	-0.018 (0.022)
Treated x School vio. incid.	0.008 (0.008)	0.008 (0.008)
Treated x Reports incidents	-0.004 (0.010)	-0.005 (0.010)
Treated x Bystander beh.	0.000 (0.005)	-0.001 (0.005)
Treated x Att. reporting	0.001 (0.006)	0.001 (0.006)
Treated x Att. accep. viol.	0.003 (0.004)	0.003 (0.004)
Treated x Beliefs about educ. and viol.	0.007* (0.004)	0.007* (0.004)
School viol. incidence	0.002 (0.005)	0.001 (0.005)
Reports incidents (1/0)	0.000 (0.008)	0.000 (0.008)
Bystander behavior	0.002 (0.004)	0.003 (0.004)
Attitudes toward reporting	-0.002 (0.003)	-0.002 (0.003)
Attitudes toward acceptance of violence	0.003 (0.002)	0.003 (0.002)
Beliefs about education and violence	-0.010*** (0.003)	-0.010*** (0.003)
Constant	0.098*** (0.017)	0.086*** (0.020)
Observations	20,261	20,261
R-squared	0.366	0.368
Control group mean	0.0743	0.0743
Control group std.	0.262	0.262

Notes: Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.4: Baseline balance of outcome variables: Attrited

	Control	Treatment	Difference (T - C)	p-value (T = C)
School viol. incidence	0.000	-0.086	-0.058	0.667
Reports of incidents	0.328	0.328	-0.030	0.412
Bystander behavior	0.000	-0.001	0.048	0.475
Attitudes toward reporting	0.000	-0.013	0.039	0.498
Attitudes toward acceptance of violence	0.000	0.010	0.088	0.083
Beliefs about violence and education	0.000	-0.018	0.097	0.181

Notes: ***, **, and * indicate statistical significance at the 0.01, 0.05, and 0.10 levels, respectively. *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 8 questions related to what had happened to students in their school in the past month. Missing flags for each variable are used to construct the outcome index. *Report of incidents* is defined as whether a student reported to an adult at school if a classmate was a victim of violence at school in the past month. *Bystander behavior* captures students' actions when witnessing in-school violence in the past month. The variable is rescaled such that the control group mean is 0 and the standard deviation is 1. *Attitudes toward reporting* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on four questions that capture students' willingness to report or seek help when being victimized or witnessing school violence, and if they would talk to someone at school in the event of a problem. Missing flags for each variable are used to construct the outcome index. *Attitudes toward acceptance of violence* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on six questions that measure student support for violent acts in school. *Beliefs about violence and education* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on two questions that measure if a student believed their learning process would benefit from classmates being less involved in violent acts (including gangs) or if the school did a better job handling incidents.

D Balance

Table A.5: Baseline balance of school and children's observable characteristics

	Treatment	Control	Difference (T - C)	p-value (T = C)
A. Balance of school observable characteristics				
# students at secondary level	822.455	845.000	-9.471	0.959
Secondary enrollment (log.)	6.327	6.328	0.104	0.699
% Co-educational schools	0.848	0.818	-0.108	0.275
# teachers at secondary level	49.970	49.879	2.273	0.821
# students per teacher (secondary)	15.575	16.171	-0.491	0.692
# sections (secondary)	28.303	29.606	-0.955	0.871
# students per section	26.72	26.887	0.781	0.685
% schools in the coast region	0.697	0.667	0.030	0.795
% schools in the highlands or Amazon region	0.303	0.333	-0.030	0.795
Average HDI (Local level)	0.512	0.519	-0.008	0.679
Average income per capita (Local level)	696.021	709.403	-35.218	0.447
B. Balance of child observable characteristics				
% Female	0.487	0.431	0.038	0.507
Average age	13.234	13.171	0.069	0.349
% Delayed students (1 = more than two years behind)	0.045	0.045	-0.002	0.825
% Migrant students	0.285	0.264	0.007	0.727
% Separated parents	0.419	0.401	0.011	0.619
% Experience violence at home	0.424	0.433	-0.016	0.475
Average # of siblings	2.818	2.793	-0.105	0.436
Average health status (1 = lowest / 4 = highest)	2.984	2.979	-0.004	0.902
% health problem or disability	0.058	0.058	0.005	0.570
% Poor	0.324	0.263	0.059	0.234
% Water supply at home	0.856	0.900	-0.056	0.088
% Electricity at home	0.971	0.969	0.004	0.685
% Bathroom at home	0.893	0.901	0.009	0.767
% Internet users	0.630	0.644	-0.005	0.679

Notes: ***, **, and * indicate statistical significance at the 0.01, 0.05, and 0.10 levels, respectively. The balance test includes the region FE-adjusted coefficients.

