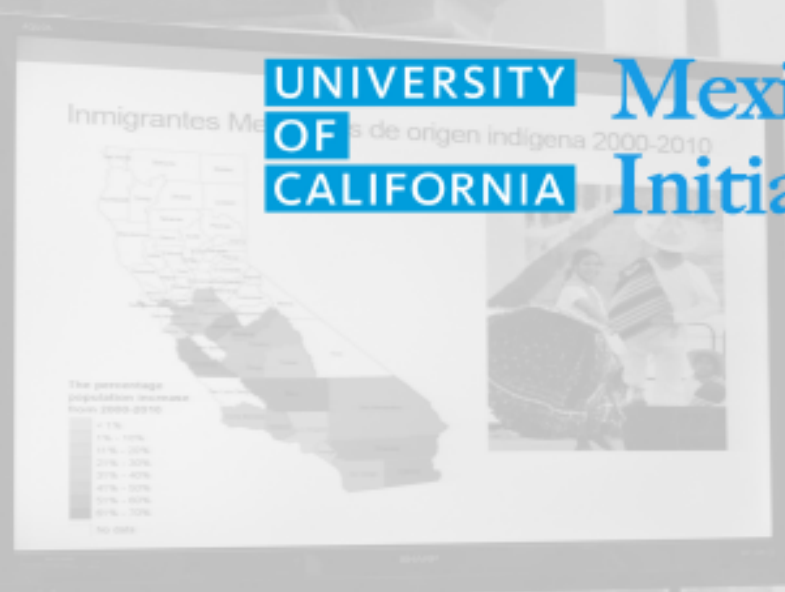


UNIVERSITY OF CALIFORNIA Mexico Initiative



SUMMARY REPORT
Binational Symposium on the
Education of Indigenous Mexican Students
in Mexico and California

Oaxaca, Mexico
April 22 - 23, 2016

Table of Contents

OVERVIEW	2
PARTICIPANTS	2
CONTENT AND FORMAT	4
WORKING GROUPS	5
RECOMMENDATIONS FROM EACH SESSION'S WORKING GROUP	5
Session 1: The Education of Mexican Indigenous Students in Mexico	5
Session 2: The Dynamic Nature of Indigenous Mexican Languages: Dimensions of Sociolinguistic, Socialization, and Educational Concerns	10
Session 3: The Education of Mexican Indigenous Students in California	14
Session 4: Community Participation in the Education of Indigenous Mexican Students	18
PARTICIPANT SURVEY	21
SURVEY RESPONDENTS	22
SATISFACTION RATINGS	23
Guiding Themes.....	23
Panel Presentations.....	25
Logistics.....	25
OPEN-ENDED QUESTIONS	26
Most Valuable Aspects.....	26
Recommendations for Improvement.....	28
Additional Comments.....	29
Next Steps.....	30
APPENDIX	31

OVERVIEW

As part of the University of California’s UC-Mexico Initiative, the Education Working Group designed a work plan that identified key collaborative efforts that would lead to “a more seamless system of California-Mexico educational collaboration so that the many students we share now and in the future can realize their aspirations on both sides of our border.”¹ Working group members Adela de la Torre (UC Davis), Ana Celia Zentella (UC San Diego) and Amy Kyratzis (UC Santa Barbara) served as the planning committee, in collaboration with Mexico Lead, Lourdes de Leon (CIESAS), for the implementation of a binational symposium that would “allow researchers, policymakers and teaching personnel to share and update research agendas, programs and effective practices with a final outcome of published selected working papers and a funded pilot project.”²

The inaugural Binational Symposium on the Education of Indigenous Mexican Students in Mexico and California was held in Oaxaca, Mexico on April 22 and 23, 2016. Eighty-two students, community members, researchers, professors, and administrators participated in this convening. The Symposium aimed to cultivate binational educational partnerships to effectively support and serve Mexican indigenous students by offering a platform to critically examine issues, share solutions, and identify collaborative interventions.

PARTICIPANTS

During the two days of the Symposium, 82 individuals participated in the event, representing a myriad of fields, academic positions, government agencies, community organizations, and indigenous language groups from across Mexico and all regions of California as represented by the following institutions:

- Benemérita Universidad Autónoma de Puebla
- Centro Estatal de Capacitación, Investigación y Difusión Humanística de Yucatán
- California State University, Monterey Bay
- California State University, San Jose
- Center for Latino Policy Research, Graduate School of Education, University of California, Berkeley
- Centro Binacional para el Desarrollo Indígena Oaxaqueño (Fresno, California)
- Centro de Estudios Tecnológicos Matamoros (Oaxaca)
- Centro de Investigaciones y Estudios Superiores en Antropología Social (Sedes: Golfo, Noreste, Occidente, Pacífico Sur, Penninsular, y Sureste)
- Centro Universitario de Investigaciones Sociales, Universidad de Colima
- Colegio de Michoacán
- Community Action Partnership of San Luis Obispo County, Inc., Child Youth and Family Services Division
- Consejo Consultivo de la Comisión Nacional para el Desarrollo de los Pueblos Indígenas (CDI)
- Consolidated Projects and Migrant Education, Santa Maria-Bonita School District
- Delegación Yucatán del Instituto Nacional de Antropología e Historia (INAH)

^{11,2} University of California Education Working Group. (2015). Work Plan: UC-Mexico Initiative. (1st ed.). California: Gándara, P., Shaiken, H., Aguilar, J., Floca, M., Kyratzis, A., Ream, B., de la Torre, A., & Zentella, A.C.

- Departamento de Acompañamiento a Maestrías, Instituto Estatal de Educación Pública de Oaxaca
- Departamento de Investigaciones Educativa del Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional (CINVESTAV-IPN)
- Department of Chicana/o Studies & Native American Studies, University of California, Davis
- Department of English Learner Services in Fresno Unified
- Department of Human Resources/Labor Relations, Fresno Unified School District
- Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln
- Department of Anthropology and Chicano Studies, University of California, Santa Barbara
- Escuela Comunitaria Floriberto Díaz Gómez (Mixe región, Oaxaca, Mexico)
- Educación Indígena del Instituto Estatal de Educación Pública de Oaxaca (IEEPO)
- Escuela Primaria Bilingüe Emiliano Zapata de Miguel Hidalgo Chichahuaxtla, Putla Villa de Guerrero, Oaxaca
- Investigaciones y Estudios Superiores en Antropología Social, Oaxaca
- Instituto de Investigaciones Económicas y Empresariales de la Universidad Michoacana de San Nicolás de Hidalgo
- Instituto de Investigaciones en Educación de la Universidad Veracruzana en Xalapa
- Instituto de Investigaciones para el Desarrollo de la Educación, Universidad Iberoamericana
- Instituto Nacional de Evaluación para la Educación (INEE)
- Instituto Oaxaqueño de Atención al Migrante
- Interculturalidad y la Sustentabilidad en el Instituto de Investigaciones en Educación, Universidad Veracruzana
- Juntas de Neji in Baja California
- Mixteco/Indígena Community Organizing Project (MICOP) (Ventura, California)
- Office of the Chancellor, University of California, Merced
- Office of the Superintendent, Fresno Unified School District
- School of Educational Studies, Claremont Graduate University
- Stanford University
- Universidad Autónoma Benito Juárez de Oaxaca
- Universidad Autónoma de Querétaro Campus Amealco
- University of California, Davis
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz
- Universidad de Colima, Mexico
- Universidad Europea Viadrina en Frankfurt (Oder), Alemania
- Universidad Intercultural del Estado de Puebla
- Universidad Pedagógica Nacional
- Universidad Veracruzana Intercultural
- Werner-Kohnstamm Fund

