

EDUCATIONAL DISCRIMINATION IN THE RARÁMURI ETHNIC GROUP

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INTRODUCTION

Educational discrimination in Creel, Chihuahua, can be understood as a factor that underlies the context, taking as a reference several factors: historical, social and cultural.

Creel is part of the *Rarámuri* region where the indigenous population has historically faced marginalization.

Indigenous communities often have limited access to educational resources, which translates into lower rates of literacy and formal education. National and local policies have sometimes not been inclusive.

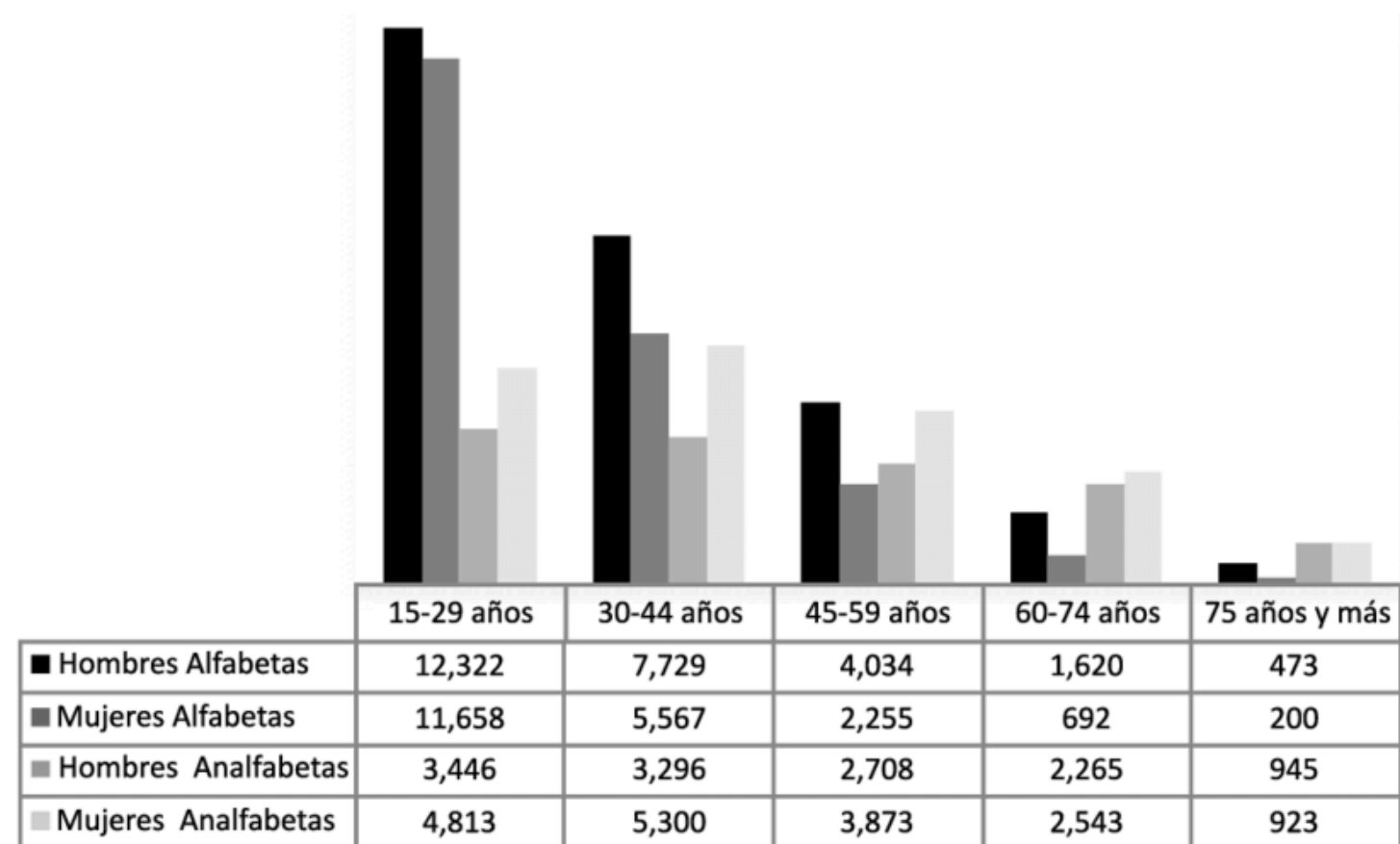
METHODOLOGY

School dropout rates may reflect the dissatisfaction or lack of relevance of the education received.

Community participation in educational initiatives can influence the quality and relevance of education.

Students from ethnic minorities may experience prejudices and stereotypes that affect their treatment at school.

Many *Rarámuri* girls and boys leave school due to economic factors, labor pressure and lack of relevance in education.



Fuente: elaboración propia con datos de los tabulados del Censo General de Población y Vivienda 2010, Inegi.

PRELIMINARY RESULTS

Schools in *Rarámuri* communities are usually less equipped.

Many teachers are not trained to address needs, which limits their efficiency.

These conditions contribute to perpetuating cycles of poverty and exclusion, hindering the integral development of the *Rarámuri* community.

Discrimination in primary education children usually suffers from discrimination due to their physical characteristics and language. They can receive rejection, affect their self-esteem and also push them to stop speaking their native language, thus losing a crucial part of their cultural identity.

CONCLUSIONS

Discrimination in primary education reflects inequality and limits development opportunities.

This discrimination is manifested through unequal access to resources, an exclusive curriculum and a lack of cultural and linguistic support.

It is crucial to implement inclusive educational policies that recognize and respect cultural diversity, as well as to promote the training of teachers in multicultural contexts.

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