E Main Outcomes

E.1 Outcomes without Control Variables

Table A.6: Primary outcomes: Violence incidence

	School viol. incidence index (1)	Students carry weapons (2)	Violent school behavior (3)	Violent crime (4)
Treatment	-0.072*** (0.015)	-0.021*** (0.006)	-0.016*** (0.004)	-5.609*** (0.123)
Adj. pval [MHT]	***	***	***	**
Adj. pval [FWER]	***	***	***	***
Control Group Mean	0.00	0.17	0.03	9.14
Control Group Std.	1.00	0.38	0.18	9.80
Observations	19,453	19,242	12,568	60

Notes: This Table presents the estimates from Equation 1, without controls, on the following outcomes. *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 8 questions related to what had happened to students in their school in the past month. Missing flags for each variable are used to construct the outcome index. *Students carry weapons* equals 1 if students reported that their classmates brought weapons to school. *Violent school behavior* equals 1 if the student has the lowest grade for their behavior due to violent school behavior in 2016, and 0 otherwise. *Violent crime* is the number of thefts and injuries within a 0.22-mile (around 350 meters) radius of the school. On average, each city block measures between 100 to 120 meters in length. The radius covers three blocks around the school. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.7: Mechanisms: Effects on actual violence reporting

	Reports incidents (1)	Reports on SiseVe plat. (2)	Bystander behavior (3)
Treatment	0.031*** (0.008)	2.695*** (0.053)	-0.065*** (0.016)
Adj. pval [MHT]	***	***	***
Adj. pval [FWER]	***	***	***
Control Group Mean	0.32	1.75	0.00
Control Group Std.	0.46	2.86	1.00
Observations	19,185	19,512	19,347

Notes: This Table presents the estimates from Equation 1, without controls, on the following outcomes. *Report of incidents* captures whether the student reported to an adult at school that they or a classmate was a victim of violence at school in the past month. *Reports on SiseVe platform* is defined as the number of anonymously reported cases on the SiseVe website starting in December 2015 and a year afterward. *Bystander behavior* captures students' actions when witnessing in-school violence in the past month. Higher values indicate higher levels of violence reinforcement. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.8: Mechanisms: Effects on attitudes toward reporting and violence

	Attitudes toward reporting (1)	Attitudes toward accept. viol. (2)	Beliefs about viol. and educ. (3)
Treatment	0.137*** (0.016)	-0.023 (0.016)	0.058*** (0.016)
Adj. pval [MHT]	***	-	***
Adj. pval [FWER]	***	-	***
Control Group Mean	0.00	0.00	0.00
Control Group Std.	1.00	1.00	1.00
Observations	19,394	19,336	19,349

Notes: This Table presents the estimates from Equation 1, without controls, on the following outcomes. *Attitudes toward reporting* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on four questions that capture students' willingness to report or seek help when being victimized or witnessing school violence, and if they would talk to someone at school in the event of a problem. Missing flags for each variable are used to construct the outcome index. *Attitudes toward acceptance of violence* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on six questions that measure student support for violent acts in school. *Beliefs about violence and education* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on two questions that measure if a student believed their learning process would benefit from classmates being less involved in violent acts (including gangs) or if the school did a better job handling incidents. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.9: Long-term effects: school dropout, school mobility, and higher education

	School dropout (1)	School mobility (2)	Applying to college (3)	Std. entrance exam score (4)
Treatment	-0.005* (0.003)	-0.014*** (0.006)	0.013 (0.008)	0.092** (0.039)
Adj. pval [MHT]	*	***	-	**
Adj. pval [FWER]	-	***	-	**
Control Group Mean	0.03	0.13	0.42	0.00
Control Group Std.	0.17	0.33	0.49	1.00
Observations	17,225	17,225	17,225	6,827

Notes: *School dropout* is a variable that equals 1 if the student was registered the following academic year in any school in the country, and 0 otherwise. *School mobility* is a variable that equals 1 if the student was registered in a different school the following academic year, and 0 otherwise. *Applying to college* is a variable that equals 1 if the student applied to college right after graduating high school, and 0 otherwise. *Standardized entrance score* is defined as, for those who applied to college, the standardized value of the student's average score on the college entrance exam respect to the control group. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.10: Long-term effects: school dropout and mobility for non-treated grades