The following indigenous Mexican communities were represented by Symposium participants:

- | | |
|--|--------------------------|
| • Chatinos - Oaxaca | • Maya tzotzil - Chiapas |
| • Chinanteco | • Mayas Yucatecos |
| • Kumiai - Baja California and San Diego | • Mazatecos |

- Mixes - Oaxaca
- Mixtecos - Oaxaca, Guerrero, Puebla, San Quintín, Baja California, Tijuana, California (San Diego, Los Angeles, Fresno, Ventura, and Santa Maria)
- Nahuas - Oaxaca
- Purépechas- Michoacan
- Triquis - California (Madera and Fresno)
- Zapotecos - Oaxaca, (students who return from the USA), California (Central Valley, Madera, Ventura, and Fresno)

CONTENT AND FORMAT

The following four major topics served as the framework for each session of the Symposium and all subsequent information presented and discussed by plenary speakers, panels, and working groups:

- ▶ The specific issues, problems, resources, etc., relevant to the education of indigenous Mexican students in Mexico, and the nature and extent of programs specifically designed for those in Mexican schools who have never left the country, as well as for those who have lived/studied in the United States and returned to Mexico.
- ▶ The current state and incorporation of Mexican indigenous languages in educational programs appropriate for each level of pre K-12 students, including bilingual and trilingual approaches, sociolinguistic dynamics of these languages, and linguistic socialization of indigenous Mexican children.
- ▶ The specific issues, problems, resources, etc., relevant to the education of indigenous Mexican students in California, and the nature and extent of programs specifically designed to meet the needs of the diverse indigenous communities within this population in K-12 schooling, specifically for students who live in California and for those who return to Mexico.
- ▶ The participation of indigenous communities in California and Mexico regarding issues related to education, including, but not limited to, community education projects, programs that support students, and parent outreach efforts that focus on language development, literacy, and social development of their children.

Each of the aforementioned topics informed the content of the Symposium's four sessions as listed below:

- **Session 1:** The education of Mexican indigenous students in Mexico
- **Session 2:** The dynamic nature within indigenous Mexican languages: dimensions of sociolinguistic, socialization, and educational concerns
- **Session 3:** The education of Mexican indigenous students in California
- **Session 4:** Community participation in the education of indigenous Mexican students

A total of four keynote presentations, four panels, and four working groups occurred in each of the four sessions over the two days of the convening between the hours of 8:00am-9:00pm. Presenters, working group leaders, and moderators are noted in the full agenda (see Appendix) and represent indigenous and non-indigenous participants from California and Mexico. Full participation in the four hours of working group discussions of the four themes was ensured; certificates of participation were awarded only to those who attended all the aforementioned sessions.

WORKING GROUPS

While all components of the Symposium contributed to the overall discussion, engagement, and reflection regarding the education of indigenous Mexican students in Mexico and California, the working groups served as critical moments of scholarly exchange, and are the central basis of this report.

Participants were randomly assigned to one of four working groups during each session. In total, participants were a part of four different working groups consisting of completely different members. Each working group was moderated by a pre-assigned facilitator who led the group dialogue in addressing the following five key domains:

- ▶ **Domain 1:** Model Programs
- ▶ **Domain 2:** Areas/Topics that Merit Further Investigation
- ▶ **Domain 3:** Ways to Improve Teacher Education and Training
- ▶ **Domain 4:** Suggestions for Educational and National Policies
- ▶ **Domain 5:** Points of Agreement (suggestions, ideas, etc.)

Each facilitator was charged with documenting their groups' contribution to the five key domains and presenting them to the larger group at the end of Symposium. Students from the Becari Language School in Oaxaca were contracted as transcribers; their notes complemented the facilitators' reports.

RECOMMENDATIONS FROM EACH SESSION'S WORKING GROUP

The following sections outline the key points made during each of the four sessions during the Symposium.

Given the diverse levels of engagement and expertise of participants with educational experiences of indigenous Mexican students, the recommendations made by each working group have been grouped together in their respective session. Although each working group had to address all of the five domains outlined above, this report describes recommendations made for domains two through five only; domain one will be documented in the future work of this committee.

Session 1: The Education of Mexican Indigenous Students in Mexico

Domain 2: Areas/Topics that Merit Further Investigation

Rethinking Research

- The majority of research conducted by professionals in this area, which is in large part funded by the federal government, is far removed from the actual lives of indigenous Mexican students. There is a need to re-examine the ways in which federal resources are allocated, particularly how the national research agenda is funded.
- Conduct research that centers the narratives/testimonies of indigenous Mexican children so that they can inform the type of approaches used by teachers, projects, and initiatives.

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- Address the belief about their being a “lack of knowledge within indigenous communities” as this reinforces the myth that there are no indigenous community members who are proficient/expert in their native language or educational issues.
 - Instead of training outsiders to teach in a Mexican indigenous language, we should invest in the talent that already exists in our indigenous Mexican populations.
 - The education of indigenous Mexican students is a complex, transnational issue. Before initiating a project, allocating resources, or making final decisions, it is necessary to examine all dimensions in a migratory context, beginning with the question of why the language is not taught at home and also concerning the real reason for interest in the conservation of a language in a community. In Mexico, indigenous identity is not valued, until an individual migrates to a foreign country, when it is then re-evaluated. Without these steps, unsuccessful programs will still continue.

Types of Aid

- Many indigenous children do not have enough support to attend school.
 - Children do not attend school for fear of rejection or bullying.
 - Indigenous children/youth leave their village in search of a better quality of life.
- There are not enough resources in schools located in indigenous communities.
 - In Mexican schools that primarily serve indigenous communities (rural areas), meals are not provided to students; this is a problem as the majority of students travel between 2-4 hours to attend school, and come from low-income families. Recently, due to starvation, increasing trends of illness and disease are common among indigenous Mexican students.
 - Hire teachers that speak the indigenous language of the community in which they teach. Many teachers only speak Spanish and are unable to communicate with their students. Students decide not to attend school—not because of the perceived difficulty in learning, but rather due to the discrimination they experience with their teachers who impose Spanish-only classrooms.
- The Mexican federal government’s response/assistance to improving the education of indigenous Mexican students is good in theory but not in practice.
 - "...state policies and racism impact in the personal and everyday life of communities where children no longer want to learn the language and parents don't want to teach them."
"Some parents, Mayan and Nahua migrants, bring their children to school to learn Spanish and stop speaking the indigenous language, so the language in the communities of origin gradually loses speakers."

