MODELS OF COLLABORATION
FOR PROFESSIONAL DEVELOPMENT
IN THE DRUG FIELD
MODELS OF COOPERATION FOR PROFESSIONAL DEVELOPMENT IN THE DRUG FIELD

Maria da Gloria M. Wright, Ph.D.
Coordinator
Educational Development and Research Unit
CICAD/OAS

Context

The drug problem and the globalization process:
- Increases Drug Trafficking
- Facilitates Money Laundering
- Increases Drug Use Among Different Population Groups

The drug problem has become a global problem;

Countries emphasize the association between drugs and terrorism;

Drug control laws directly or indirectly re-enforce:
- a black market for drugs
- drugs as a powerful source for earning money
- purchase of arms
- generation of violence against civilian population, governments

National policy emphasizes the importance of reducing drug use
- high risk for HIV/AIDS among injecting drug users
Challenges

- Both developed and developing countries face a lack of human resources to be able to work in different aspects of the drug phenomenon;

- Some countries and international organizations have developed capacity-building programs for professionals to teach, work, and conduct research in the drug field in the Americas;

- Universities and other institutions play an important role in training working professionals and future professionals to work in the drug field in a globalized world;

Professional Education in the Drug Field at the University Level and in Other Institutions in the Americas

Status of drug-related programs in universities and other institutions in the United States & Canada

- Drug theme: Incorporated
- Modalities: Undergraduate Programs, Graduate Programs, Research Groups, Research Institutes
- Concentration: Public Policy, History, Law, Religious Studies, Psychology, Medicine, etc.
- Approach: Drug problem is multi-complex
- Focus: Political, Economic, Legal, Social, Cultural, Spiritual, Behavior and Disease Aspects
- U.S. Initiative: Strategic Plan for Interdisciplinary Faculty Development (Haack & Adger, 2002)
  * Guidelines for Faculty Development
  * Curriculum Development
  * Competencies and Skills
Professional Education in the Drug Field at the University Level and in Other Institutions in the Americas (Cont. 1)

Status of drug-related programs in universities and other institutions in Latin America and the Caribbean region

* Interest

* Recent Years

* Modality: Undergraduate Programs
  Graduate Programs
  Refresher Programs
  Study Groups
  Research Groups

* Limited University or Institutional Resources

CICAD Contribution to Professional Development in the Drug Field in Latin America and the Caribbean Region

Theoretical Framework

[Diagram of the Critical-Holistic International Health Model]

- Global Dimension
- National Dimension
- International Dimension
- Policy Design
- Leadership
- Decision-Making
- Power
- Knowledge
- Drug Problem
- Social Problem Determinants and Conditioning Factors
- Ethical, Legal
- Agro-Ecological
- Cultural, Spiritual
- Economic, Political
- Impact on Health
- Family
- Community
- Individual

Wright, 1999
CICAD Contribution to Professional Development in the Drug Field in Latin America and the Caribbean Region (Cont. 1)

* Created the Educational Development and Research Unit-EDRU (2005)
  * Electronic Data-Base of CICAD’s Educational Programs - Academic and Technical
  * Collaboration Models for Professional Development:

  **A. Academic Programs**

  (i) Individual programs in collaboration with universities in Latin America and the Caribbean region to include drug topics in undergraduate and graduate curricula, extension activities and research

     - Schools of Nursing Project
     - Schools of Public Health Project
     - Schools of Medicine Project
     - Schools of Education Project

  (ii) Integrated programs in collaboration with universities in Latin America to include drug content within undergraduate and graduate curricula, extension activities and research

     * Involve one or more universities, several schools, institutes, departments of different areas of scientific knowledge;
     * Development of a basic drug curriculum for all scientific areas and profession-specific drug curriculum for each scientific area;
     * Examples of integrated program-initiated discussions: Brazil, Costa Rica, and Peru;

  (iii) Collaboration program with national drug councils, health ministries, professional associations to expand CICAD’s experience with the Schools of Nursing Project to other Schools of Nursing in Latin America

     Examples of initiatives
     - Argentina (negotiation in process)
     - Chile (initiated implementation)
     - Colombia (negotiation in process)
     - Peru (negotiation in process)

CICAD Contribution to Professional Development in the Drug Field in Latin America and the Caribbean Region (Cont. 2)
CICAD Contribution to Professional Development in the Drug Field in Latin America and the Caribbean Region (Cont. 3)

(iii) Graduate programs in collaboration with universities or research institutes in Latin America, the Caribbean region, Spain, USA and Canada

**Specialization Degree:** On-Line Regional Research Program
Applied to studies in the drug field in Latin America - EERP-SP/Brazil - Initial support of Japan, USA, and Brazil.

**Masters Degree:** International On-line M.A. in Drug Addiction Studies - Demand Reduction Unit - Initial Support from Spain and USA;

**Post-Doctoral Program:** International research program applied to study of the drug problem in Latin America - Multi-Centric Research Study (University of Alberta/2003 and possible University of Toronto - Negotiating Support from Canada);

B. Skill-based ongoing professional development programs

- Refresher courses for professionals in collaboration with the national drug councils, justice and security ministries, education ministries, the counter-drug intelligence school, non-governmental organizations, etc.
  - Supply Reduction
  - Money Laundering
  - Institutional Development
  - Inter-American Observatory on Drugs
  - Multilateral Mechanism Evaluation - MEM
B. **Skill-Based Ongoing Professional Development Programs:**

Refresher Courses for CICAD professional staff and National Drug Council personnel

(i) CICAD Professional Staff

2005 - Series of Courses on the “Logical Framework for Program and Project Design”
2006 - Series of Courses on “Monitoring and Evaluation of Projects”, etc.

(ii) National Drug Council Personnel

2006 - Series of regional courses

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C. **Research Program on Specific Themes**

* Multi-centric research project in collaboration with universities in the Americas

Central Theme: “Drugs, Women and Violence in the Americas”

Pilot study involving:

- 23 universities in 12 countries
- 19 universities in Latin America
- 4 universities in the USA

Support: CICAD and Brazil
Start: 2006
CICAD
Educational Activities by Action Unit (%)
2002-2005

Note: data information through March 2005

CICAD
Frequency of Educational Activities by Beneficiary Country
2002-2005

Note: data information through March 2005
CICAD
Educational Activity by Year
2002-2005

Note: data information through March 2005

CICAD
Educational Activity Investments by Year (USD)
2002-2005

Note: data information through March 2005
## CICAD

### Summary of Educational Activities

**2002-2005**

<table>
<thead>
<tr>
<th>CICAD UNITS</th>
<th>Beneficiary Countries</th>
<th>Total Programs</th>
<th>Total Particip.</th>
<th>Total Investment</th>
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<td>Supply Reduction</td>
<td>GUA, BEL, ESA, CRC, RDO, PAN, BOL, BRA, ECU, ARG</td>
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<td>Alternative Development</td>
<td>VEN, PER, BOL</td>
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<td>Educational Development and Research</td>
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<td>Money Laundering</td>
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<td>Institutional Development</td>
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<td>Demand Reduction</td>
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<td>Inter-American Observatory on Drugs</td>
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<td>Multilateral Evaluation Mechanism</td>
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<td>$2,912,177.00</td>
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Note data information through March 2005

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### Inter-American Drug Abuse Control Commission (CICAD)

**Organization of American States**

**Maria da Gloria M. Wright, Ph.D.**
Coordinator
Educational Development and Research Unit
Gwright@oas.org
http://www.cicad.oas.org