	School dropout		School mobility	
	Secondary (1)	Primary (2)	Secondary (3)	Primary (4)
Treatment	-0.011 (0.009)	-0.002 (0.002)	0.001 (0.007)	0.002 (0.015)
Adj. pval [MHT]	-	-	-	-
Adj. pval [FWER]	-	-	-	-
Control Group Mean	0.05	0.01	0.07	0.10
Control Group Std.	0.22	0.09	0.26	0.30
Observations	20,171	19,927	19,195	19,763

Notes: Secondary grades, columns (1) and (3) include those who were in 3rd and 4th grade in 201. We exclude those in 5th grade (final secondary grade) as they would be out of the education system. Only those who repeated stay in the sample. Primary grades, columns (2) and (4), include all grades, from 1st to 6th grade. *School dropout* equals 1 if the student was registered the following academic year in any school in the country, and 0 otherwise. *School mobility* equals 1 if the student was registered in a different school the following academic year, and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

E.2 Controlling for the Baseline Analog of the Outcome

Table A.11: Primary outcomes: Violence incidence

	School viol. incidence index (1)	Students carry weapons (2)	Violent school behavior (3)	Violent crime (4)
Treatment	-0.028** (0.014)	-0.021*** (0.006)	-0.016*** (0.004)	-5.609*** (0.123)
Adj. pval [MHT]	***	**	***	**
Adj. pval [FWER]	***	**	***	***
Control Group Mean	0.00	0.17	0.03	9.14
Control Group Std.	1.00	0.38	0.18	9.80
Observations	19,453	19,242	12,568	60

Notes: This Table presents the estimates from Equation 1, controlling for the baseline analog of the outcome, on the following outcomes. *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 8 questions related to what had happened to students in their school in the past month. Missing flags for each variable are used to construct the outcome index. *Students carry weapons* equals 1 if students reported that their classmates brought weapons to school. *Violent school behavior* equals 1 if the student has the lowest grade for their behavior due to violent school behavior in 2016, and 0 otherwise. *Violent crime* is the number of thefts and injuries within a 0.22-mile (around 350 meters) radius of the school. On average, each city block measures between 100 to 120 meters in length. The radius covers three blocks around the school. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.12: Mechanisms: Effects on actual violence reporting

	Reports incidents (1)	Reports on SiseVe plat. (2)	Bystander behavior (3)
Treatment	0.030*** (0.008)	2.063*** (0.050)	-0.067*** (0.016)
Adj. pval [MHT]	***	***	**
Adj. pval [FWER]	***	***	***
Control Group Mean	0.32	3.09	0.00
Control Group Std.	0.46	3.21	1.00
Observations	19,185	19,512	19,347

Notes: This Table presents the estimates from Equation 1, controlling for the baseline analog of the outcome, on the following outcomes. *Report of incidents* captures whether the student reported to an adult at school that they or a classmate was a victim of violence at school in the past month. *Reports on SiseVe platform* is defined as the number of anonymously reported cases on the SiseVe website starting in December 2015 and a year afterward. *Bystander behavior* captures students' actions when witnessing in-school violence in the past month. Higher values indicate higher levels of violence reinforcement. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.13: Mechanisms: Effects on attitudes toward reporting and violence

	Attitudes toward reporting (1)	Attitudes toward accept. viol. (2)	Beliefs about viol. and educ. (3)
Treatment	0.130*** (0.015)	-0.028* (0.015)	0.064*** (0.016)
Adj. pval [MHT]	***	-	***
Adj. pval [FWER]	***	*	***
Control Group Mean	0.00	0.00	0.00
Control Group Std.	1.00	1.00	1.00
Observations	19,394	19,336	19,349

Notes: This Table presents the estimates from Equation 1, controlling for baseline analog of the outcome, on the following outcomes. *Attitudes toward reporting* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on four questions that capture students' willingness to report or seek help when being victimized or witnessing school violence, and if they would talk to someone at school in the event of a problem. Missing flags for each variable are used to construct the outcome index. *Attitudes toward acceptance of violence* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on six questions that measure student support for violent acts in school. *Beliefs about violence and education* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on two questions that measure if a student believed their learning process would benefit from classmates being less involved in violent acts (including gangs) or if the school did a better job handling incidents. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.14: Mechanisms: Effects on safety and perceptions

	Skipped school due to fear (1)	Places and fear (2)
Treatment	-0.017*** (0.005)	-0.009 (0.007)
Adj. pval [MHT]	***	*
Adj. pval [FWER]	***	*
Control group mean	0.11	0.26
Control group std.	0.31	0.44
Observations	19,291	19,321

Notes: *Skipped school due to fear* equals 1 if a student did not attend school due to fear that someone would hurt them, and 0 otherwise. *Places and fear* equals 1 if a student reported there were places on the way to school or on the way home where they did not like to go for fear of someone hurting them, and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1. All results are controlling for the baseline analog.

