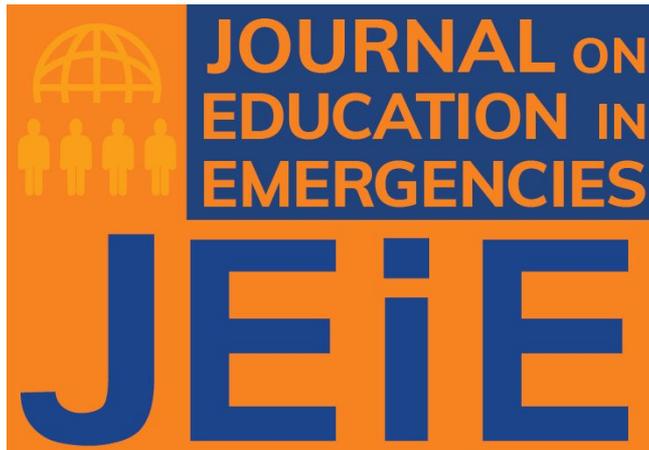


Education and the War on Drugs: *JEiE* Special Issue Launch

5 November 2020



Inter-agency
Network for Education
in Emergencies



NEW YORK UNIVERSITY

Agenda

1. Introductions and housekeeping

- Heddy Lahmann, Senior Managing Editor, *JEiE*

2. Welcoming remarks

- Dana Burde, Editor-in-Chief, *JEiE*
- Maria Jose Bermeo, Panel Chair and Guest Editor, *JEiE*

3. Panel presentations

4. Moderated discussion

- Mario Novelli, Discussant
- María Alejandra Vélez, Discussant

5. Open Q&A

- Maria Jose Bermeo, Panel Chair and Guest Editor, *JEiE*
- Nathan Thompson, Deputy Managing Editor, *JEiE*

Welcoming remarks

Who we are....



Dana Burde
Editor-in-Chief, *JEiE*
Associate Professor and Director,
International Education
New York University



Heddy Lahmann
Senior Managing Editor, *JEiE*
New York University



Nathan Thompson
Deputy Managing Editor, *JEiE*
New York University

The *JEiE* Special Issue on Education and the War on Drugs, and all past *JEiE* issues are available, for free, in their entirety at <https://inee.org/evidence/journal>



Panelists



Diana Rodríguez-Gómez
University of
Wisconsin-Madison



Maria Jose Bermeo
Universidad
de los Andes



Roozbeh Shirazi
University of
Minnesota



Claudia Rodriguez
Universidad
de los Andes



Elena Butti
War Child



Cirenía Chávez
University of Cambridge



Theo Di Castri
Catalyst: Rethinking
the Americas

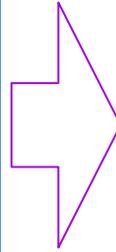
The Educational Nexus to the War on Drugs: A Systematic Review

Diana Rodríguez-Gómez and Maria Jose Bermeo

Drug-related violence impacts educational settings.

Criminalizing and militarized drug policies create (and perpetuate):

- Confrontations between states and drug-trafficking organizations.
- Violent competition among criminal organizations for control of drug market.
- Increase in incarceration rates.
- Forced displacement.
- Killings and disappearances.



For children and youth this has created:

- Separations from loved ones.
- An environment of violence and insecurity.
- Opportunities for child recruitment by criminal networks.
- Extrajudicial killings.
- Denial of essential medicines and health services.
- Health risks linked to aerial glyphosate fumigation.
- Poor access to schooling and learning.

Research Question

How does education research describe the intersection of schooling and the war on drugs?

Theoretical Framework

Need for integrative framework

- **Changing nature of warfare:** break down of temporal, spatial, and military boundaries of what we commonly understand as war; implications for education?
- **Education systems:** seeing education systems as complex arrangements of interconnecting parts that interact, cooperate, and compete to shape educational processes.
- **Assemblage** as a theoretical framework able to capture and explain the complex associations between distant actors, institutions, and regulatory landscapes across the globe.

Defining the “war on drugs”

- We drew on assemblage to define the war on drugs as “**the violent configuration of prohibitionist and militarized drug policies that mobilize the illicit and lucrative nature of the drug trade**”

The nexus

- We use the term “**nexus**” to refer to the ways that education systems are integrated into the war on drugs assemblage: attention to the interactions among a wide range of actors, locations and logics.

