

Violence, trafficking and drug use in public schools in Belém -Pará - Brazil

Gustavo Nogueira Dias*

Prof. Federal College Ten. Rêgo Barros, Belém, Pará, Brazil

<https://orcid.org/0000-0003-1315-9443>

E-mail: gustavonogueiradias@gmail.com

Vanessa Mayara Souza Pamplona

Prof^a Federal Rural University of the Amazon, Paragominas, Pará, Brazil

<https://orcid.org/0000-0002-2461-2103>

E-mail: vanessamayara2@gmail.com

Eldilene da Silva Barbosa

Prof^a Federal Rural University of the Amazon, Belém, Pará, Brazil.

<https://orcid.org/0000-0002-9980-2286>

E-mail: eldilene.barbosa@gmail.com

Fabricio da Silva Lobato

State University of Pará, Belém, Pará, Brazil

<https://orcid.org/0000-0002-8240-8039>

E-mail: fabriciolobatomat15@hotmail.com

Alessandra Epifanio Rodrigues

Prof^a Federal Rural University of the Amazon, Paragominas, Pará, Brazil

<https://orcid.org/0000-0002-8375-2923>

E-mail: alessandra.epifanio@ufra.edu.br

Herson Oliveira da Rocha

Prof. Federal Rural University of the Amazon, Parauapebas, Pará, Brazil

<https://orcid.org/0000-0002-2494-6277>

E-mail herson@ufra.edu.br

Cássio Pinho dos Reis

Prof. Federal University of Mato Grosso of South, Brazil;

<https://orcid.org/0000-0002-2211-2295>

E-mail: cassio.reis@ufms.br

José Carlos Barros de Souza Júnior

Prof. Federal College Ten. Rêgo Barros, Belém, Pará, Brasil

<https://orcid.org/0000-0003-4465-8237>

E-mail: barrosctrb@gmail.com

Ana Paula Ignácio Pontes Leal

Prof^a Federal Rural University of the Amazon, Paragominas, Pará, Brazil.

ORCID <https://orcid.org/0000-0002-8733-0066>

E-mail: paulaignacio@hotmail.com

Robson José Carrera Ramos

Prof Universidade Federal Rural da Amazônia, Belém, PA

ORCID <https://orcid.org/0000-0002-8098-1042>

E-mail. robson.carrera@ufra.edu.br

Abstract

The research shows how violence, trafficking and drug use has been recurrent within schools, causing directions that are difficult to contour by Brazilian government officials. The research had a qualitative and quantitative character. The method used was interviews with teachers and the use of questionnaires with a group of one hundred and seventy students and sixteen teachers. Among all the problems, misery; the use of drugs; the arrival of adolescence; the insertion of the researched group in risk areas belonging to Perverse Territorialization; the lack of definition of a full and adequate curriculum for our social problems; the lack of adequate punishment; the influence of family habitus has contributed to the spread of violence, stimulating parallel activities with the predominance of drug trafficking and organized crime where it presents a growing approximation with the local community in need of all types of services and improvements not provided by the State, causing the increase in all crime rates, the increase in drug trafficking as well as the increase in cases of psychological disorders. Among these reasons, violence in the school environment has increased. The actions necessary to reduce school violence are pointed out in this article, knowing that for its consolidation, the support of the school community and the creation of internal codes of conduct essential to living in the school environment are necessary.

Key words: School Violence; Psychological Disorders; Habitus; Perverse Territorialization.

1. Introduction

Violence manifests itself in several ways. In traffic when drivers and pedestrians do not respect the laws established by regulatory institutions causing accidents that are often fatal; in the lack of medical assistance, the less favored populations bring suffering and indignation, of those who crowd in the waiting lines for medical care in the vast majority in public hospitals in our country; in the famine that, unfortunately, still affronts thousands of Brazilian homes; lack of basic sanitation; in the use of narcotics, etc.

Our gaze often discriminates against the thief, the drug addict, the drunk, the delinquent student. We forget, however, to reflect the affection-social circumstances that influenced these conducts that we so disapprove of. Nobody is born a thief, drug addict or delinquent. A first view, even if intuitive, on the theme of violence suggests the existence of a feedback principle that, in general, circumscribes the victims. Acts of violence generate acts of violence.