What Resources Exist in Indigenous Communities?

- We need to conduct a census to identify the number of:
 - children that exist in each indigenous community;
 - bilingual teachers that speak an indigenous language as their native language; and
 - children that attend formal schooling versus those that don't.

Program Comparison

- Compare programs where they are successful and unsuccessful, primarily in the areas of academic progress of children, effective strategies, and program missions.
- Identify metrics to assess the effectiveness of bilingual education for indigenous students.
- Assess resource allocation within organizations that are committed to supporting indigenous Mexican students, primarily focused on the characteristics of personnel, educators, and administrators (can they speak a native indigenous language?)

Domain 3: Ways to Improve Teacher Education and Training

Solidarity Learning (Community Based Approaches)

- Ask communities what kind of education will best serve their indigenous children, and be relevant to their needs.
- Have a theme and set of strategies that are relevant to the community; these strategies cannot be standardized but must stem from each of the villages in order to be effective.
- Involve indigenous children as collaborators in designing curriculum, classes, programs, etc.
- Identify what curricular practices are valued within indigenous Mexican communities.
- There is great diversity among and within indigenous Mexican languages. Identify the specific linguistic reality within each community and tailor curricular approaches to that language.
- Encourage indigenous communities to speak their native language and cultivate a sense of pride in using and applying this language in school.

Pedagogy and Reflection

- Serving as a bilingual educator in indigenous communities entails much more than speaking an indigenous language, it includes going beyond coursework to being involved in the community in which they teach.
- Each indigenous Mexican community has specific characteristics, values, languages, parental practices, etc. Teachers must be able and willing to learn and apply these standards in their teaching and classrooms.



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- “Teachers should be guided by their passion and love for their students. Teachers should practice their profession with love and not because it is their job and they have to do it otherwise we lose the principal point of being a teacher.”
 - Teachers must self-assess and be self-aware of their identity, privilege, and background in relation to the students and communities they serve.

Required Competency

- Teachers must be able to speak, read, and *write* the indigenous language that they claim proficiency in.
- There are several native language speakers in indigenous communities who know how to speak their language, but do not know how to write it (grammar); we need to identify their proficiency level and find ways to train them.

Hiring Practices

- There is an extreme shortage of bilingual teachers who can speak an indigenous Mexican language; suggestions were made to hire binational (Mexican) teachers as a possible solution
- Both in the United States and in Mexico, interpreters are being hired that can speak an indigenous language, yet they are unable to write in this language. This creates a bottleneck within translation services.
- Develop programs that prepare teachers to not only be bilingual, but also trilingual in order to enhance the fluency in communication between teachers and students and to not limit this communication between only two languages.

Domain 4: Suggestions for Educational and National Policies

Resource Allocation

- Dedicate funds to renovate schools in indigenous communities.
 - Build bathrooms; make sure that children will always have water in their schools, etc.
- Instead of outsourcing teacher pools in Mexico by bringing in foreign teachers to teach indigenous Mexican students, we need to commit cash flows to train teachers that speak indigenous languages as their native language.
- Conduct a census regarding indigenous Mexican populations, students, and teachers.

Binational Articulation Agreement(s)

- Recommend an agreement which will facilitate the entry of children from the United States to enter Mexican schools and continue to study on their corresponding educational level. A current problem is that while parents may have evidence of their children's grades in the USA, in Mexico that evidence is not always accepted. This sometimes causes the students to have to repeat the grade, and fall behind.

Parental Involvement

- Integrate parents in the curricular structures and educational requirements in schooling.
- Develop policies that motivate parents to support their children's educational pursuits.
- Involve parents in all aspects of their child's education, well-being, and health.

Federal Legislation

- There should be a national policy that requires all Mexicans who attend schools in Mexico to learn an indigenous language regardless of their state of residence.
- There is a need to recognize indigenous Mexican educational plans and programs with the goal of giving them their rightful place in the national culture, not as a marginalized phenomenon. Once that is done, pedagogical research about indigenous communities should inform class material that supports the unique learning needs of indigenous Mexican students.
 - "In California, there is an increasing amount of Oaxacan migrants, which requires public policy to expand school programs for children who are from three to four years old to address language learning. Our objective is that they do not to lose their native language."
- There needs to be a shift in not only addressing the administrative oversight of federal educational programs that seek to serve indigenous Mexican students, but also in centering the expertise of teachers who daily engage with students and families in these communities.
- In the United States, there is a lack of interpreters who can speak an indigenous Mexican language in courts who also have knowledge of that indigenous culture; this limits the type of immigration relief they are able to access and provide.

Domain 5: Points of Agreement (suggestions, ideas, etc.)

School Support

- Have sufficient resources to keep schools clean, meals available, and offer school supplies.
- Sustain projects and organizations that provide support to indigenous students.
- Be vigilant regarding the leadership that is appointed to oversee community outreach programs and government agencies that aim to serve indigenous Mexican populations. For example, there are schools where there are supporting programs for indigenous language recovery, but this is not well-monitored.
- Increase buy-in from the general population on supporting and investing in the education of indigenous Mexican students.
- Create a toolbox (curriculum and teaching materials), that includes resources on indigenous Mexican culture and language.

Address Discrimination and Racism

- Instill a sense of pride in indigenous Mexican children so that they do not feel rejected because of their indigenous dress or language. Emphasize the importance of their roots so that they know more about their culture.
- Collaborate with parents and teachers so that they motivate indigenous Mexican children to continue their studies.
- Integrate asset-based approaches that value the knowledge that is already present in indigenous communities and families.
- There is a need for bilingual preschool teachers in the United States, yet there is no structured program to recruit and hire these teachers.

Invest In Teachers Who Are Indigenous Mexican Natives

- Develop teacher training programs that recruit directly within indigenous Mexican populations
- Emphasize grammar and writing as essential to the training of teachers who serve within indigenous Mexican populations

Formal Schooling as One of Many Spaces to Save Indigenous Languages

- The transmission of indigenous Mexican culture and language should not be limited to the home, but rather build on home and community pedagogies.
- Develop a counter-story to those depicted in media which paints Mexican culture similar to European culture, which marginalizes indigenous Mexican cultures.

Session 2: The Dynamic Nature of Indigenous Mexican Languages: Dimensions of Sociolinguistic, Socialization, and Educational Concerns

Domain 2: Areas/Topics that Merit Further Investigation

Preserve indigenous Mexican Culture and Language

- Develop teams or community-based programs to support indigenous Mexican culture and language.
- Create dictionaries that document specific indigenous Mexican languages.
- Increase government support to conserve indigenous Mexican languages.
- Search for teachers with linguistic and grammar proficiency to teach in the United States.
- Encourage indigenous Mexican students to feel proud of their heritage.
 - “The real challenge for immigrant programs is that the conservation of the native language must be prioritized instead of English. Because sometimes the reality of this is

that immigrants learn English to be able to communicate with others in the U.S. but as a consequence they completely lose their indigenous language and a part of their identity, too.”