(Limited our focus to schooling - formal education provided by an education system).

Research methods

Building the Sample



STEP 1

- ✓ Initial search with the terms "drugs" and "education" - it produced more than 30,000 results. After further tests, we decided to search for the concurrent use of the terms "education," "school," and "drugs."



STEP 2

- ✓ We ran a general search of social science and education databases, which identified key education subfields that might address the war on drugs. We selected 20 subfields and approached these journals as proxies of the key debates in each field.



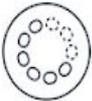
STEP 3

- ✓ Using Scimago we identified a top-ranking journal from each subfield. We also included two indexed journals that included the terms "drugs" and "education" in their titles: *Drugs: Education, Prevention, and Policy* and the *Journal of Drug Education*, and the *American Educational Research Journal*.



STEP 4

- ✓ Criteria: 1) Direct mention of actors affiliated with formal education; 2) An explicit focus on primary or secondary education; 3) Direct mention of illicit drugs; 4) Empirical data, thus excluding theoretical papers and literature reviews.



STEP 5

- ✓ A period of 30 years, from 1988 to 2018 - UN Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, which marked the international militarization of drug policy, to the recent drug-policy reform movement.



STEP 6

- ✓ With these criteria established, two researchers and four research assistants read through 4,485 titles and abstracts. The selection process yielded 420 articles.

Elusive war, elusive literature

Data analysis



STEP 1

- ✓ Uploaded all articles to Mendeley and then to NVivo to capture bibliographic data (publication date, author, title, and journal).



STEP 2

- ✓ Designed, piloted and ran a deductive coding tree (38 codes) - we prioritized descriptive codes, i.e. methodology, education stakeholders (human and non-human); education level; segment of the drug route; country of focus; conflict and violence.



STEP 3

- ✓ We quantified the occurrence of some terms such as "war on drugs" and analyze the codes content (i.e keyword searches and data visualizations).



STEP 4

- ✓ We wrote descriptive and analytical memos to sharpen our analysis.

Findings

1. Deceptive abundance

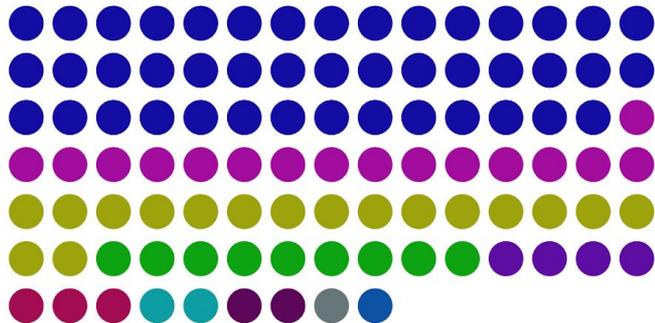
At first: Abundant research

But on closer look...

Uneven distribution of attention across education subfields, with silences.

Limited geographical coverage, limited comparison.

Distribution of Papers by Journal



■ Journal of Drug Education (44.42%) ■ Drugs: Education, Prevention & Policy (16.08%)
■ Drugs and Alcohol Dependence (17.09%) ■ The Journal of Adolescence (8.84%)
■ Health Education & Behavior (3.52%) ■ The Journal of Research in Crime and Delinquency (3.02%)
■ Child Development (2.31%) ■ Economics of Education Review (2.11%)
■ The American Educational Research Journal (0.7%) ■ The Journal of School Violence (0.7%)
■ Urban Education (0.4%) ■ Educational Evaluation and Policy Analysis (0.4%)
■ The International Journal of Educational Development (0.2%) ■ The Journal of Curriculum Studies (0.2%)



2. Preoccupation with Student Drug Use

How school factors impact student drug use

Effects of student drug use on education outcomes

School factors impact drug use patterns.

Drug use can hamper educational access.

Education has a potential role to play in safeguarding student health and wellbeing.

School-base drug use prevention strategies

School as data collection site

HOWEVER
a few words of caution...