The research was carried out in the city of Belém, State of Pará, Brazil, specifically in the

neighborhood of Pedreira, in two public schools.

Preliminarily to all the movements and episodes described and occurring of violence, there was naturally a historical series of events that follows comment below:

Belém was founded on January 12, 1616, by Francisco Caldeira Castelo Branco and started in the area where today is the current Forte do Presépio going to the commercial center and the Cidade Velha neighborhood, a form that lasted until the beginning of the 19th century, when it was already understood as the Metropolis of the Amazon for its value in the economy of the time, marking the first step of the socio-spatial division of the city. (Costa, 2009).

Around 1910 and 1930 the urban space had a narrow strip of land positioned between the shore and a mangrove that offered a natural barrier to development. From 1940 and 1950 the city reached a considerable expansion, presenting as properties: a) inclusion of lowland areas in the urban structure of the city; b) saturation of central areas with the construction of passages and villages c) foundation of industries, housing estates.

In the 1950s the occupation of the set of institutional areas around the air and naval bases, the Federal University of Pará and the Federal Rural University of the Amazon formed an “institutional belt” that served as an obstacle to urban expansion. Consequently, the contour of the so-called “low areas” brought together an occupation leveraged by the supply of goods, services and jobs that the central region offered. As a consequence, the “lowlands” expanded with a high population density.

The occupation of the “Baixadas” in 1970, imported 40% of the urbanized area of Belém and these development methods with the neighboring municipalities led to the implementation of the federal law, in 1973, of the Metropolitan Region of Belém. In 1980, the occupation of vacuums landowners was encouraged by landowners, covering indemnities and the promise of land tenure regularization for occupants. IBGE data show that the population dynamics from 1991 to 2000 reinforced the growth of peripheral areas. The municipalities of the Metropolitan Region developed significantly in front of the capital, Belém.

The most overburdened areas in population are attached to the Center: Jurunas, Condor, Cremação Pedreira and Umarizal. The analysis of RAIS (Annual List of Social Information) obtained by the Ministry of Labor, for the period between 1998 and 2002, marked that Belém holds about 51% of all employment originated in Pará.

2. Violence, drug use and its different forms

Countless young people who are armed gain respect towards others, presumably because of the representativeness of power expressed by the weapon. Someone entrusted him with the use of that instrument, it was not the government, but the network of criminals in his locality. It often means that he has earned the trust of the head of that group and has become a respected member. Nobody does anything to purge him, because retaliation by part or all of the group of criminals to which he belongs may come to pass.

The networks of criminals are revealed through corruption, drug trafficking, prostitution, smuggling, and arms trafficking. Many young people from violent neighborhoods, due to poor education and the obligation to meet essential survival needs, are attracted by the trafficking that corrupts them, offering drugs, weapons and money. Several young people still enter this perverse network unnecessarily, just to satisfy the “today”, without thinking about the consequences arising from this act. The young age favors and interests the trafficking for the certainty of the impunity certified by the Brazilian laws. At uncertain times, it is common to see armed youths walking through the peripheral streets of Belém as in other Brazilian cities and the world. It is a form of intimidation to the local population of the society present at the site and to other factions present at the same location.

Drugs are addicting more and more people in a shorter period of time. Two decades ago, marijuana was offered as a widely used drug. Nowadays, crack has been created, a mixture of several drugs, such as cocaine paste with solvents, which generate a small stone that the consumer smokes like a pipe, producing a devastating effect on the organism and addicting this subject in a much shorter time. . Another drug derived from crack is Oxi, with more devastating effects than the first, but making the subject become addicted in a faster time.

According to Gootnberg (2001), crack is obtained through a mixture of coca paste or cocaine hydrochloride with sodium bicarbonate (NaHCO₃). Coca paste is a coarse product, with many impurities, which is obtained in the first stages of extracting cocaine from the leaves of the Erythroxyton coca plant, figure 1, when treated with strong bases, with sulfuric acid and organic solvents. Cocaine hydrochloride is the most stable form of this substance, which can be displaced by weak bases, such as sodium bicarbonate. Crack is sold in the form of small porous stones, figure 2. It is not soluble in water, but users smoke crack by heating these stones in improvised “pipes”, since this substance changes from the solid state to the steam at a temperature relatively low, at 95°C.

Figure 01: Crack components.



Source: (World Health Organization, 2004).

