



## Education to Eradicate the Influence of Narco-culture in the Children of Mexico

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### Abstract

*In Mexico, the violence of various groups of drug traffickers has continued. But, since 2019, it has been about resolving violence through understanding and attention to the causes that originate socioeconomic inequalities (Presidency of the Republic, 2019). However, the influence of the narco-culture is evident. Given the promotion of this culture, the question is about educational actions to mitigate the influence of narco-culture on children in Mexico. Thus, a documentary investigation was developed to substantiate the negative influence of narco-culture on children and to identify what is being done in the Secretary of Public Education to avoid such influence. The promotion of a culture of peace and non-violence was identified by: (1) using educational strategies, (2) incorporating material for teacher training, (3) providing psychological, social and educational guidance support, (4) providing, free of charge, advice, and guidance to children, adolescents and young people, (5) manage information on types of violence to the National Commission for the Continuous Improvement of Education, (6) generate agreements between the public, private and social sectors, (7) inform the authorities about those behaviors that warrant sanctions for acts of violence, (8) disseminate through electronic and digital means information that allows raising awareness, (9) provide educational materials and disseminate them. There is also a program and a reference framework to manage school coexistence that promotes a culture for peace. However, in the Basic Education Curriculum (2022) only one section was found where the culture of peace is mentioned as part of the right to education. In addition, the presence of school violence (physical, psychological, sexual or cybernetic) in basic education and high school maintains its presence to the degree that it is necessary to monitor in urban schools, the behaviors of men who do not respect gender diversity, and physically and economically disadvantaged people. In addition, it is required that schools promote respect for discipline, parental participation and the use of the curriculum and administrative regulations to foster a culture of peace (National Commission for the Continuous Improvement of Education, 2021).*

**Keywords:** Peace education, social problems

### Introduction

In Mexico, violence is classified into seven crimes: (1) street robbery, (2) fraud, (3) extortion, (4) car theft, (5) verbal threats, (6) home robbery and (7) injuries (National Institute of Statistics and Geography, 2022). In the government, as of December 2018, an attempt is being made to unite national security with peace (Presidency of the Republic, 2019). But, there is no certainty of the actions that said government undertakes to favorably influence the promotion of peace through education.

#### **The underlying problem: Violence**

Until 2022, 15 drug trafficking groups were identified: (1) Sinaloa Cartel, (2) Jalisco Nueva Generación Cartel, (3) Golfo Cartel, (4) Northwest Cartel, (5) La Familia Michoacana, (6) The Viagras, (7) The Knights Templar, (8) The Beltrán Leyva Cartel, (9) La Unión Tepito, (10) Tláhuac Cartel, (11) Santa Rosa de Lima Cartel, (12) Los Rojos, (13) The United Warriors, (14) The Juárez Cartel and (15) The Arellano Félix Cartel (Mauleón, 2002).

The violence originated by these criminal groups is reproduced or practiced in the form of a game, for example, in some videos hosted on YouTube and on other websites (last revision February 24, 2023) they account for violent acts similar to those carried out by drug traffickers:

- Veracruz 01-15-2023. A 10-year-old boy killed an 11-year-old by shooting him because he lost in a videogame. Link <https://www.youtube.com/watch?v=Qmlx5QcLpW8>
- Sinaloa 12-31-2022. Some children simulate a checkpoint to allow people to pass. Link <https://cdn.jwplayer.com/previews/IYYCRwf7>

- State of Mexico 12-17-2022. A child follows an adult to ask him to hand over his cell phone. Link <https://cdn.jwplayer.com/previews/6JNPilpF>
- Five children play kidnapping. Link <https://www.youtube.com/watch?v=YscsFLa8XNk>
- Sinaloa 2019. A couple of children are disguised as hitmen in the celebration of the Day of the Dead. Link <https://www.youtube.com/watch?v=Tuh6Z4acVN0>
- Tamaulipas. Juanito Pistolas died along with the hit men who accompanied him. Link <https://www.youtube.com/watch?v=eagCM5k8vAk>

In the study by Del Tronco and Madrigal (2016), it was identified that in violence between peers, threats (31.1%) and verbal or gestural offenses (31.1%) are more frequent. In social violence, 58.0% of women and 20.1% of men have offended adults through words.