*Narrow framing

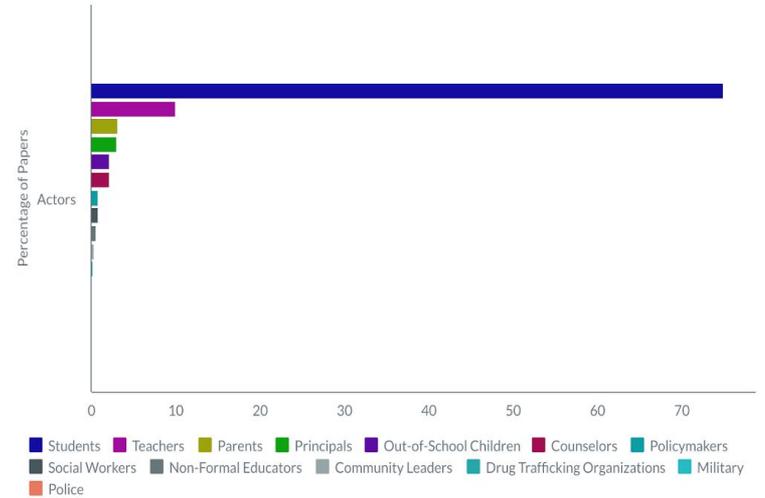
*Risk prevention as dominant paradigm

*Ideological closure

3. Fragmented Systems

- An overrepresentation of students meant an underrepresentation of other education actors.
- We also found that studies tended to fragment the education system by treating interdependent education stakeholders as if they stood alone.

Actors as Areas of Focus



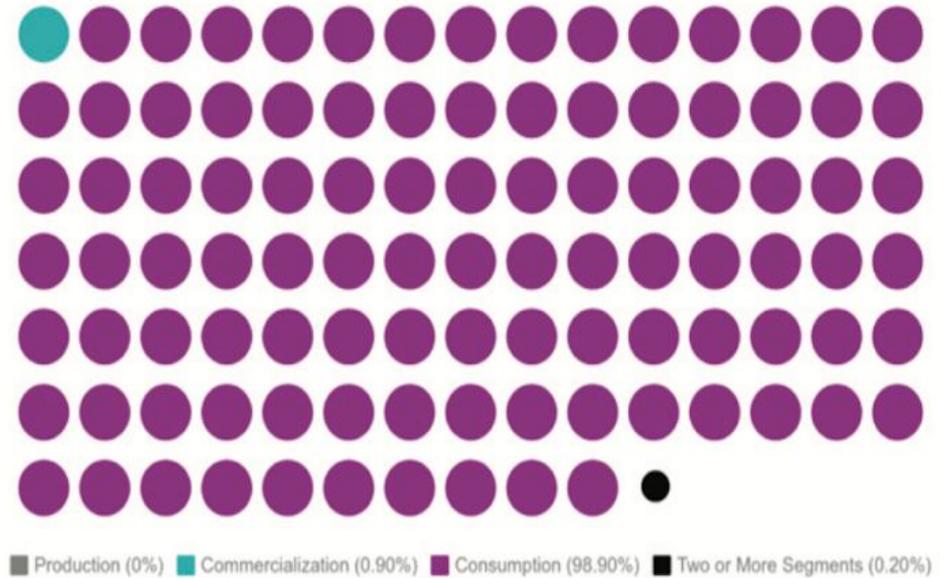
Relationships Between Actors



3. Fragmented Systems

- Along with the fragmentation of the education system, we also found a tendency to fragment the drug supply chain.