- A survey that addresses indigenous Mexican communities’ needs should be developed that is guided by community input and approval.

Leverage Technology in Education

- Identify ways to leverage technology that is relevant to children and youth in indigenous Mexican communities (i.e. social media, Skype, WhatsApp, etc.)
- Assess the ways that children and youth have retained their native indigenous Mexican language, and promote those ways via different technological platforms.
- Create an interactive website that engages children and youth in language instruction.
- Set up online blogs, video conference calls, and other forms of exchange to connect indigenous Mexican students in California and Mexico.

Examine Issues of Retention and Departure

- Identify the reasons that motivate students to leave school and/or go to work, instead of attending school.
- Examine what students do in their free time—this can serve as an opportunity to engage them.

Address Migratory Issues

- There can be division between families that migrate to the United States and those that stay in Mexico, and loss of language and communication between relatives.
- When individuals migrate as children/youth they start to assimilate to an entirely new culture and tend to marginalize their cultural and linguistic roots.



- Examine reasons why indigenous Mexican children and youth who migrate to the United States and acquire English decide not to practice their native tongue.
- Investigate the role of mothers in the formation of children and their influence on their educational trajectories.

Center Issues of Identity and Psycho-Social Dimensions

- What do children think of themselves and of their communities?
- There is a need to document the voices of children and theories of children, how they define their identity, the ways that they want to learn and what they want to learn.
 - “Not every Mixe is a Mixe’. In some communities there are 2 positions regarding recognizing a person as holder of an identity, for example, in Mixe communities from the linguistic point of view a person is not Mixe if s/he only knows the language but was not born in the town. However, sometimes even if a member from the community is not a Mixe speaker s/he is viewed as a Mixe just because of their birth right.”
- We should have the perspective of the children as social agents. They know that the government does not know of their practices nor their needs, thus children have valuable contributions.

Domain 3: Ways to Improve Teacher Education and Training

Required Competency

- Teachers must not only know how to speak an indigenous Mexican language, but also be able to dominate the grammar of that language.
- Avoid the hiring of foreign teachers who are brought to teach indigenous Mexican children. We need to invest in the talent that is already available in indigenous communities; modify teacher certification programs/process to facilitate their inclusion in formal schooling.

Develop Tools and Resources for Teachers

- Design tools to evaluate the level of linguistic proficiency in classrooms.
- Develop materials and language programs that can facilitate bilingual teachers’ roles
 - “There should be collaboration with linguists to create functional alphabets for each language and their different variations. This would help a lot with communication and with the creation of didactic material.”
- Not only look for speakers of indigenous languages, but also take into account the strategies that the teacher employs to convey the information given.
- Initiate a national contest of short-stories written by indigenous children, in which children, teachers, supervisors and the school itself are rewarded.

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- “We should counter the ideology that has been dominating many generations that posits indigenous native languages as being associated with poverty and not with modernity.”

Involve the Community

- “We have to have a critical sense in each of the things that we're doing about what happens socially. The conditions in which communities are living in Mexico requires us to be advocating specific initiatives in terms of public policy. It is a long negotiation; we must guarantee the right to education because it is written in the Mexican constitution that no one can limit anyone's right to education.”
- Education must be inclusive in order to be efficient. In addition, it should be normalized not only by the indigenous communities, but also by society in general.
- The valuation of indigenous languages should begin at home because in some cases parents are the biggest obstacle for the retention of a native language to be transmitted from generation to generation.

Domain 4: Suggestions for Educational and National Policies

- Rethink the process by which teaching credentials are granted, to think about innovative ways of investing in native speakers as teachers
- Redesign student assessments as they do not consider indigenous Mexican students' knowledge of the natural sciences, herbal remedies, etc.
- “In order to have appropriate policies, there must be a redistribution of financial resources.”
- “Public policies that are conceived on a federal level do not understand the rupture of relations and the social fabric within indigenous Mexican communities. We should consider that when a factor is changed it has consequences that are not considered by government officials who changed them in the first place.”
- “It is very important to emphasize the fact that intercultural education has to be more focused on people in general instead of only focusing on the indigenous people. It is always a remedial solution when the focus is on correcting and educating indigenous populations.”
- “In Mixe communitarian politics there is respect. Instead of rejecting ideas outright, a common phrase is used, ‘Your vision is good but please respect my vision too.’”
- “There have to be new ways for opening more projects to conserve progress in respect to variations in indigenous Mexican languages. Otherwise all the initiatives presented during the symposium will remain in the air like many others that have not managed to take hold because of the lack of interest and commitment from the highest heads in education, human rights and the government in general.”

Domain 5: Points of Agreement (suggestions, ideas, etc.)

- “Even if in Mexico the policies for acceptance of indigenous identities exist that does not guarantee they are being used in a real context. So we go back to the same old system in which rights are degraded and even though, for example, Oaxaca is the state with the most indigenous laws in the country there are no conditions to bring them to fruition/ OR make them reality.”
- “There has always been a culture in which speaking a mother tongue is a shame and pejorative words are used to degrade their culture. They are even used as an example of ignorance and lack of culture when it is exactly the opposite. That is why it is important to continue with the task of breaking social taboos.”
- “We are in a modern age where people move from the farm/ field and their communities to other communities or cities where there are more educational options for universities. So that is why there must be recognition and tolerance of indigenous Mexican populations because making contact between one culture and the other is no longer a new thing.”
- “Within indigenous Mexican communities there are very complex identities, but because of the general public’s lack of knowledge of their customs they are victims of rejection by society. For example only until recently the government was not aware that the Purepecha culture has its own peculiarities such as their own flag, anthem, and calendar.”
- “I think that being indigenous is something beyond language. I say this because I have met many people that despite losing their language haven’t lost their identity. There is a large attachment to the places where they belong.”
- There should be professional development regarding indigenous Mexican communities required of all government officials.
- There is a need to center the experiences of undocumented indigenous Mexican individuals both in the United States and California.