E.3 Effects by Type of Activities

Table A.15: Effects on school violence incidence index

	(1)	(2)	(3)	(4)
T involves all type of activities	-0.190***			
	(0.072)			
T does not include all activities	-0.047			
	(0.042)			
Treatment × Discussions		-0.071*		
		(0.037)		
Treatment × Dramatizations			-0.155**	
			(0.065)	
Treatment × Interactive				-0.098**
				(0.038)
Observations	19,378	19,378	19,378	19,378

Notes: *School violence incidence index* is rescaled such that the control group mean is 0 and the standard deviation is 1. The index based on 8 questions related to what had happened to students in their school in the past months. Missing flags for each variable are used to construct the outcome index. Discussions involve activities like anti-violence workshops for students and informative sessions. Dramatizations include activities such as roleplaying, theater, and creating songs. Interactive activities include events like anti-violence day, week festivals, and cultural afternoons. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.16: Effects on violent crimes around schools

	(1)	(2)	(3)	(4)
T involves all type of activities	-9.282**			
	(3.945)			
T does not include all activities	-2.416			
	(2.642)			
Treatment × Discussions		-6.423***		
		(2.178)		
Treatment × Dramatizations			-7.742**	
			(3.614)	
Treatment × Interactive				-4.607**
				(2.158)
Observations	60	60	60	60

Notes: *Violent crime* is the number of thefts, injuries, and robberies within a 0.22-mile (around 350 meters) radius of the school. On average, each city block measures 100 to 200 meters in length. The radius covers three blocks around the school. Discussions involve activities like anti-violence workshops for students and informative sessions. Dramatizations include activities such as roleplaying, theater, and creating songs. Interactive activities include events like anti-violence day, week festivals, and cultural afternoons. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

E.4 Post-Reporting: School Management and Teachers Behavior

Table A.17: Effects on views on school management

	(1) Respectful Relationship	(2) Teachers are Respectful	(3) Fair Treatment	(4) Trust on Teachers
Treatment	0.026 (0.024)	0.032** (0.014)	0.052*** (0.014)	0.034** (0.014)
Control Group Mean	0.533	0.838	0.427	0.663
Control Group Std.	0.499	0.368	0.495	0.473
Observations	19,246	19,217	19,156	19,209

Notes: *Respectful relationship* takes the value of 1 if the student reports that the students and teachers treat each other with respect, and 0 otherwise. *Teachers are respectful* takes the value of 1 if the student reports that the teachers treat him or her with respect, and 0 otherwise. *Fair treatment* is assigned a value of 1 if a student reports that even when students break the rules, they are treated justly, and 0 otherwise. *Trust on Teachers* takes the value of 1 if a student reports that they would inform a teacher or someone from the school administration if they overhear someone talking about hurting another student, and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A.18: Long-term effects: Adult crime by type of self-reported perpetrator

	Self-reported perpetrator [Physical Viol.] (1)	Self-reported perpetrator [Verbal Viol.] (2)
Treatment	-0.037 (0.037)	-0.036 (0.036)
Treatment \times Perpetrator	-0.068** (0.028)	-0.072*** (0.027)
<i>Total effect</i>	-0.106** (0.046)	-0.108** (0.047)
Adj. pval [MHT]	**	**
Adj. pval [FWER]	**	**
Control Group Mean	0.195	0.195
Control Group Std.	3.07	3.07
Observations	17,665	17,665

Notes: *Police reports* is a variable that equals 1 if the student (18 years old or older) has a police report and 0 otherwise. *Self-reported perpetrator* is a variable that equals 100 if the student self-reports themselves as a perpetrator based on four survey questions at baseline, and 0 otherwise. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

E.5 Indices: Questions

Table A.19: School violence incidence index

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Treatment	-0.028*** (0.008)	-0.003 (0.006)	-0.024*** (0.007)	-0.007 (0.008)	0.000 (0.006)	-0.029*** (0.008)	-0.007 (0.006)	-0.013 (0.008)
Adj. pval [MHT]	***	-	**	*	-	**	-	*
Adj. pval [FWER]	***	-	***	-	-	**	-	-
Control Group Mean	0.38	0.15	0.23	0.34	0.17	0.45	0.19	0.32
Control Group Std.	0.49	0.35	0.42	0.47	0.38	0.50	0.39	0.47
Observations	19,271	19,292	19,237	19,149	19,217	19,144	19,262	19,257