Figure 5: Segments of the Drug Supply Chain Studied

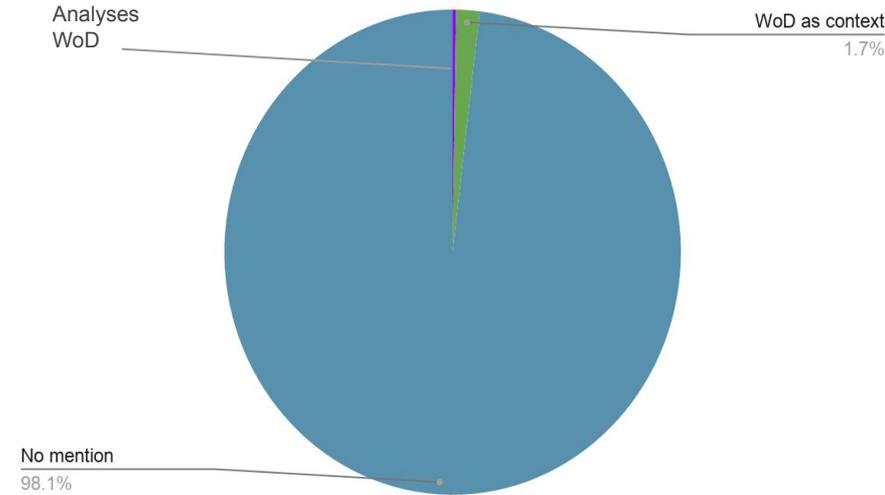


3. Fragmented Systems, **Absent War**

Only 1.9 % of articles directly referenced the terms “war,” “war on drugs,” or “drug war.”

- 1 article examined the educational impact of the WoD.
- 7 articles used the terms “war,” “war on drugs,” or “drug war” as context. These papers tended to align themselves with the war-on-drugs policy framework:

“Considering the present societal context in which drug use is so widespread (the recent gains of the War on Drugs notwithstanding), it should not be surprising that academically successful student users exist” (Evans and Skager 1992, 354)

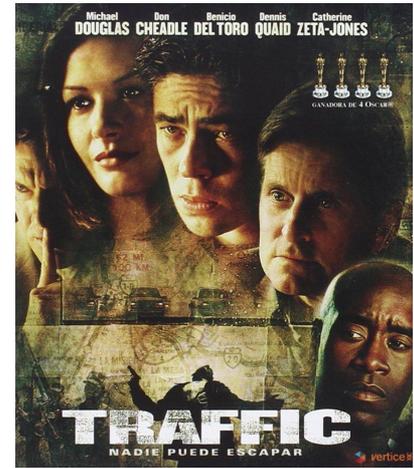


Violence and conflict were predominantly discussed as individual behaviors and disassociated from larger political or economic interests.

Implications and future directions

- **Relational**, paying attention to how diverse actors and forms of violence interconnect.
- **Comparative**, analyzing processes across multiple sites with historic consciousness.
- **Multidisciplinary and interdisciplinary**, enabling discussion across disciplines in order to unsettle conceptual stagnation.
- **Critical**, attending to the unequal distribution of effects and consequences and actively seeking out the ways given policies, concepts, and strategies serve particular interests, and
- **Reflexive**, considering how research practices can perpetuate inequities and violence.

Narrative Constructions of Crisis in the War on Drugs



dead
☰ ☰
☰ ☰
☰ ☰
prez

Roozbeh Shirazi
University of Minnesota

What's In A Word: Uses and Limits of 'Emergency' in EiE

The INEE does not define **crisis**, but defines **emergency** as “a situation where a community has been disrupted and has yet to return to stability.” (Minimum Standards Handbook, p. 117)

In EiE, emergency still mostly refers to sudden onset situations or shocks--there has been little engagement with long-term or ‘complex emergencies.’ (Nicolai & Hine, 2015)

Emergencies can be products of statecraft or be politicized, manufactured, and sustained for profit by local and nonlocal actors. *See articles by Rodriguez, Koenders, and Chavez Villegas and Butti in JEIE special issue.*

Emergency vs. Crisis: What's the Difference?

The terms can be (and are) used interchangeably, but they do not mean the same thing

Emergencies emphasize the primacy of (re)action--crises entail **framing** appropriate action and demand decisive judgment (Rubenstein, 2015)

War on Drugs, as defined by Rodriguez Gomez and Bermeo (2020) as a transnational and interstitial assemblage, cannot be limited to a localized event or shock; rather than being an emergency, it fits within the idea of crisis.

Narrative Constructions of Crisis

Pronouncing something to be “in crisis,” means we have deviated from normal, we arrived at a turning point, where something has to be done, where there is a moral imperative to break with the past or present, to secure a better future. (Roitman, 2014).

Our terms can shape what is understood as an emergency or crisis, and that in turn, informs what might count as an appropriate response. **The ability to name a situation** is explicitly political and sets the stage for how we may understand, approach, and resolve it.

Narrative Analysis

Narrative analysis reveals the relationship of utterances, talk, and **media** to the social construction of norms and institutional discourses (Souto-Manning, 2014).