Session 3: The education of Mexican indigenous students in California

Domain 2: Areas/Topics that Merit Further Investigation

- There is a need to interconnect programs that can bridge more intercultural gaps between indigenous communities living in the United States. For example Melissa Mesinas mentions that in the Zapotec community of Los Angeles they are looking for other organizations interested in collaboration and interaction among participants to create a movement with greater social significance.
- Rufino Esteban Dominguez Santos:
 - He proposes to do a study about how many children who were born in the United States now live in Oaxaca. They have double nationality but they have not understood identity, there are no scientific studies about this. They are US citizens who live in Oaxaca.
 - He proposes research be done in the district of Santa Maria in the city of Santa Barbara.
- The participants suggest going where parents are to provide them with information about the education of their children in the United States.
- The participants wonder how it is that children who are so young are working in the fields.
- They propose to investigate some topics that are taboo in Mexico, for example, we do not know the psychological impact on Indigenous children who are in California.
- We should investigate the linguistic profile at home, including when three languages are spoken, such as when the mother and father speak different languages and children speak English.
- Treatment of people that migrate to USA:
 - Young migrants that go to the United States are discriminated against in their schools.
 - Discrimination begins when young Indians speak different languages than their peers.
 - That's when young people can become discouraged, and choose to leave school, devoting themselves to their family and to work.
- Conduct more research on communication between communities.
- At what age does a child discover that they are indigenous, and what does that mean?
- Type of population:
 - A big difference between Mexico and United States is that in the United States it is normal to mix two languages (L1,L2).
 - There are families in the United States where the child loses interest in his L1 and focuses on the new language spoken in that country.
 - Indian children that emigrate to the United States do not reveal /display their culture, for fear of not being accepted by society.
 - The problem of discrimination begins when indigenous children do not speak like the people where they now live, and this can cause bullying.

- This can lead to the habit of apologizing for not being able to speak like the majority, and in some cases the bullying can be so intense that indigenous children feel forced to leave school and devote themselves to work, often in the fields.
- Bilingual and trilingual:
 - People who are bilingual or trilingual are considered more capable.
 - Knowing two or more languages is a great resource, and indigenous children are well placed to achieve fluency in multiple languages.
- Education in Mexico:
 - An assistant commented that a mother said, "I'm afraid because schools can be closed because there are not enough students".
 - Each school must have 35 students per group, to avoid closing schools.
 - We need to better understand why the children, or sometimes the mothers, apologize when they are speaking their language.
 - Education should not focus on a single language.
- Strategies to identify an indigenous student:
 - Indigenous teachers know how to recognize an Indian student; we should first learn from them what characteristics or behaviors they look for.
 - They focus on these characteristics because, in a city, an indigenous person often cannot be recognized by their dress.

Domain 3: Ways to Improve Teacher Education and Training

- Create more programs to involve parents. In schools there is a lack of initiatives for parents and children to form a team to succeed.
- “There is much bullying among students but there is also bullying by teachers. We have to train every single teacher to self-assess their privilege and racism.”
- There is a need to invest in native indigenous Mexican community members as potential teachers.
 - Conduct community based training specifically tailored for this population.
- Establish teaching training workshops that tour across Mexico and California to share effective practices, sociocultural history of indigenous Mexican communities, and diversity within this population.
- “By letting students have the power of the question rather than the teacher, we radically change the educational act. If we let the kids take the question we change the way to discover and build knowledge.”
- “We should not forget the young migrants who have to return to Mexico, because they are the ones who bear the greatest impact of changes within the education system. In the United States they may have had dual education or even in 3 languages and when they arrive in Mexico the education is completely in Spanish. This turns out to be a very strong cultural shock for these students. There should be a bilateral agreement to help these students.”

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- “Education in both Mexico and the United States should be fully inclusive and oriented to the needs of the communities in order to keep the objective which is to enhance the indigenous culture and language.”
 - “We have to support children so that they feel their native language as part of themselves. We should be proud of speaking an indigenous language.”

Domain 4: Suggestions for Educational and National Policies

- “It is necessary that public policies in education be developed with a focus on fundamental social rights which means that they should not be left forgotten, and that they should not accept budget cuts because—by accepting this—they lose continuity in the projects attached to that budget.”
- “It is very important never to leave aside the contextualization of the communities when trying to carry out a project because that’s the moment in which the rights and customs of indigenous communities are violated.”
- “Develop agendas which characterize the needs of each community and the work required.”
- Leverage technology to generate new ways of engaging students and sustain communication with indigenous Mexican communities.
- Find a way to establish coexistence between various indigenous Mexican communities.
 - Avoid the division between natives of other indigenous languages.
 - Promote exchange between cultures, traditions, and languages.

Domain 5: Points of Agreement (suggestions, ideas, etc.)

- Lower the index of racism and discrimination
 - How can we support students and change the climate such that indigenous students won’t feel so different from their peers because of their language differences?
- Consider the native language of the students:
 - Consider not allowing indigenous children to focus solely on a new language, they should also study to strengthen their own language, and Spanish all at the same time.
- It is important to consider parents and community people as essential stakeholders in the education of indigenous Mexican students.
 - “All of us share a common interest in our culture and in the children, parents can help as language assistants because the parents are the most concerned about this situation, we need a special program and training.”
- At minimum, if a classroom does not have a teacher that speaks an indigenous Mexican language, they should at least hire a classroom assistant to complement instruction
- Reassess the ways in which resources are allocated to specific school districts in the United States and consider how financial need is factored within the equation of selection

- “It is necessary to develop a cultural exchange program where people from Oaxaca go to Fresno and other districts in California to discuss the linguistic problems to help raise awareness of teachers in the United States.”
 - Participants proposed a series of cultural talks to sensitize the community in U.S., but they emphasized that there is the possibility that these talks become used as “tourism programs,” creating an imbalance in the local communities.
 - It was proposed to follow up on the comments from the working group and start the talks for creating a program preliminarily called “Bracero Teacher” to offer temporary exchanges for teachers and trilingual students to go to the United States as community interpreters, or to transmit customs of their homeland. At the same time they would return to share their experiences abroad with their community.
- “There are many efforts but they are totally isolated from each other even when the target of most of them is focused on cultural enrichment.”
- “Of all the experiences that have been put on the table today I think there are very good initiatives but I also realize that there is still much work to do to continue our work in service to migrant and indigenous communities, so we must continue giving new ideas, keep communicating and keep strengthen the pillars of the projects.”
- “I think it's important that we here in this Symposium consider not leaving this as only a one-time-talk and that we consider an investment in the long term to continue this discussion and accomplish concrete results.”

Session 4: Community participation in the education of indigenous Mexican students

Domain 2: Areas/Topics that Merit Further Investigation

- Examine the binational migratory trends of indigenous Mexican individuals between the United States and California.
 - “Design a program that keeps track of programs for immigrants. It is not enough to visit the homes or send letters to parents, it must be more aggressive as there is no standardized policy, each region does what they want; we have to push managers of the migrant program which is headquartered in the California department of education. We should not wait for the migrants to come, however we should know where these families are and where they are likely to go.”
- Understand the ways a student’s academic progress is evaluated in California and Mexico when they migrate between each country; request support from government counsel offices in both countries to facilitate this standardization.
 - “We should create a more formal link between schools to give students the necessary documents, and help them to be assigned to the appropriate courses.”
- Conduct research regarding youth that live in Oaxaca and whose parents migrated to the United States; inquire about their educational pathway and decision making.
- Document the lives of forced migrants to Oaxaca who possess double nationality.