Notes: In each column, the dependent variable is a dummy equal to one if, in the last month, the student experienced: (1) "One or more students pulled or pushed you hard to hurt you." (2) "One or more students punched, slapped, or kicked you." (3) "Some of your belongings were stolen," (4) "Some of your belongings have been broken on purpose," (5) "One or more students insulted you," (6) "One or more students threatened to hurt or hit you." (7) "Some student made fun of you though social media," (8) "One or more students made fun of you at school." Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.20: Bystander behavior index

	(1)	(2)	(3)	(4)
Treatment	-0.011** (0.005)	-0.021*** (0.005)	-0.011 (0.007)	-0.031*** (0.008)
Adj. pval [MHT]	**	***	-	**
Adj. pval [FWER]	**	***	-	***
Control Group Mean	0.12	0.13	0.71	0.68
Control Group Std.	0.32	0.33	0.45	0.47
Observations	19,195	19,204	19,150	19,185

Notes: In each column, the dependent variable is a dummy equal to one when: (1) "I celebrated when a student was hitting another student," (2) "I celebrated when students pushed or pulled another student." (3) "I didn't try to defend a student who was being mistreated," and (4) "I didn't inform an adult when a student was being mistreated." Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.21: Attitudes toward reporting index

	(1)	(2)	(3)	(4)
Treatment	0.021*** (0.006)	0.015*** (0.004)	0.017*** (0.005)	0.021*** (0.005)
Adj. pval [MHT]	**	***	-	**
Adj. pval [FWER]	**	***	-	***
Control Group Mean	0.82	0.94	0.91	0.89
Control Group Std.	0.38	0.23	0.29	0.31
All Sample Mean	0.81	0.94	0.91	0.89
Observations	19,161	19,242	19,209	19,232

Notes: In each column the dependent variable is a dummy equal to one when students agree: (1) "There are people at school I can talk to if I have," (2) "If I tell a teacher that other students harass me, he or she will help me." (3) "If a student talks about hurting another, I would tell a teacher/school staff," and (4) "If a student brings a weapon to school, I would tell a teacher or school staff." Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

Table A.22: Attitudes toward acceptance of violence index

	(1)	(2)	(3)	(4)	(5)	(6)
Treatment	-0.008 (0.008)	0.002 (0.008)	-0.004 (0.008)	-0.022*** (0.008)	0.006 (0.008)	-0.035*** (0.008)
Adj. pval [MHT]	-	-	-	**	-	***
Adj. pval [FWER]	-	-	-	***	-	***
Control Group Mean	0.43	0.41	0.41	0.36	0.46	0.59
Control Group Std.	0.49	0.49	0.49	0.48	0.50	0.49
Observations	19,152	19,151	19,208	19,175	19,110	19,120

Notes: In each column the dependent variable is a dummy equal to one when students agree or justify the following statements : (1) "Students harass other students in front of others," (2) "Students make fun of other students on social media," (3) "Students push, pull, or hit other students." (4) "Students have fun watching how some students hit others," (5) "Students do nothing when another student is being mistreated by another," and (6) "Students don't report to the teacher that a student is being hit." Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1.

E.6 SiseVe and police reports

Table A.23: Number of reports of the SiseVe platform: Type of Incidence

	Physical Violence (1)	Threats Violence (2)	Psycho. Violence (3)	Gun Violence (4)	Robberies (5)
Treatment	1.881*** (0.036)	1.952*** (0.035)	1.618*** (0.038)	0.064*** (0.003)	0.136*** (0.005)
Adj. pval [MHT]	***	***	***	***	***
Adj. pval [FWER]	***	***	***	***	***
Control group mean	1.242	0.503	0.246	0.0294	0.000
Control group std.	2.018	1.043	0.500	0.169	0.000
Observations	19,512	19,512	19,512	19,512	19,512

Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** p<0.01, ** p<0.05, * p<0.1. Each outcome variable is defined as the number of anonymously reported cases on the SiseVe website by the type of incidence. It is important to notice that a report can be categorized under multiple types. For instance, a single report can be labeled as both physical violence and verbal abuse. Therefore, it would be included in both columns (1) and (2).