Narratives reflect situated understandings of the world. Our understandings of a situation will vary depending on how we are located in larger relations of power, our social location within normative structures. (Hall, 1984; Wibben, 2011).

Narrative constructions of an emergency situation mobilize responses that EiE actors have the capacity to carry out, rather than to address the structural arrangements that produce different forms of crisis. Helps to focus the scope of action, but may also impede drawing important connections.

Narrative Constructions of the WoD in *Traffic* & 'Sellin D.O.P.E'

TRAFFIC: WoD as an endless but good war, as a virtuous war that is] worth fighting, in which law enforcement (at least in the US) is good, and the traffickers are ruthless and bad. The victims of this war, at least the ones we are encouraged to grieve and empathize with, are white, upper-middle class, and upwardly mobile, whereas other communities—notably working class or minoritized communities are voiceless, peripheral to the story, and superficially treated.

Dead prez: The US state and its arms of law enforcement are the purveyors of violence and instability who benefit from the ongoing WoD, and in these conditions, dealing becomes a risky response to the structural barriers and inaccessibility of viable livelihoods for poor Black and Brown communities. There narrative constructions of crisis align with the critiques of law enforcement and mass incarceration voiced in anti-carceral and abolitionist activism and scholarship.

(Brief) Takeaways for EiE Scholars and Practitioners

Words matter, but the article does not set out to do the work of choosing better definitions.

The terms we use to describe a situation as an emergency or a crisis, have implications for what ought to be done in the face of those conditions. **Perhaps more importantly, we need to pay attention to who can speak and how they construct narratives about a crisis** and define or propose an appropriate response. Paying critical attention to narrative constructions of crisis may reveal that some modes of humanitarian work help to maintain a particular normative and political order.

Intentionally drawing from a broader set of voices in decisionmaking and strategic planning around humanitarian interventions may complicate taking decisive action in some respects, but it will simultaneously reveal valuable tensions, contradictions, and new terrain for action and advocacy that were previously dismissed or seen as unrelated.



The Effects of Aerial
Spraying of Coca
Crops on Child Labor,
School Attendance,
and Educational Lag in
Colombia, 2008-2012

Claudia Rodríguez

Summary

What is the effect of aerial eradication on child labor and education?

Data: Quality of life survey (2008-2012), UNODC data on eradication, NASA data on winds

Methodology: Use winds as an instrumental variable for eradication to find relationship between aerial spraying and child labor and education

Results:

- Spraying one squared kilometer of coca leaf increases the likelihood that children would work by one percentage point
- Crop spraying is associated with a 5 percentage point increase in the probability that younger siblings would drop out of school, and a 0.15 percentage point increase in the probability that older siblings would fall behind in school

Contribution of the paper:

- Evaluates how aerial eradication affects households
- Creates a new instrument for aerial eradication
- Contributes to the literature on economic shocks, child labor and education

Forced eradication

- The state carries out the forced eradication of coca crops without the participation of the rural population that cultivates it.
- Introduced in 1999 as part of Plan Colombia (Camacho y Mejía, 2017)
- Two types:

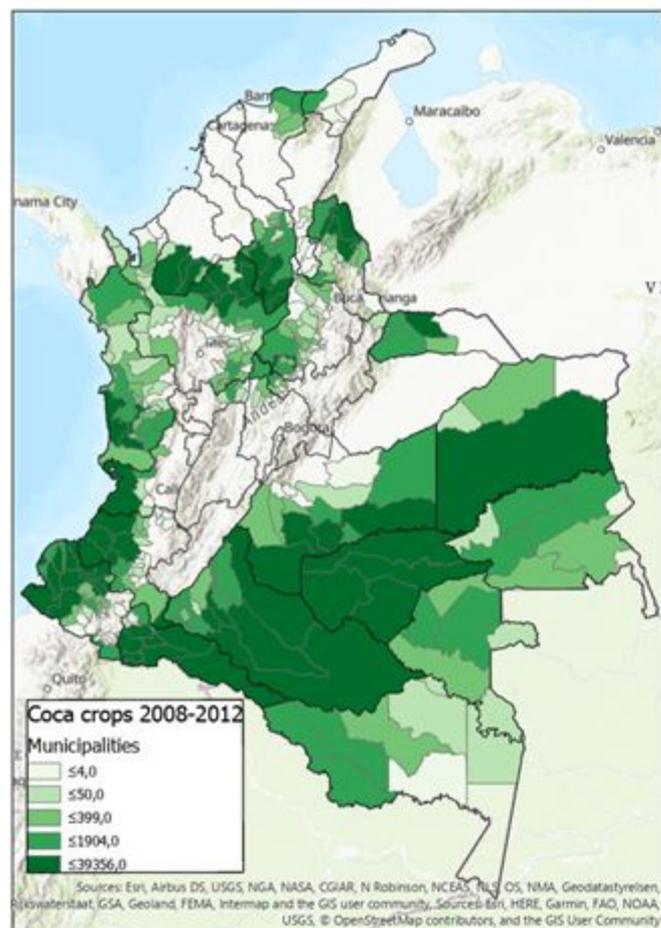


Aerial

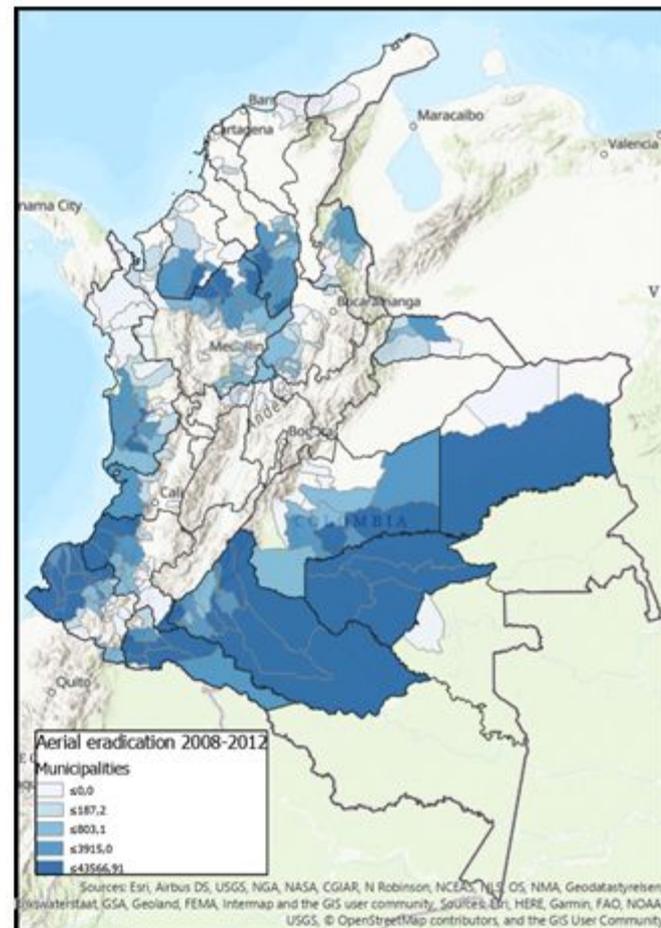


Manual

Coca cultivation 2008 – 2012



Aerial eradication 2008 – 2012



Identification strategy

Selection bias:

- o Social conditions in the areas where spraying took place were different from those where it did not

Possible problems:

- o Estimates can be biased because places with aerial erradications have more violence, less economic activity and less presence of the State (public goods, security, justice)

Solution:

- o Instrumental variable: Wind speed in the municipality
 - o Spraying flights require favorable conditions because pilots must descend quickly to a few meters above the ground, spray, and return to their previous height, all at a high speed.
 - o If there are strong winds pilots can fly
 - o I built a daily database of wind speed per municipality using satellite images from NASA and used this information as an instrument for annual eradication.

Assumption:

- o Winds are not related to child labor or education decisions

Results

- Aerial spraying was associated with a one percentage point increase in the likelihood that children ages 12-17 would work.
- Crop spraying was further associated with a 0.15 percentage point increase in the probability that older siblings in families living in a coca-growing area would fall behind in school.
- There was a negative relationship between aerial eradication and the probability that the youngest sibling in a family would attend school, making them five percentage points less likely to attend school than the rest of the children.
- Thus, the findings of this research, suggest that the war on drugs has the potential to generate new barriers to educational access for children who live in areas where aerial spraying occurs.