- “In Oaxaca there are ten thousand people which voluntarily had to come back or were forced to return to Oaxaca. We must not forget them. They are US citizens, some with double nationality, but there are not any studies to understand the effects of this transition and lack of identity, they are undocumented.”

Domain 3: Ways to Improve Teacher Education and Training

- Intersect both formal teaching methods and informal ways of engaging students in content and contexts that are relevant to their lives, and their community’s experiences.
- Teachers need to partner with parents to identify ways to develop authentic relationships with students.
- Develop effective forms of assessing teachers’ knowledge of speaking and writing indigenous Mexican languages; current assessments do not examine the quality of their proficiency.
- Identify model teachers who we can learn about effective teaching techniques.
 - “Teachers are those with the voice of change and they are the ones responsible for promoting the way education in the communities should be.”
 - “It is important that people who are leading indigenous programs know the community and the context of the town to be an effective collaborator, because if that person is unconnected with the realities of the local people meaningful collaboration is unlikely to occur.”

Domain 4: Suggestions for Educational and National Policies

- Establish an endowment fund to sponsor scholarships for indigenous Mexican students.
- Provide academic counseling that targets students who are not identified as high achievers, because they too should be provided with options to succeed.
 - “Some counselors in high schools have a lack of sensitivity to the students. For example, they do not encourage them to improve their skills when they aren’t outstanding students.”
 - “We have to be sure that counselors have cultural sensitivity.”
 - “It is important to include the parents because most of them are unaware that students have a counselor, and what that means.”
 - “We should ask children what they talk about with their parents, what children want to learn, and where and how they want to practice what they learn.”
- Communities should work together with the government to create a link in which both parties are committed to the improvement of the community’s situation.
 - “In the 20’s or 30’s the number of Mexican schools grew massively and that was achieved through an agreement in which the government provided the construction materials and the community got involved, providing the workforce and making this project successful.”
- Design a binational articulation agreement.

-
- “There is a lack of policies which facilitate the evaluation of educational programs in both countries to help students who study in the U.S. and then return to Mexico to validate and recognize their academic progress in both countries.”

Domain 5: Points of Agreement (suggestions, ideas, etc.)

- "In the United States we are losing customs and traditions. We must rescue them. Many parents love when their children participate in cultural events because it is a way to convey their culture. We should bring folk dance to schools and encourage children to show their culture, in family events like Mother's Day, children's day."
- Create support for indigenous Mexican students to attend community college.
- Support for a symposium with school districts that are interested in recovering the language, such as Santa Barbara, Los Angeles, Fresno, Ventura, and Madera.
 - Summon The California Department of Education because it has the power to approve the education plan that is given to them each year.
- Support an agreement between California and Oaxaca where teachers who are studying in California can do their professional practice in Oaxaca.
- Provide education in languages at an earlier age. Re-evaluate literacy of languages before the students have decided what language to learn.
- Find a way to work with the University of California and high schools in order to provide indigenous languages course options beginning in a student's ninth year. Indigenous languages courses should be considered foreign languages.
- “Community knowledge should be identified and encouraged to facilitate sharing of information and the promotion of interest in learning local histories and culture.”
- “There should be more promotion of open-mindedness to create a new kind of culture in which everyone can belong to different cultures. Someone who is a Zapoteco in Oaxaca is still Zapoteco in California because, if they have to choose one identity depending on context, it means that the bridge of multiculturalism is incomplete.”

PARTICIPANT SURVEY

An online survey was sent to all Symposium participants to garner their insights and recommendations regarding the content and format of the event. The submission deadline for the survey was set for Friday, June 24, 2016. Thirty-nine participants completed the survey.

Google Forms was the platform chosen in which to develop the survey as it was more accessible to individuals who resided in Mexico, and secured the anonymity of respondents. The survey was written in Spanish and consisted of eleven questions that included both closed and open-ended questions (three multiple choice, four Likert-scale, four targeted open-ended). Participants were given a month to complete the survey. Twenty participants completed and submitted the survey. For the purposes of examining survey data for this report, all questions and responses were translated into English. The following are the survey questions:

1. What motivated you to attend the Symposium? Please select all the responses that apply.
2. Please select the option that best reflects your current position/role.
3. Please identify the country in which you reside/work/study for more than 50% of your time.
4. Please identify the indigenous group(s) you work with and indicate the state/region.
5. On a scale from 1-4, please rate the importance of the four themes that were central to the work that took place in the Symposium. (1= less important, 2=neutral, 3= important, 4= very important)
6. On a scale from 1-4, please indicate how informative each plenary keynote was. (1= less informative, 2=neutral, 3= informative, 4= most informative)
7. On a scale from 1-4, please indicate how informative each panel was. (1= less informative, 2=neutral, 3= informative, 4= most informative)
8. Please rate your level of satisfaction with the following: (Symposium Schedule, Symposium Content, Venue, Food, Working Groups, Agenda Format)
9. In your opinion, what was the most valuable aspect of the Symposium?
10. In your opinion, what would have improved the quality of the Symposium?
11. Additional Comments

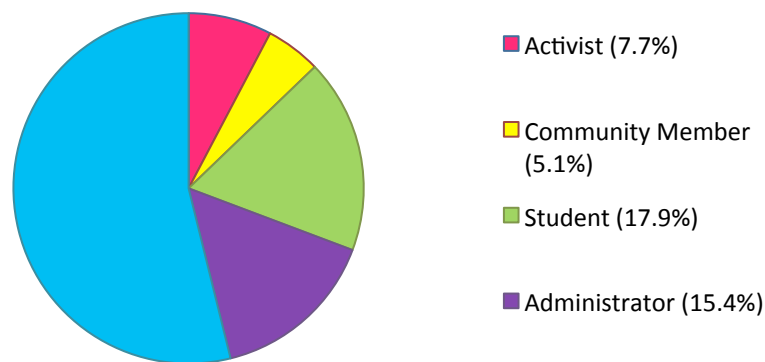


SURVEY RESPONDENTS

Thirty-nine individuals who participated in the Symposium completed and submitted the survey (see Figure 1.). The large majority of survey respondents identified Mexico as their country of residence (see Figure 2.). Almost two-thirds of survey respondents self-identified as a researcher/professor (21), while one-third of survey respondents indicated that they were either a student (7) or administrator (6). The smallest representation of survey respondents included activists (3) and community members (2). Overall, the distribution of survey respondents within the aforementioned categories is representative of the proportion of participants who attended the Symposium. Survey respondents indicated the following as their primary motivation to attend the Symposium:

- Personal/professional commitment to indigenous Mexican communities: 87.2%
- Relevancy to my job/research/academic background: 66.7%
- The topic: 51.3%
- Location of the event: 15.4%