Figure 2: Crack stones on the left crack user smoking this drug with a “pipe” (on the right).



Source: <http://www.brasilecola.com/quimica/quimica-crack.htm> Accessed on April 27, 2014.

The ox is initially made from the base paste of the cocaine leaves, which are normally obtained in the Andean countries (Bolivia, Peru, Colombia and Ecuador). This base paste is mixed with toxic and corrosive fuels, such as kerosene, sulfuric acid (car battery water) and gasoline; also with quicklime and even cement. Crack also uses the base paste of the coca leaf, however, it is burned and crushed with sodium bicarbonate and ammonia or ether, which are also harmful to health, but which are more expensive and less toxic, lethal and harmful to the body. than the aforementioned components of the ox. It is this crude and cheaper preparation of cocaine that makes it far more devastating than crack. (Oliveira, L. G .; Nappo, S. A., 2008, p. 28).

3. School Violence

The language and codes of education are increasingly inaccessible. It is difficult to put the 12 to 16 year old on the path to study. Their understanding and understanding is much more complicated than before. There are countless variables that have emerged that cause the adolescent's mind to be distracted. A simple cell phone offers more than 10 different games, various types of messages and access to social networks, which provide free access, facilitating emotional lack of control, a problem that already exists in many young people at this stage of life and favoring disinterest in study.

Priotto (2009) calls school violence, all acts or actions of violence, aggressive and antisocial behaviors, including interpersonal conflicts, damage to property, criminal acts, marginalization, discrimination, among others practiced by, and among the school community (students, teachers, staff, family members and outsiders) in the school environment.

Charlot (2002) presents three different types of concepts: i) Violence at school, when it is the place of violence that has an external source. For example, when a group invades the school to fight with someone who is on the school premises, in this case, the school is invaded by violence that previously took place just outside its gates, or on the street. ii) Violence against the school, related to institutional activities and which concerns cases of direct violence against the institution, such as the depredation of property, for example, or violence against those who represent the institution, such as teachers. iii) School violence,

understood as violence where the victims are the students themselves, exemplified in the type of relationship established between teachers and students or in the methods of assessment and grading that reflect prejudices and stigmas, that is, other criteria that not performance objectives.

Abramovay and Rua (2002) affirm that physical violence and against property are prevalent in schools among all types of violence, with several negative consequences on the quality of teaching and learning. These authors affirm that more than half of the students who suffer violence in the school environment, do not obtain the necessary concentration for their studies, also reporting that they are extremely nervous with the situations of violence that they face in their schools, causing them to miss school. classes and subsequently as a consequence the abandonment of studies.

School violence may be due to other factors, such as the implications of learning. Today's society is very different from that found by our parents and grandparents. The role of women has evolved. Today she disputes the same space as man. In the past, a woman's duty and obligation was to provide education and care for her children, with a small collaboration from her husband. Today is very different. The role of parents in submitting to their children is much greater. Today, fathers and mothers do not determine, do not command, do not give orders, no longer have a pulse or property about what they ask and do to their children. We are in a very different context. Everything is questioned by children and society.

Parents offer a child 8 to 14 years old something to educate them. Part of these children are formed in families that have no authority over them. They sleep at the time they want, eat what they want, watch the program they want, go out at the time they want and so on. It is the lack of limit. Many families play education for school. Fathers and mothers work and send their children to school, in order to somehow transfer the homeland to six or seven education professionals in which the child is faced daily. Now the concept of education in these terms is contradictory.

Parents want to transfer all education to school, the role of which is to provide schooling and not education. If parents are unable to educate a child during the 24 hours of interaction, how do they want to transfer this power to only one person, called a teacher, to educate 30 or 40 children simultaneously within 4 hours. It seems that the relationship between students and students and the time spent is totally disproportionate. The education task belongs to the family in the first place and the public authorities do the schooling in the second place. If the family does not fulfill its duty there is no point in handing the student over to the school. In addition to the problems arising from the family, we also find those arising from the education system, problems beginning in the transmission of knowledge to these students. We can see that the clientele has changed radically from twenty years to the present day. Incoherently, we realize that our curriculum has changed little.