**“If you don’t have an education,
you are no one”**

*Understanding the School Experiences of Youth Involved in
Drug-Related Crime in Ciudad Juárez and Medellín*

Cirenia Chávez and Elena Butti

November 2020

Introduction

- *How do the school experiences of youth in Ciudad Juarez, Mexico and Medellin, Colombia shape their entry into the drug business?*
- Gap identified: dearth of studies in the LAC region centering on educational experiences of at-risk youth



Methods

Combined two studies:

- **Mixed methods** approach in Ciudad Juarez, Mexico
- Surveys (n=360) and interviews (n=20) conducted with young males
- **Ethnographic fieldwork** for 18 months in Medellin, Colombia

Two main findings

1. Youth **do not 'drop out'** of school, but **rather are 'pushed out'** by an exclusionary school structure
2. Without an education, they are **considered 'no-ones'** - so they **try to be someone** in the world of the street



A vicious cycle

It's not *la falta de dinero* that pushes youth out of school, but rather a vicious cycle of

- **Stigmatization** → '*No es bueno para estudiar*'
- **Separation** → Physical and mental
- **Punishment** → Corporal punishment
- **Exclusion** → School expulsion

... this becomes a self-fulfilling prophecy



Going back?

- Not about teachers, but about the **school structure**
- Ambition to go back to school, *'but it seems impossible'*
- The school does not make a step towards them: *'They have already been lost'*



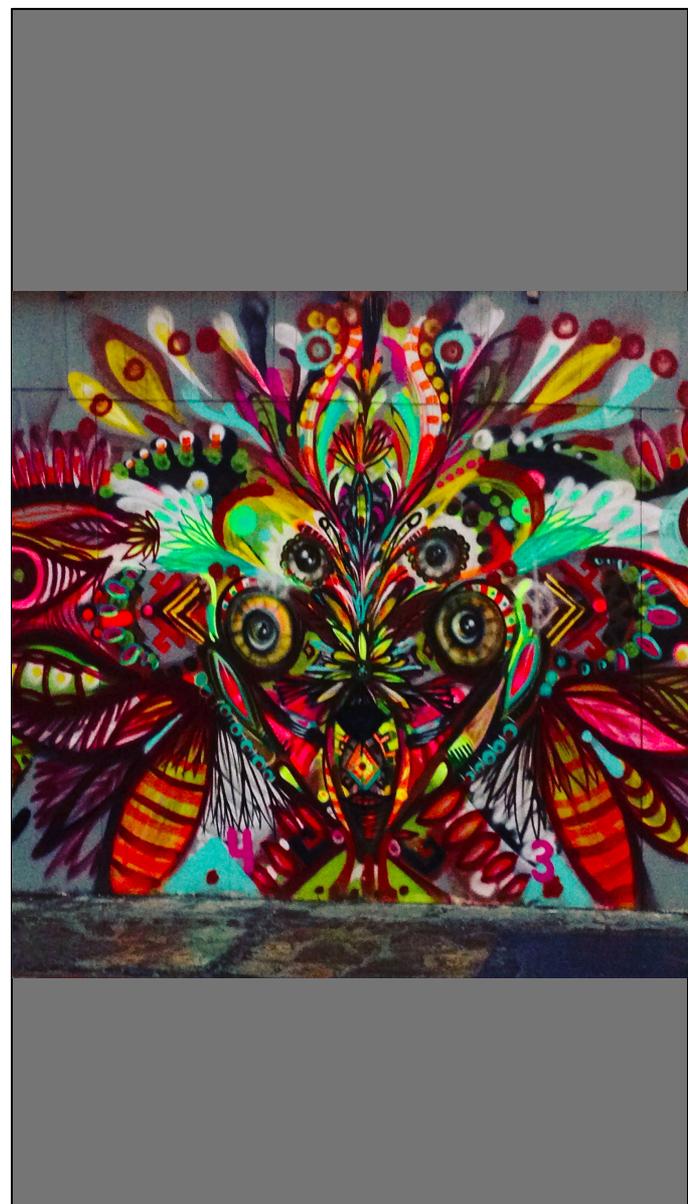
Being someone

- If having an education means '***Ser alguien en la vida***' ... What becomes of those who do not have it?
- They look for alternative ways of gaining **social recognition**...
- ...in realms where their '***criminal intelligence***' is rewarded, and where they can 'be someone'