In the National Commission for the Continuous Improvement of Education (Mejoredu, 2021), based on various studies on school violence, it was identified that four types of violence occur in secondary education: physical, psychological, sexual and cybernetic. In addition, characteristics of children and young people who suffer from violence were found. In primary, secondary, and high school, children and young people are of low socioeconomic status, work, and consider school discipline lax. In primary and secondary, the children have a disability, they are men, they do not meet the male stereotype and the female stereotype. In middle school and high school, kids don't live with mom and dad, one of them, or neither, and they get low grades. Finally, recommendations were issued: (1) identify violence by gender stereotype, (2) monitor men, (3) follow students with low socioeconomic status, disabilities and/or who do not live with their father and/ or with his mother, (4) strengthen school discipline and (5) encourage parental participation on school violence.

## Method

Documentary research was used to record and analyze the information. It was utilized a simple extraction method based on education for peace. The documents were analyzed through underlining, color markings, notes, paraphrasing, and synthesis (Jurado, 2002) to extract the information.

## Results

In the General Education Law, Article 74 contains nine actions to promote a culture of peace: (1) use educational strategies, (2) add material and practices in teacher training, (3) support people who have been attacked, (4) provide, free of charge, guidance to children, adolescents and young people who are victims of school, psychological, physical or cyber violence, (5) request information on school violence from Mejoradu, (6) promote peace and prevent violence through agreements between the public, private and social sectors, (7) promote administrative and judicial defense of behaviors that warrant sanctions for violence, (8) raise awareness through electronic and digital means, and (9) prevent school violence through the use of educational materials (Camera of Deputies, 2019).

In the Curriculum for basic education, the Human right to education section was found, where the relationship between the right to education and non-violence is interpreted. The relationship is expressed in the participation of administrative and teaching staff with parents to denounce violence. In addition, peace is promoted to prevent violence inside and outside schools (Basic Education Study Plan, 2022).

In the Undersecretary of Public Education (2015) a reference framework was developed on school coexistence that considered bullying and coexistence (inclusive, democratic and peaceful). In Irapuato, a manual was prepared to promote the culture of peace that is fostered from the thinking of the people through coexistence (Colegio de Guanajuato, s.f.).

In the Ministry of Public Education (SEP), a file of didactic activities was prepared to promote the culture of peace in preschool, primary and secondary school that corresponds to the National School Coexistence Program (PNCE). Five topics are considered: (1) Socio-emotional competencies, (2) gender equality, (3) diversity, (4) human rights, and (5) decision-making (Secretary of Public Education, 2019).

## Conclusions

Violence at the national level places verbal threats in fifth place (Presidency of the Republic, 2019). Faced with this crime, peace is promoted, but the influence of narco-culture is manifested in the videos starring children, in violence between peers and in social violence (Del Tronco and Madrigal, 2016) where the mentioned crime stands out. In addition, four types of school violence are added: physical, psychological, sexual and cybernetic. In this context, it is recommended to promote the



attitude and practice of inclusion through curricular maps to prevent violence from continuing (Mejoredu, 2021).

As solutions: a reference framework was designed on coexistence (SEB, 2015), promoted education for peace through coexistence (Colegio de Guanajuato, 2016), provided psychological support, identified behaviors to sanction and prepared educational materials (Chamber of Deputies, 2019). In addition, socio-emotional skills, gender equality, valuing diversity, human rights and decision-making (Secretary of Public Education, 2019) and reporting violence (Basic Education Study Plan, 2019).

In short, the files, the coexistence, as well as the psychological, social and orientation attention will help the students who go to school. In this scenario, students who are often victims of violence will benefit. But how to avoid the influence of drug culture on children. One way consists in the design of educational materials that give a systematic, rigorous and duly substantiated account of the consequences derived from the violence generated by drug traffickers. Thus, from preschool, with follow-up in primary education and with an emphasis on secondary education, it is possible to teach for peace with conscience by showing the cruelty of the acts perpetrated by drug traffickers in an academic way with a study program made up of units of learning. This program can be offered at least two hours per week. In this sense, it is possible to combat the influence of drug culture and, also, contribute to the reduction of school violence: physical, psychological, sexual and cybernetic, and verbal threats.

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