

## **SANTA TERESITA MEDICAL UNIT**

### **New director**

Since December 1st, our Medical Unit has a new director: Sor Irma López de Santiago, Daughter of Charity of San Vicente de Paul. She was with us for some months back in 2015, now she returns from the indigenous community of *Correcoyote*, Municipality of Guadalupe y Calvo, Chihuahua. She returned to our team with good spirit and with a very valuable experience of closeness to the indigenous communities.

### **Statistics 2018**

We treated 5,202 outpatients, of whom 1,517 were pediatric patients, 3,582 adult patients and 103 emergency cases.

Our psychology program attended 129 cases of which 100 were adults and 29 pediatric. This program worked up until the month of August; the month in which our psychologist reassigned to go to work at CAAPS (Primary Health Care and Assistance Center administered by the Ministry of Health). For now we have decided not to hire another person to replace her. The cases that reach our Medical Unit are transferred to CAAPS.

We had 435 hospitalized patients: 223 adults, 209 pediatric patients and 3 urgent deliveries without the possibility of transfer. We were able to offer the aforementioned persons a total of 9,609 days of hospital stay.

We offered 3,631 laboratory studies, of which 654 were performed on hospitalized patients and 2,977 on outpatients. The X-ray studies amounted to 1,073, of which 429 were performed in hospitalized patients and 644 were offered to outpatients.

We had 355 transfers of which 169 were adult patients, 184 pediatric patients, plus we managed to transfer 2 cases of delivery to the IMSS of San Juanito, Chihuahua.

We had 11 deaths, of which 10 were pediatric cases.

A total of 82 food pantries were distributed, of which 79 corresponded to patients with tuberculosis and 3 were delivered to patients with a special degree of malnutrition.

The dining room for relatives of patients offered 19,197 meals, of which 11,222 were for relatives of our patients and 7,975 to other people in need.

### **INTERCULTURAL SCHOOL IN REJOGOCHI: BENÉSICA ANAGUPI (Learning from one another)**

The school enrollment continues at 80, of which 48 are girls and 32 boys, all of them rarámuri. A truck was assigned to the teachers so that they can attend to emergencies with the children and they can carry the perishable food pantry they need on a weekly basis. In addition, they can stay in a house in Creel (known in the CACSTAC as "Father Tito") for when they work on the carpentry project some weekends.

The teachers in January went on a trip to Los Mochis and Culiacán, Sinaloa. FERROMEX supported with tickets and Gloria Félix with the lodging and local transfer. From that group of benefactors we received a donation of violins and guitars. Thanks to this the choir has been enriched with new instruments, including an accordion and a “chapareque”, the musical instrument typical of the Rarámuri indigenous. This year our teachers participated in meetings of School Zone No. 11. In those meetings they shared their pedagogical methods. They were recognized for their creativity and pedagogical enthusiasm. One of these methods, devised by Ramiro, is already being implemented by mestizo teachers.

We have a project, for the month of July 2019 to send some of the teachers to take some workshops and courses at the National Center for Indigenous Missions (CENAMI).

This school year Benigno, a rarámuri teacher, finished painting two murals that portray the school. In December, professor Yolanda resigned for personal reasons, so we have a vacant position.

We are planning to implement a pilot project of a chicken coop by 2019, which will have pedagogical and egg production purposes for self-consumption. Toño Domínguez has already made the request of fruit trees to the SEDUE (government program to support fruit growers), to plant them in the farm where, until the last cycle, corn and beans were planted.

On September 10, Fr. Miguel Quintanilla and Ana María Gonzaga, director, accompanied by Liliana Abarca from Dignified Life Foundation, visited the schools in the communities of Kwechi and Pawichiki, which are centers incorporated into our school. The situation of those centers calls for greater attention on the part of the Marist Brothers, attention that they are seeking the best way to give. We continue to have formal talks with them, so that they can go ahead in the process of obtaining their own registration with the Ministry of Education. We will continue insisting that autonomy is the healthiest aspect for our schools.

### **BARTER PROJECT FOR COMMUNITY WORK 2018**

Under this program, 80 tons of corn and 16 tons of beans were distributed. 50 requests were answered. The beneficiary communities committed themselves to community work for themselves: elaborating a harvest of water for fruit trees, maintaining a church, cleaning the plot, preparing benches for a health clinic, trenches to prevent the erosion of arable land, fixing roads, putting up fences, removing stone from farmland, etc. We also supported in the month of May (as it is already customary) the traditional celebration of governors in the locality of Cuiteco, Municipality of Urique.