Many teachers still demand absolute silence in almost the whole class, when they pour out all the content and after a few minutes open for questions. The student is intimidated to question a subject that he knows little about and that the volume of concepts is extremely large. And so, according to Paulo Freire, another deposit was made, the content was administered and expired. What is difficult to know is whether the student has learned. And how much of that "deposit" was actually "credited". The conceptions and theories of learning are innumerable, there are several meanings that must be obeyed in order to understand a certain subject; not to mention the differences present in each student.

The division into classes, castes, or social segments still persists, we see this division clearly in our

own classrooms. We want to change, we often fight against discrimination, sometimes we even set up and scale students in teamwork. When we leave it up to them, there are always one or two colleagues left without groups.

Is the way in which knowledge is transmitted perhaps a stimulating factor for the spread of violence among students? Some subjects involved feel victimized, because they are totally excluded from the teacher's lesson plan. Most understand or at least understand something, while some elements do not understand anything, do not understand, do not understand what the teacher wants to say or explain. When activity or exercises are carried out, these subjects, who do not understand the subject taught in the classroom, are absent, or join a colleague who is understanding, their participation being reduced to copying certain concepts, at first without any significance to him. Thus, in the educator's global view, the student fulfilled his activities, copied the subjects and remained silent. We realized then that the participation of this student is similar to that which left the classroom, which despite not having hindered the class, did not absorb anything.

In the conception of (Dias G. N., et al., 2020):

What this contributes to our life in society. The fact that our activities are so intense that we do not have time, even to live with our children and give them the necessary education, or too much time, that due to the fact that on many occasions “doing nothing” leads us to a condition of lost in a world full of injustice. Everything we do or fail to do is important for our daily lives. To speak of the constitution of the habitus, it is necessary first of all to know its history and genesis and all the structures in force in this society and in that specific field. It is common to say that the personal mode or a particular brand that takes all products or practices of the same habitus according to a certain time or class to which the subject belongs. (Dias, G. N., et al., 2020)

The constant opposition of dominated and dominant classes causes an irreversible bottleneck in the current social situation in which we live. There is a dispute between groups that want to excel over others in different ways. The group of young people engaged in the study will only obtain the results and achievements after a long period of dedication and abstinence from various situations that the other group obtains in a short time in the traffic.

Already the group of marginalized students, misdemeanors and often revolted by this waiting policy use artifices and crimes to obtain certain objects that are envied by different groups which make them strong in the face of their causes and motives, thus perpetrating a mistaken idea of early success legitimizing and enlisting several young people to the world of crime and drugs.

Faced with these justifications, the increase in the consumption of narcotics has been directly linked to the increasingly aggressive and uncontrolled behavior of young people in this period of life when they are unable to have the proper stimulus for studies, provided by parents or family and carried out by the government of each state.

The characteristic attitudes of undisciplined students: i) they need to demonstrate their aggressiveness through their power to strike, annihilate, destroy something or violate people and with these attitudes acquire a form of respect from their colleagues regarding extreme aggressiveness; ii) subduing

any form of scorn about him and making his wishes prevail through brute force and courage; iii) destroy the school's assets; iv) do not worry about denunciations, because whoever makes it will be at risk of facing it.

Considering the student's native environment, originating from risk areas, where poverty prevails, they can perceive certain anxieties, discrimination, different forms of treatment, in general leaving this subject always out of any attitude or pedagogical work in the classroom.

The school starts by reinforcing the pre-existing differences, starting from the beginning of the equity of consideration and treating the students differently in their origins and attributes in the same way, inasmuch as it is evaluated is not always related to learning, but with customs and manners arising from it. of social and cultural capital.

In the neighborhood of Pedreira in Belém, we have some places considered to be extremely insecure or also called “paraense red line”. The perimeter of the Humaitá lane, between Rua Antônio Everdosa and Rua Nova, stands out. In this place, in the last twelve months, a large concentration of assailants and addicts in various types of drugs such as marijuana, crack, cocaine, cola, acetone and other solvents were found. There are reports of students, who answered the questionnaire in Annex III, that in some situations between 8 pm and 9 pm, several elements are jumping, dancing, sniffing glue in the street and smoking marijuana in the open, close to the innocent neighborhood to what is happening.

These same students also reported being common in this perimeter, around 13 to 15 o'clock in the afternoon, several criminals between 14 and 20 years get together, to know what they stole, make divisions and plan the next attack. Commerce in this location usually closes its doors at this time, in order not to encounter these young people in the vicinity.