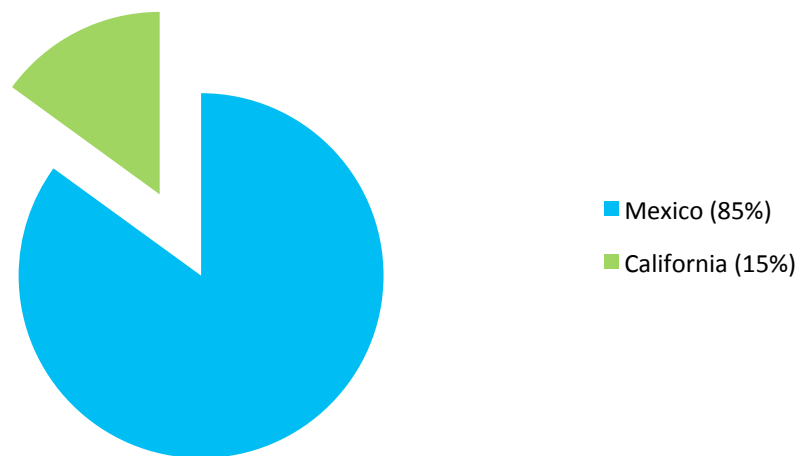
Figure 1. Participant Breakdown



Survey respondents indicated that they worked with the following indigenous Mexican communities:

- Chatinos-Oaxaca
- Chinanteco
- Maya Tzotzil - Chiapas
- Mayas Yucatecos
- Mazatecos
- Mixes- Oaxaca
- Mixtecos-Oaxaca, Guerrero, Puebla, San Quintín, Baja California, Tijuana, California (San Diego, Los Angeles, Fresno, and Santa Maria)
- Indigenous migrants in Mexico City (elementary schools)
- Nahuas- Oaxaca
- Purépechas- Michoacan
- Triquis- California (Madera and Fresno)
- Zapotecs- Oaxaca, (students who return from the USA), California (Central Valley, Madera, and Fresno)

Figure 2. Country of Residence



SATISFACTION RATINGS

Survey respondents were asked to rate the:

- Guiding themes
- Plenary presentations
- Panel presentations
- Logistical items (schedule, content, venue, food, working groups, and agenda format)

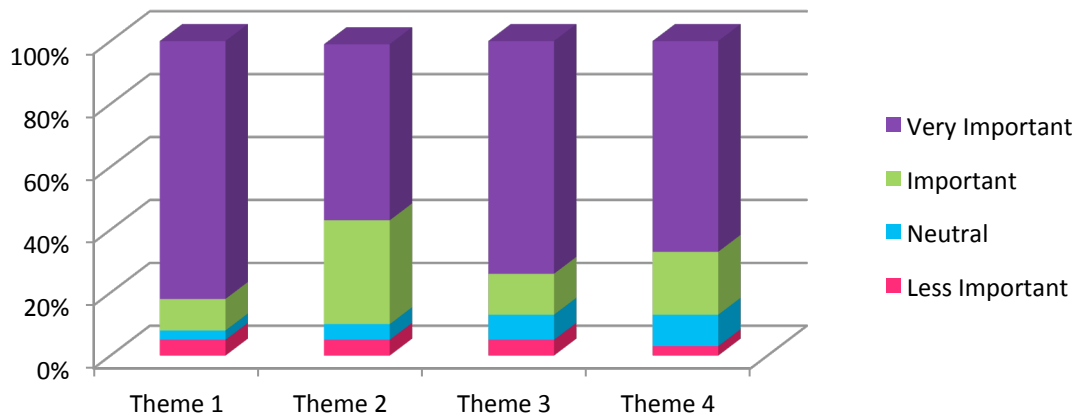
Guiding Themes

There were four themes that were central to the Symposium:

- **Theme 1:** The education of indigenous Mexican students in Mexico
- **Theme 2:** The dynamic nature within indigenous Mexican languages: dimensions of sociolinguistic, socialization, and educational concerns
- **Theme 3:** The education of indigenous Mexican students in California
- **Theme 4:** Community participation in the education of indigenous Mexican students

Overall, 89% of respondents agreed that each guiding theme was very important or important. On average, survey respondents considered that all four guiding themes were very important (70%) or important (19.2%) (see Figure 3.). It should be noted that two survey respondents (5%) considered Theme 2, Theme 3, and Theme 4 (5%) to be the least important of all the guiding themes, while Theme 4 (10%) obtained the most neutral marks out of any other theme.

Figure 3. Guiding Themes



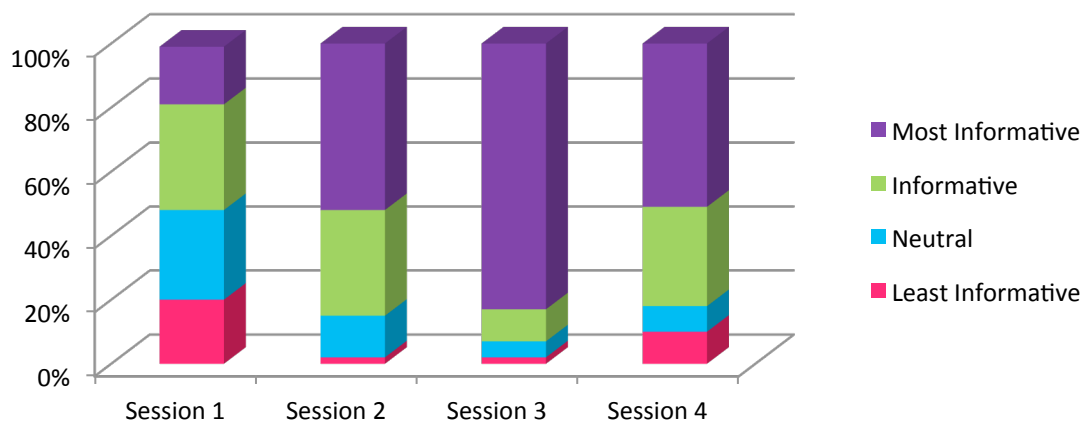
Plenary Presentations

There were a total of four sessions throughout the two days of the Symposium and each session was facilitated by one keynote speaker, who aligned their presentation material according one of the aforementioned guiding themes.

- ▶ **Session 1:** Yessid Sierra Soler (TOPIC: The history of indigenous education in Mexico)
- ▶ **Session 2:** Pedro Hernández López (TOPIC: Bilingual education in indigenous communities: a challenge against diversity)
- ▶ **Session 3:** William Pérez (TOPIC: Zapotec, Mixtec, and Purépecha students in California high schools: Ethnicity, Multilingualism, and Academic Success)
- ▶ **Session 4:** Benjamin Maldonado (TOPIC: Community participation of immigrants in the education of indigenous populations in Oaxaca)

In general, survey respondents indicated that all four sessions were most informative (50.6%) or informative (27%) (see Figure 4.). However, an overwhelming majority of survey respondents agreed that Session 3 (82%) was the most informative session of the Symposium.

