



Análisis de conflictos y violencia en contextos de diversidad sociocultural en el Barrio de la Raza y Cubitos en ciudad de Pachuca Hidalgo, México [

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text (article)

Analítica

Abstract Conflicts are inherent to human interactions and can be studied from social and behavioral disciplines, among them, education. This article delves deeper into conflicts at school in the context of the indigenous and non-indigenous people of the "La Raza" and "Cerro de Cubitos" in Pachuca - Hidalgo. A mixed methodology was used with a survey to 269 students of General Secondary School number 9 to analyze conflicts and violence both in the school and in the neighborhoods above mentioned. The qualitative study consisted of interviews with students, graduates, parents, teachers and social workers to broaden the panorama of these problems, as well as to create strategies to survive them. It can be sated that while in the neighborhood there are high intensity and difficult treatment conflicts, which reach physical and verbal violence, we also identify structural violence and poverty, which places schoolchildren in a greater vulnerability situation of falling into addictions and gang joining. In contrast, the school climate is a space for healthy recreation, coexistence and good practices that favor the feeling of security in young people. Teachers act as mediators and promote values in the institution and in the classroom

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