Dowdney (2005) points out that the inclusion of children in the world of crime begins at 10 years of age. And the first activities and involvement take place progressively, that is, the process is slow, taking months or years and even a child can be considered a respected member of the gang.

In Belém, in the regions investigated, young people become criminals from the age of 14. They receive weapons to promote robberies or they also rent weapons for crimes committed in the neighborhood.

One of the main specific behaviors of these young people is that when the police discover the “Boca de Fumo” site, the young person involved admits the entire charge in order to free the giant drug trafficking network present in the neighborhood. It is a strategy of these traffickers, to leave 1 to 2 boys under the age of 18 responsible for their mouths, because by their young age, if they are captured by the police, they are soon put on the street again and if they possibly denounce the group, they will probably be killed in jail even his family will be punished or he will be exterminated.

In the conception of (Dias, G. N. et al, 2020):

The inertial force that prison opposes justice is an old thing. Perhaps it is the effect of sclerosis of the displacement of power. We can say that criminal justice is done to meet the demand of a group of people tied to a means of control plunged into the shadow of delinquency. The deputy arrests and after a few days lets go. Not because he wants to or because he feels like it or is corrupted. He lets go because there is no more space. Another criminal appeared with a greater “weight”. He has committed more crimes, even heinous, and it may not be possible to keep the one who has committed a primary crime compared to the last who has committed several crimes. The law holder at this time has to judge by the most appropriate

justice option (Dias, G. N. et al, 2020).

In the perspective of Dowdney (2005), adulthood is not based on a chronological criterion, but on the subject's ability to perform the functions that are considered essential to the group.

The functions within the traffic are as diverse as possible, such as: scout, spy, informant, porter, cleaner and weapons keeper. The activities of the soldiers of the group are generally: bodyguards of the owner of the mouth, defender of the territory against rival groups, patrollers of the region and the surroundings of the mouth, checking that there are no factions trying to infiltrate the drug sales scheme, besides to participate in the armed confrontation with the police.

4. Perverse Territorialization

The term "Territory" is used as a physical space, a place for the base of formation of the group and its network of sovereign functioning of its relations. It is made concrete by the power of power in its domain. In the areas where drug trafficking works in the neighborhoods in question, the low participation of the State is predominant, with a lack of policing. She only appears in search of elements that committed barbaric crimes and that the press reported on the main communication networks. In this situation, the police are obliged to act and appear with great force. The criminal network itself ends up handing over the offender precisely to reduce the number of police in the neighborhood.

The preferred location by criminal networks is favored by the internal spatial organization, marked by the presence of alleys, narrow streets, with no asphalt, wooden houses and little or no lighting, as they make it difficult for police to access. In general, these areas are the result of irregular occupation, where several families a few decades ago decided to take possession of places unsuitable for housing, coming to form huge slums.

In the conception of Fox, Towe, Stephens, Walker & Roffman, (2011) adolescents became the group most vulnerable to the consumption of psychoactive substances, which probably occurs due to the typical characteristics of adolescence, where we can mention the influence of the group of peers, the need for affirmation and the formation of identity. In addition, adolescence is the stage of human development characterized by the processes of mutation and stabilization of physiological, psychological and social actions.

According to studies carried out by Wills, Mcnamara, Vaccaro & Hirsky (1997), indicate that stress is a risk factor that promotes the consumption of psychoactive substances, while this causes an increase in emotional distress or changes in the subjects' self-control perceptions, making them more susceptible to the consumption of toxic substances.

For Matellanes (1999), the problem of low esteem is among the risk factors that most contribute to the consumption of psychoactive substances, manifested by the insecurity that young people have about themselves, suggesting low control over emotions, leading young people to achieve faster responses to your problem and leading this behavior as a model to the frustration obtained.

According to Dalgarrondo (2008) several situations such as: feeling of omnipotence, difficulty in obtaining adequate information, anxiety, idleness, precision of breaking standards and norms, search for

the new, precision of being accepted by the group, obligation to challenge the family, low self-esteem, negative family habits such as smoking, alcohol and continued use of medicines.