In March 2018 we received 2 railroads cars of potatoes, donated by Mr. Bernardo de la Vega and other producers of potatoes from Los Mochis, Sinaloa State. These potatoes were distributed among various boarding schools and charitable institutions of the Sierra Tarahumara, among which are the interneers of the Religious Servants of the Sacred Heart of Jesus and the Poor. An important amount of these potatoes were distributed under the program of the Barter Project for Community Work. Unfortunately, we did not receive a third railroad car that we had been promised. So, It was not possible to supply the communities of Cerocahui, ministered by the Jesuit Eduardo Silva. In 2018,

potato production was lower. We estimate that 60 tons of potatoes were distributed. If in 2019 they give us another donation, we will first supply the communities that we missed this past year.

### **Jesuit Cultural Centers of the Tarahumara**

In general, the four Cultural Centers continue to give seminars on topics typical of the Rarámuri culture, spearheaded by nine Rarámuri teachers, in the Rarámuri language, with their respective variants according to the community. At the beginning of the second semester it was decided that literacy was a central axis for all Cultural Centers, because not only in La Gavilana where children show a lag in reading and writing skills.

The Jesuit Cultural Centers have celebrated several Yúmame (traditional indigenous celebration), among which we celebrated in the community of Samachiki where the opening of the Cultural Center "Luis Verplancken SJ" in Samachique was appreciated. This Center was created for young people, however our main focus mostly on Rarámuri children. A Yúmame was carried out by the Cultural Center and the community of Pamachi to thank Onorúame (God) for the work of the Center and for the dignified life of this Rarámuri community not to be forgotten and to have more strength. The boys and girls prepared their capes and crowns to dance "matachín" during this party. In the community *La Gavilana* through a Yúmame another year of work of the Cultural Center was appreciated. The children had an active participation not only dancing matachín (traditional indigenous dance) and pascol (traditional indigenous dance) throughout the party, but also in the organization and logistics of it.

A group of "chiveros" (goat breeders), girls and boys, was formed in the community of Guaguachique, which is attended to by the Cultural Center of that community for literacy and the deepening on issues about their own culture. 12 boys and girls make up this group of "chiveros" who do not attend the official schooling, because during the week they take care of the goats. They attend the Center regularly on weekends.

In the Cultural Centers of La Gavilana, Pamachi and Guaguachique, guitar and violin workshops were offered to boys and girls; they learned to play pieces of pascol and matachín, the guitar workshop being the most popular because it is easier to learn than the violin.

In the four Cultural Centers, handicraft workshops are offered, such as bracelets and earrings, as well as sewing workshops for napkins and scarves.

The community of La Gavilana has organized with teachers to bake bread.

There was a ball race and an ariweta race where children from the four Cultural Centers participated. That day ended with a coexistence in the community of Guaguachique.

At the Pamachi and La Gavilana Centers the children already transcribe texts on the computer and perform other activities on the computer equipment.

In the community of Samachiki sports events were held in summer, bringing together children, youth and adults from the community into these events.

A socialization campaign was carried out regarding factors that damage the life of the community in Samachique.

Teachers have reflected on develop mentalism, extractives and the perspective of Good Living to deepen the care of the land and the territory. From this they developed activities to do with the children regarding the care of the forest, food, pollution and wellness for land, animals and people.

The Rarámuri teachers have actively participated with the Rarámuri community in the festivities: ball races, community work and Yúmáre that have been held on Three Kings Day, The Candelaria, Feast of St. Joseph, Holy Week, Feast of St. Michael, All Souls Day and Guarupa (Our Lady of Guadalupe), among others.

In September the teachers of the Pamachi Cultural Center took the children to visit the elderly to help in harvesting their land, and thus encourage community work. With activities like these, the teachers have taken the children out of the classrooms and developed this type of activity, where the community is learning from the people of their community in contact with their land.

The teachers of the Cultural Centers meet one week each month to announce the relevant events of the communities, reflect on their work, evaluate, plan and receive some training regarding their work and the needs of the project.

The teachers received training in the Spanish language, writing and spelling, as well as two workshops on reading and writing and rarámuri culture with Carlos Vallejo in Samachiki.

Teachers have participated in meetings of “mayoras” and “rezadores” (indigenous traditional ministries) twice a year, as in the parish assembly (once a year) to participate with translations during the activities and workshops for these events.

The coordinating teachers of each Cultural Center attended the Second Community Congress held by the Ibero-American University of Mexico, ITESO (Jesuit universities) and SINÉ-COMUNARR. The congress was called "Resistance and Alternatives", which brought together various projects that work with indigenous communities.

The Cultural Centers had presence and participation in the meeting of the Indigenous Apostolate and Solidarity of Jesuit network (RSI) of the CPAL,(Conference of Jesuit Provincials of Latin America) through the teacher Laura Loya, in the community of San Juan Chiquimula of Guatemala. The purpose was to reflect on women, young people and migrants from indigenous communities from the perspective of Good Living (space for reflection regarding the quality of life of our impoverished people).