Table A.24: Other crimes around school

	Drug-related offenses		Homicides	
	(1)	(2)	(3)	(4)
Treatment	-1.449*** (0.066)	-1.383*** (0.073)	-0.022 (0.273)	0.206 (0.451)
Controls	No	Yes	No	Yes
Adj. pval [MHT]	***	***	-	-
Adj. pval [FWER]	***	***	-	-
Control group mean	1.441	1.441	0.403	0.403
Control group std.	5.136	5.136	0.686	0.686
Observations	18,966	18,966	18,966	18,966

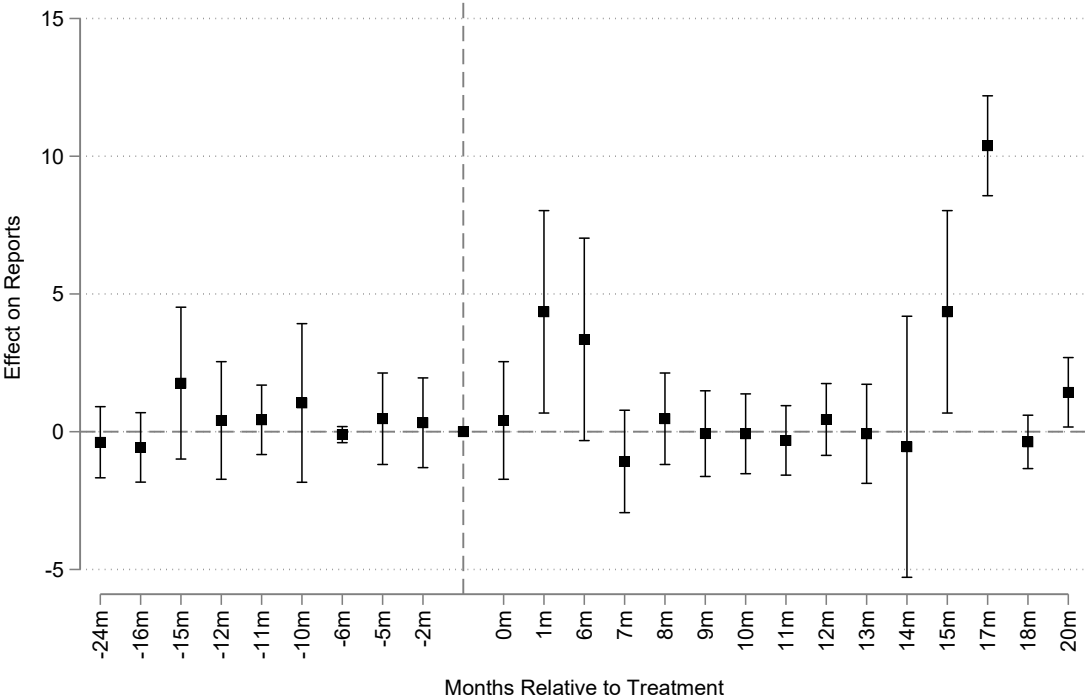
Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. *Drug-related crimes*. The number of drug-related offenses within a 0.22-mile radius of the school in 2016. *Homicides*. The number of homicides within a 0.22-mile radius of the school in 2016.

Table A.25: Spillover Effects on Crime

	Violent Crime [0.5 mile]		Violent Crime [Donut]	
	(1)	(2)	(3)	(4)
Treatment	-5.660** (2.689)	-4.738* (2.698)	-0.041 (0.076)	-0.062 (0.070)
Controls	No	Yes	No	Yes
Adj. pval [MHT]	*	*	-	-
Adj. pval [FWER]	*	*	-	-
Control group mean	19.17	19.17	10.02	10.02
Control group std.	11.30	11.30	5.74	5.74
Observations	60	60	60	60

Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. *Violent crime (0.5 mile radius)*. The number of thefts and injuries within a 0.5-mile radius (around 800 meters) of the school in 2016. *Violent crime (donut)*. The number of thefts and injuries within a 0.5-mile radius (around 800 meters) excluding the ones from the nearest neighborhood (0.2-mile radius) of the school in 2016

Figure A.5: Event-study: SiseVe Platform Reports



Note: This figure shows the event study estimates and 95% confidence intervals for the effect of treatment on SiseVe reports. The reference period is set at -1 months before treatment. The treatment was implemented around October 2015, From January to mid-March students are in Summer Recess, but some of them attend Remedial Sessions (those who have fallen behind in their academic progress). The next long school recess is July-August (9-10 months after the intervention).