These are characteristics that, when observed, are translated as factors that can contribute to drug use. It is not imperative to say that all these listed features are necessary for the subject to discover drug use. There are also cases where only the factor, such as idleness, has already led thousands of young people and adolescents to the consumption of narcotics. It is evident that the more problems are added, they are consistent with the prescription of a being potentially predestined to use drugs. Conversely, we can say that only one item, such as negative family habits, smoking, alcohol and the use of drugs, can also lead to drug use.

We can cite as an example, family parties in which drinks are released and we observe that parents, uncles and even grandparents are consuming alcohol, setting a negative example, which the child ends up understanding that later on he will be able to drink as much as his father, his uncles and etc.

In the conception of Campos and Soares (2004), the precaution of drug use is limited to actions in a repressive way, with a moralistic and blaming connotation, benefiting inappropriate interventions by specialists who simplify the problem using the frightening discourse, falsifying scientific evidence, inhibiting school performance as a protective factor against addictive behaviors.

We perceive that young people entering adolescence have natural problems that most individuals encounter at this stage of life, however in these subjects raised in the region characterized as sectors belonging to the perverse territorialization, where we find the places where the drug and substance trade develops psychoactive, this young man ends up yielding to local social pressures and ends up adhering to drug users or trafficking drugs on a small scale. Logically, the contribution of this behavior at school level is possibly the most harmful and likely to happen, where young people use school as a form of barracks and regimentation of new adherents to the use and consumption of drugs.

The drug trafficking developed in the peripheral regions of Greater Belém has shown the best way of distributing its products where the drugs stem from strategies that present themselves in an increasing approximation with the local community, lacking in all types of services and improvements, in the which the State does not support it. One of the services to be implemented, almost free of charge to the local neighborhood, is possibly the supply of free electricity.

The supply of energy, as in the entire State of the Country, is outsourced to an Energy concessionaire. Here in the State of Pará, the company that provides this service is Equatorial. The question is: How do these groups of criminals get free energy for the location they dominate? In fact, these factions are experts in clandestine light connections and even rely on the collaboration of the supplier company's own employees. According to the Brazilian Yearbook of Public Security (2015), individual energy consumption in the State of Pará is higher than in the southern center of the country, generally due to the high temperature that the local population is accustomed to living with where frequent use of fans and air conditioning charge the electricity bill.

These groups of criminals only ask for a collaboration of 20 to 50 reais to turn on the power on the pole. There are places where there are more than 40 residents in this situation. They even use tricks such as connecting some parts of the house to stolen energy and another with energy from the concessionaire so as not to arouse suspicion. Below in figure 3, a typical case in which the official technician of the energy

concessionaire comes to cut the so-called “cats, for being overloading the energy distribution on the street”.

Figure 3: Illustrative photo of an employee of Rede Celpa (Equatorial) cutting off clandestine power on Tv. Humaitá corner with Rua Nova, city of Belém, Pará, Brazil.



Source: “O Liberal” newspaper of December 10, 2013.

When the concessionaire decides to cut the power, the so-called “cat”, after about 2 hours after leaving the company, clandestine connections are reestablished. For the criminal factions, it is interesting that the concessionaire constantly comes to cut these so-called “cats”, as this way the clientele will pay for the same services already performed.

The service provider places the equipment for 50 houses, but in the end it ends up supporting 100 calls, which goes beyond what is required for the families that really contribute, making the environment and local neighborhood always with discussions and confrontations with the energy concessionaire. Those taxpayers who pay energy properly, have their full right to complain, but for the concessionaire who needs to put equipment with double or triple the power, because it has families that divert energy (steal) is also unfair.

Another service that these criminal groups provide to the community is security, with a way to prevent assaults on local residents, working in the trafficking zone, where criminals are persecuted, as a form of reprisal and also a way to remove the police from the place, which can be bad for the drug retailer, giving local residents a false sense of security.

The term “militia” or “mineira” is organized from a specific region acting on a concept of frontier whose area of expansion is illegal subdivisions was coined for the first time in Brazil on the outskirts of Rio de Janeiro, which was formed by military police, retired military personnel, fire brigade and even private security guards.

In the case of the metropolitan region of Belém, apparently, there is no specific type of militia active in any neighborhood in the region. It is not acceptable to confuse these groups of traffickers with militias, since drug trafficking for militiamen is the number one enemy to be fought. What happens with relative

frequency, is the revolt of some policemen with the brazenness, daring and daring of these bandits that no longer respect anything. The policeman does his job, arrests the miscreant, takes him to the police station. Upon arriving there, he realizes that the accused is a minor and therefore responds to the accusation differently.