Policy recommendations

- *Teaching practice and school policy*
 - Rethink expulsion and suspension from school as methods of punishment
 - Track and support at-risk students
 - Scholarship programmes to benefit those who are most likely to drop-out
 - Support evaluation of public school teachers



Policy recommendations

- *Social policies*
 - Programmes to avoid recidivism
 - CCTs with a view to inequality reduction
 - Non-formal education programmes to bring those 'pushed out' back into formal schooling -> accelerated learning, catch up classes, etc.



Thank you

Contact:

cirechavez@gmail.com

elena.butti1@gmail.com

Política
de drogas

The logo for Catalyst consists of the word "Catalyst" in a bold, black, sans-serif font, arranged vertically. The letters are partially overlaid by a series of parallel, diagonal red lines that create a sense of motion and depth.

**CA
TA
LY
ST**

Expanding Harm
Reduction Education
and Youth
Participation in the
Context of the War
on Drugs

Figure 1A: Traditional Abstinence-Only Drug Education (e.g., D.A.R.E.)

	HARM	REDUCTION
WAR (ON)		
DRUGS		

Source: Rodríguez-Gómez and Di Castri (2018)

Figure 1B: Harm-Reduction Education (e.g., UpFront)

	HARM	REDUCTION
WAR (ON)		
DRUGS		

Source: Rodríguez-Gómez and Di Castri (2018)

Figure 1C: Expanded Harm-Reduction Drug Education (e.g., Catalyst)

	HARM	REDUCTION
WAR (ON)		
DRUGS		

Source: Rodríguez-Gómez and Di Castri (2018)

What's new since 2017?





From incubator...





Política
de drogas

**CA
TA
LY
ST**

Defensa de
la Amazonía

**CA
TA
LY
ST**

Migración
y fronteras

**CA
TA
LY
ST**



Thank you!

info@
catalyst-catalizador
.org

Discussants



Mario Novelli
Director, Centre for
International Education
University of Sussex



María Alejandra Vélez
Director, Centro de Estudios
sobre Seguridad y Droga
Universidad de los Andes



VOLUME 6 NUMBER 1 OCTOBER 2020

JOURNAL ON EDUCATION IN EMERGENCIES

Special Issue on Education and the War on Drugs

EDITORIAL NOTE

María Jose Bermeo and Diana Rodríguez-Gómez

EiE RESEARCH ARTICLES

The Educational Nexus to the War on Drugs: A Systematic Review
Diana Rodríguez-Gómez and María Jose Bermeo

When Emergency Becomes Everyday Life: Revisiting a Central EiE Concept in the Context of the War on Drugs
Roozbeh Shirazi

The Effects of Aerial Spraying of Coca Crops on Child Labor, School Attendance, and Educational Lag in Colombia, 2008-2012
Claudia Rodríguez

"Pedagogy of Conversion" in the Urban Margins: Pacification, Education, and the Struggle for Control in a Rio de Janeiro Favela
Sara Koenders

"If you don't have an education, you are no one": Understanding the School Experiences of Youth Involved in Drug-Related Crime in Ciudad Juárez and Medellín
Cirenia Chavez Villegas and Elena Butti

EiE FIELD NOTE

Catalyst: Expanding Harm-Reduction Education and Youth Participation in the Context of the War on Drugs
Theo De Castri

BOOK REVIEWS

The School-to-Prison Pipeline: Education, Discipline, and Racialized Double Standards by Nancy A. Heitzeg
Jennifer Otting

Political Socialization of Youth: A Palestinian Case Study by Janette Habashi
Jo Kelsey



Inter-agency
Network for Education
in Emergencies

Questions?



Contact

Web: inee.org/evidence/journal

Twitter: [@JournalOnEiE](https://twitter.com/JournalOnEiE)

Email: journal@inee.org

Subscribe to the *JEiE* podcast, *Behind the Pages*, on Apple Podcasts, Google Podcasts, Spotify, or visit us on Soundcloud at bit.ly/jeiepodcast

Watch for our release of the **Spanish translation of the special issue**, coming later in 2020!