E.7 Higher education

Table A.26: Other outcomes of higher education

	Number of applications (1)	College admission (2)	Number of admissions (3)
Treatment	0.026 (0.018)	0.024* (0.013)	0.005 (0.019)
Adj. pval [MHT]	-	*	-
Adj. pval [FWER]	-	*	-
Control Group Mean	0.79	0.79	0.80
Control Group Std.	1.21	0.41	0.64
Observations	17,665	6,827	6,827

Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. *Number of applications*. The number of universities to which the student applied. *College admission*. Takes the value of 1 if the student was admitted to college through an entrance exam, and 0 otherwise. *Number of admissions*. The number of universities in which the student was admitted.

Table A.27: Long-term effects: Teachers turnover

	Teachers turnover	
	[No Controls] (1)	[Controls] (2)
Treatment	0.002 (0.018)	0.004 (0.017)
Adj. pval [MHT]	-	-
Adj. pval [FWER]	-	-
Control Group Mean	0.16	0.16
Control Group Std.	0.08	0.08
Observations	19,512	19,512

Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. *Teacher turnover*. It is the % of teachers that switch to another school.

Table A.28: Schools administrative characteristics 2016

	Control	Treatment	Difference (T - C)	p-value (T = C)
# Tenure teachers	39.563	38.333	-1.863	0.820
# Non-tenure teachers	9.625	10.879	2.195	0.302
Owns school premises	0.938	1.000	0.032	0.386
Registered in Public Records	0.781	0.719	-0.037	0.750
Has a lab	0.844	0.875	0.013	0.881
Has a library	0.781	0.844	0.072	0.474
Desks in good condition	0.561	0.321	-0.182	0.135
Rooms in critical state	0.107	0.124	-0.033	0.674

Notes: ***, **, and * indicate statistical significance at the 0.01, 0.05, and 0.10 levels, respectively. # *Tenure teachers*. The number of school teachers who have passed the evaluation to become tenure teachers in the public system. The yearly teacher exam requires a minimum score for passing. # *Non-tenure teachers*. The number of school teachers who have not passed or have not yet taken the evaluation for tenure positions in the public education system. *Owns school premises*. Identifies the ownership of the property occupied by the School Premises. *Registered in Public Records Registry*. It checks if the property title is registered under the Ministry of Education (MoE) in the National Public Registry. If so, the MoE can directly invest in the school infrastructure. If it is not registered, the investment process might be more difficult. The variable takes the value of 1 if it is registered and 0 otherwise. *Has a lab*. Takes the value of 1 if the school has a science lab and 0 otherwise. *Has a library*. Takes the value of 1 if the school has a library and 0 otherwise. *Desks in good condition*. Identifies the percentage of desks that are in good condition at the school. *Rooms in critical state*. Identify the percentage of classrooms that require replacement due to poor conditions at the school.

E.8 Domestic violence

Table A.29: Effects of domestic violence

	(1)	(2)	(3)	(4)
Treatment	0.003 (0.027)	-0.031 (0.020)	0.004 (0.024)	-0.011 (0.020)
Controls	No	Yes	No	Yes
Baseline Analog.	No	No	Yes	Yes
Adj. pval [MHT]	-	-	-	-
Adj. pval [FWER]	-	-	-	-
Control Group Mean	0.00	0.00	0.00	0.00
Control Group Std.	1.00	1.00	1.00	1.00
Observations	19,429	19,429	19,429	19,429

Domestic violence is rescaled such that the control group mean is 0 and the standard deviation is 1. The index is based on 3 questions related to verbal and physical violence at home either as a bystander or victim. Missing flags for each variable are used to construct the outcome index. Clustered standard errors at the school level are in parentheses, and fixed effects are at the regional level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

F Procedure for Index Construction

Most of the outcome variables are constructed by aggregating the responses to several individual questions into an index. Then, the index is the weighted average value of the individual variables, with equally distributed weights for each question included in the index, and normalizing the add-up value to have a standard deviation of 1 and a mean of 0. Individual variables use a five- or three-point Likert scale. The five-point Likert scale ranges from “no” to “a lot” or from “never” to “strongly agree,” and the three-point scale ranges from “never” to “twice or more.”

The raw index P is constructed by adding all individual variables with a weight of 1 for each of them. For *School violence incidence*, the index is based on 8 questions regarding what happened in their school in the past month. The raw score is the sum of 8 items, and each item ranges from 0 to 2. Higher scores indicate higher levels of school violence.