According to Couto (2013), what happened in this region is the so-called “Perverse Territorialization” and not the existence of a militia that is the setting up of armed criminal groups linked to drug trafficking and which has been expanding to the city center.

In these regions of conflict by drug trafficking groups there is a relative worsening of living conditions, livelihood, economic and cultural growth, as the place is "closed" and private goods and public services are restricted to a certain limit of territory. There is an increase in trafficking, in crime, in the increase in homicide rates, and in all types of crime and, consequently, the increase in drug trafficking.

There are two elements that are essential to the functioning of the smoke vent, the scout and the plane. The first is in the region where the faction works, which over the phone informs the gang about the movement of elements foreign to the local population, where the gang hides weapons or escapes from the place. The role of the “airplane” is the sale of the drug carton, outside or away from the mouth of the smoke, it is the small dealer, so that the consumer is not aware of where the shuttlecocks (small balls of paper) come from, containing a stone crack. It can also be a small amount of marijuana for one or two cigarettes, or a small amount of cocaine, they only know that the dealer (plane) sells, but does not know where he makes it. When the police are able to apprehend a consumer, they immediately want to know where and with whom they bought it, as it is a way of combating the increasing drug trafficking in this region.

The student's social positions in the current context have undergone major changes between the contemporary era and thirty years ago. The “new technologies” have evolved a lot and today it is possible for a person to have a powerful computer connected to social networks in the palm of their hand. This technological artifact is still being called a cell phone. Thirty years ago the cell phone in Brazil was not known. However, today, schools use the same didactic strategies as thirty years ago and are still resistant to the use of new technologies.

The profile of society has changed. In the past, children found part of the education in their own family, where the mother usually monitored the children's activity daily. Today they are created most of the time without any kind of authority. It is the lack of limits. Parents often, due to lack of time and difficulties encountered in their work, want to transfer their homeland power to school, since it is the duty of the family to educate and schooling is the duty of the school.

5. Methodology

The research methodology was of the qualitative-quantitative type with a focus on understanding and the insertion of the researcher in the work environment will be used in this research, with direct observation through continued work for one year using questionnaires to students, interviews with parents, principals , teachers and coordinators.

The research process allowed the contribution of principals, parent coordinators, teachers and students from the Pedreira neighborhood.

The observation was direct and indirect of all the behavior of students, parents and teachers in the three shifts of the school, related to violence and the use of narcotics during twenty months of investigation, covering the period from August 10, 2013 until June 10, 2015.

The interview was conducted with all the subjects involved in the process that is part of the theme of this work: director, vice-director, teachers, parents, coordinators, students. Which was elaborated with the greatest possible care, appropriate to the age group and the group to be investigated.

The first objective was represented by the results presented in the first questionnaire, total of 70 analyzes, which was disseminated and distributed to the students and it was essential to relate the student's involvement with marginal groups in their surroundings, such as intimate coexistence, as siblings parents, or external coexistence, such as friends and acquaintances who have established a position and drive criminal activities and involvement with trafficking.

The second objective was represented by the questionnaire distributed to teachers, in the pedagogical week, which had 15 participations and contributions on the theme that were of fundamental importance to point out possible solutions to minimize the problem of violence in the school environment.

The main research instrument was the questionnaire, as with previously defined fields, many questions were answered quickly, stimulating the interviewed subject to participate more actively. The fact that the instrument already has characterizations and questions previously formulated and answered, if the subject only indicates which option is desired, it may contain imperfections if the original answer does not fit in any of the answers previously presented. To contain and correct this problem, the questions have several answer options, and it was suggested to the interviewee to add the particularities in the field of observations.

As the group researched and involved in violence were formed by young people aged 12 to 22 years and are studying the majority in elementary school, these subjects have a certain shyness to write about their problems directly on paper, possibly attributed to two factors central: fear of writing wrong (don't know how to write right) and fear of putting your real intentions on paper, fearing reprisals.

Regarding the type of questionnaire, it was prepared with questions and answers in alternative ways and the interviewee should indicate the one that most directly relates to his profile. Also to questions contained in the questionnaire that suggest more than one alternative to be checked, according to the profile of the investigated.

To the students, two types of questionnaires were explored. The first one that explored their social situation and social conditions close to the effect of crime, a survey carried out from August 10, 2013 to December 10, 2014, totaling 70 questionnaires.

For teachers, an individual interview was first conducted with a teacher, on December 9, 2014, precisely because of the student's profile of her coexistence, and for the duration of this professional's stay with the research subjects, where the questionnaires destined to students showed essential elements of contour to this specific niche of students, who are allocated at Escola Maroja Neto, study in the afternoon and are student students of EJA (4th Stage).

6. Final Considerations

According to research carried out in schools in the neighborhood of Pedreira, violence spreads more among young people aged 15 to 18, for several reasons:

i) The arrival of adolescence and all the discoveries and the intensity of existential crises, the process of affirming their personality, which according to Marcelli & Braconnier (2007) is formed by a stage of changes that signifies the psychological and cultural transition from childhood to adult life, where the subject undergoes bodily, mental and emotional changes and is a characteristic period because there is a phase, called a `` crisis``, being temporarily momentary of imbalance and momentary circumstances that endanger normal stabilization or pathological condition of the individual.

ii) The use of drugs: that according to the contribution of Matellanes (1999) the problem of low esteem is among the risk factors that most contribute to the consumption of psychoactive substances, and it is manifested through insecurity that the young person perceives of himself, suggesting the low control of emotions, leading the young person to achieve faster responses to his problem and leading this behavior as a model to the frustrations obtained. Dalgalarondo (2008) also portrays various situations of influence, such as: feeling of omnipotence, difficulty in obtaining adequate information, anxiety, idleness, the need to break standards and norms, the search for the new, the need to be accepted by the group, the obligation to challenge the family, low self-esteem, negative family habits such as smoking, alcohol and continued use of medicines. Also for Fox, Towe, Stephens, Walker & Roffman, (2011) adolescents became the most vulnerable group to the consumption of psychoactive substances, which probably occurs due to the typical characteristics of adolescence, where we can mention the influence of the peer group. , the need for affirmation and the formation of identity.

iii) The insertion of this student in risk areas belonging to Perverse Territorialization: in this research we perceive that school violence is also widespread due to the influence of the students' place of residence, where the preferred place by criminal networks prevails and is favored by the internal spatial organization, marked by the presence of alleys, narrow streets, with no asphalt, wooden houses and little or no lighting, as they make it difficult for the police to access. In general, these areas are the result of irregular occupation, where several families a few decades ago decided to take possession of places unsuitable for housing, coming to form huge slums. In general, there is a relative worsening of living conditions, livelihood, economic growth and culture, as the place "closes" and private goods and public utility services are restricted to a certain limit of territory. It is observed that trafficking, crime, the increase in homicide rates, and all types of crime increase, which increases the advance of drug trafficking.

iv) The lack of adequate punishment: currently the legislation attributed in Brazil to minors under 18 (eighteen years old) provides that all the infraction acts that they commit, their penalty will have a maximum of three years of imprisonment in the closed or semi-open regime, where due to these perks and privileges, you will probably find support and retribution for the crimes committed, being welcomed in the criminal faction. These penalties proposed by the ECA (Statute of the Child and Adolescent) are totally seductive to young people where the punishment-reproduction of violence actually occurs, so that the small punishment becomes a stimulus to continue in criminal life. According to the Public Security Yearbook (2015), practically 45% of crimes and robberies committed by armed hand, are of minor offenders. And

60% of death crimes are committed by individuals under the age of 18.

vii) The influence of Habitus: in the conception of Bourdieu (1998) we perceive the importance of “Habitus” present in individuals and differentiated and specific in each subject. If this individualized and peculiar characteristic of this individual is compatible with the position of this group to which the habitus is inserted, it is a kind of chain of human actions in daily life.

viii) The schooling of our young people: According to Gimeno (2000) the new concept of schooling believes in the universality of school culture so that the population believes that it is up to the school to transmit to all students the total content of all public knowledge, confusing with the real meaning of education. Parents want to transfer all education to school and the role of the school is to provide schooling and not education. The education task belongs to the family in the first place and the public authorities do the schooling in the second place. If the family does not fulfill its duty there is no point in handing the student over to the school.

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