For *Bystander behavior*, the raw score is the sum of the four items, and each item ranges from 0 to 2. Higher scores indicate greater levels of reinforcement. For *Attitudes toward reporting*, the response scale ranges from 0 (disagree) to 4 (agree strongly), and the total raw score ranges from 0 to 16 for a total of four questions. Higher scores indicate a greater willingness to report violent episodes. *Attitudes toward accepting the use of violence* is based on four questions that measure student support for violence in school, with the total raw score ranging from 0 to 8. Higher scores indicate more acceptance of violence. The response scale for *Beliefs about violence and education* ranges from 0 (disagree) to 4 (agree strongly), and the raw score ranges from 0 to 8 from two questions. Higher scores indicate a better understanding that violence and school management of it have consequences for schooling and the learning process.

If an observation has missing variables, we construct the index using only non-missing items. We weight the non-missing variables by their respective weights and normalize them by the appropriate sum of weights. For example, if a , b , and c are not missing, $S = axw_a + bxw_b + cxw_c$. Let W be the sum of the weights for each variable, missing or not. Therefore, $W = w_a + w_b + w_c + w_d$. Let N be the sum of the weights of the non-missing variables; therefore, $N = w_a + w_b + w_c$. The index is then calculated as $Sx(W/N)$.

The weighted index is then rescaled such that the control group mean is 0 and the standard deviation is 1. In addition, in our regressions we control for flags for each variable in the index, indicating whether it is missing or not.

G Cost-Benefit Analysis

Table A.30: Intervention Costs

Item	Quantity	Unit Cost/Month	Total/Month
Project Staff:			
Tech Assistant	11	3,379.8	37,177.6
Coordinator	1	6,759.6	6,759.6
Training Costs:			
Training workshop	1	1,482.4	1,482.4
Graphic design	1	2,312.5	2,312.5
Materials	1	2,964.7	2,964.7
SiseVe Platform:			
Gov. Investment (school violence)	1 (19,852 students)	Cost/Student 1.950	Total/Sample 38,717.1
Cost/Participant = 17.77			

Note 1. Inputs. The inputs for the analysis are as follows: base year = 2015, year of analysis = 2016, exchange rate (2015) = 3.373, base currency = Soles (PEN), total children = 19,852, and total treated students = 10,062. **Note 2.** The **Cost/Participant** was calculated as the total sum of the Total/Month and Total/Sample columns, all multiplied by two –baseline and follow-up year–, divided by the total number of students enrolled in the treatment schools.

Table A.31: Cost-Benefit Ratio: Effects on Education

Item	Total (PEN to USD)	Difference in NPV relative to (USD)
Wages:		
Not High School	46,775.37	-
High School	77,282.78	30,507.41
Higher Education	137,362.9	90,587.51
Total Earnings*:		
High School	732,177.78	-
Higher Education	2,174,100.25	-
Taxes:		Per Year
High School	58,574.22	1,064.99
Higher Education	173,928.02	3,162.33
Cost-Benefit Ratio (Higher Educ.) = 177.99		
Cost-Benefit Ratio (High School) = 59.92		

Note 1. Inputs. The inputs for the analysis are as follows: base year = 2015, year of analysis = 2016, exchange rate (2015) = 3.373, base currency = Soles (PEN), total children = 19,852, and total treated students = 10,062. **Note 2. Definitions.** The total (PEN to USD) is calculated as the net present value (NPV) of the yearly salary based on the monthly average salary of a person in Peru for each level of education, based on the results of the 2015 National Household Survey. A discount rate of 5% and a yearly tax rate of 8% are applied. The **Cost-Benefit Ratio** is determined by dividing the taxes collected by the government per year by the cost per participant in the intervention. **Note 3.** *The total earnings of potential dropouts who stay in and complete HS [24 students].

Table A.32: Cost-Benefit Ratio: Effects on Crime

Item	Total (PEN to USD) (Per Year)	Total (PEN to USD) (Per Avg. Sentence)
Admin Costs:		
Annual Exp. per Prisoner	2,942.19	35,796.6
Productivity Loss Costs:		
Lost income	3,024.01	28,406.30
Lost taxes	331.80	4,313.43
Victim Costs		
Robberies	70	70
Cost-Benefit Ratio = 358.3		

Note 1. Inputs. The inputs for the analysis are as follows: base year = 2015, year of analysis = 2016, exchange rate (2015) = 3.373, base currency = Soles (PEN), total children = 19,852, and total treated students = 10,062. **Note 2. Definitions.** The Total (PEN to USD) is calculated based on the National Penitentiary Reports. The lost income and taxes were calculated based on the minimum wage salary and the average salary for completing high school and higher education. The NPV of the yearly salary is then calculated considering an average sentence of 13 years. A discount rate of 5% and a yearly tax rate of 8% are applied. The **Cost-Benefit Ratio** is determined by dividing the total costs per year by the cost per participant of the intervention.