Figure 4. Plenary Presentations



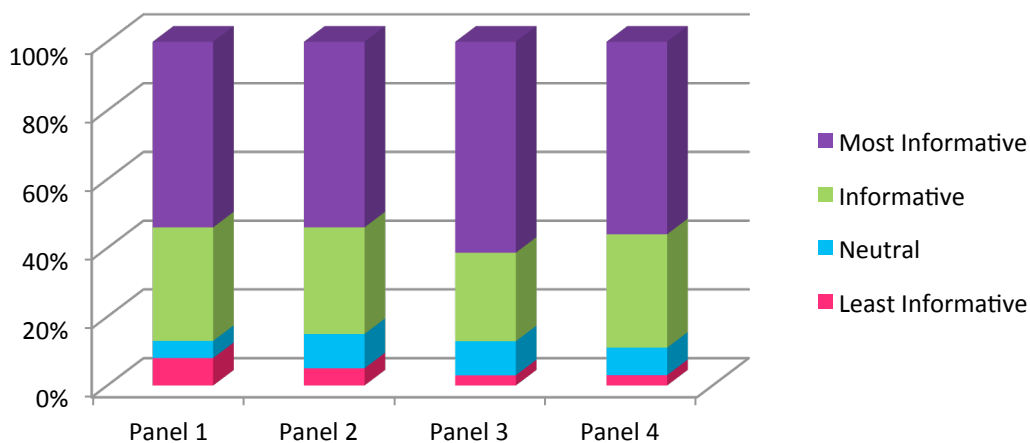
Panel Presentations

There were a total of four panels throughout the two days of the Symposium that were composed of two to four presenters each. Each panel aligned with one of the four guiding themes.

- ▶ **Panel 1:** The education of indigenous Mexican students in Mexico
- ▶ **Panel 2:** The dynamic nature within indigenous Mexican languages: dimensions of sociolinguistic, socialization, and educational concerns
- ▶ **Panel 3:** The education of indigenous Mexican students in California
- ▶ **Panel 4:** Community participation in the education of indigenous Mexican students

On average, survey respondents indicated that all four panels were most informative (56.4%) or informative (30.8%) (see Figure 5.). Each panel received a similar breakdown and distribution between each category (most informative, informative, neutral, and least informative).

Figure 5. Panel Presentations



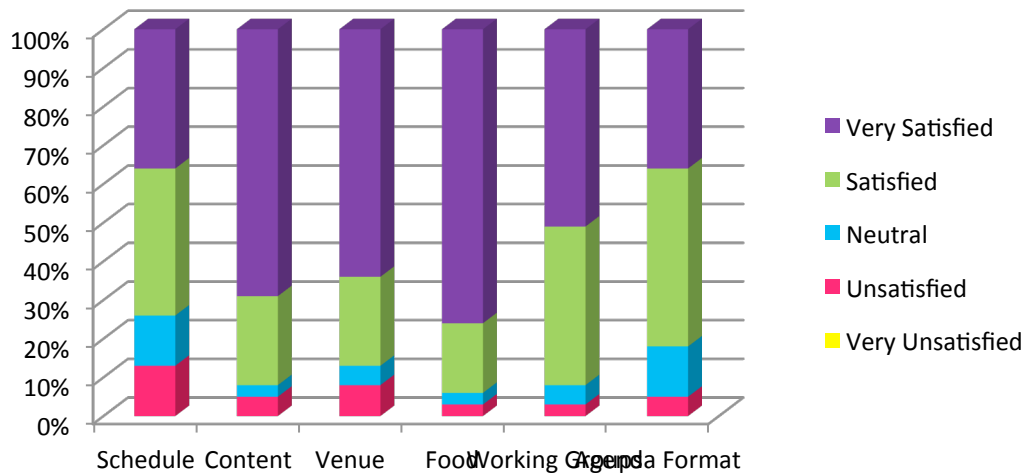
Logistics

Although there were varying dimensions of programmatic and logistical work that were essential to the development of the Symposium, the following key logistical elements were most visible to participants:

- Schedule
- Content
- Venue
- Food
- Working groups
- Agenda format

For the most part, survey respondents indicated high levels of satisfaction with the aforementioned logistical elements. 87.2% of survey respondents reported that they were very satisfied or satisfied with all of the logistical elements: schedule, content, venue, food, working groups, and agenda format (see Figure 6.). Although there were no survey respondents who indicated that they were very unsatisfied with any of the logistical elements included in the survey, between one to five respondents indicated that they were unsatisfied with at least one. Similarly, the same range of survey respondents felt neutral regarding each logistical element.

Figure 6. Logistics



OPEN-ENDED QUESTIONS

The last three questions on the survey were open-ended questions that asked survey respondents to describe what they considered to be the most valuable aspects of the Symposium, recommendations for improvement, and any additional comments they would like to share.

Most Valuable Aspects

Format and Content

The majority of participants agreed that the Symposium format and content were critical elements that created an intimate space in which to engage in scholarly exchange regarding binational concerns, research, and initiatives relating to the education of indigenous Mexican students in California and Mexico. Moreover, participants expressed an appreciation for selecting Oaxaca as the site for the Symposium as they agreed that it was a geographical and sociopolitical representation of indigenous Mexican communities. Furthermore, participants acknowledge the value of having diversity within participants, presenters, and activities that took place within the two days of the Symposium. A selection of the responses is included below:

- It was important to have the Symposium in Oaxaca as it is the epicenter of indigenous communities in Mexico.
- The small size of the Symposium created an intimate space in which to engage with participants on personal and professional levels.
- Everything was valuable- The plenary talks, panels, and working groups complemented each other perfectly!
- The level of detail of each presentation and discussion.
- Each presentation provided a binational perspective.

Panels and Working Groups

Particularly, participants identified the panels and working groups as the most interactive and beneficial portions of the Symposium. Comments included:

- The working groups provided a space to have invaluable dialogue regarding comments, suggestions, and reflections regarding sociolinguistics, and educational concerns outside of household domains and Mexico.
- The ability to share my experiences with the panelists through sustained dialogue during each session; the exchange of information, knowledge, and expertise was invaluable.
- Although not everybody was able to participate in the panels or working groups because of lack of time, the dialogue that occurred within these activities was invaluable.

Professional Development

As the majority of participants self-identified as researchers and/or professors, many cited the ability to engage in dialogue and scholarly exchange with national and binational peers as critical to their professional growth. Participants noted that connecting with the following groups was extremely beneficial in advancing their knowledge about issues within indigenous Mexican communities: 1) binational partnerships, 2) Mexican researchers, and 3) indigenous communities. Specific comments included:

- Learn about the experiences and projects that are taking place on both sides of the border (United States-Mexico).
- Listen to Mexican researchers talk about their investigations within indigenous Mexican communities.
- Learn about indigenous education directly from indigenous communities as opposed to academic/published research.
- Learn about experiences that provide hope for the future of education for indigenous Mexican students.
- The ability to learn from experts in the field and about their current research and community based projects.

Networking

One of the highlights of the Symposium was the ability for participants to network with professionals and community members who engage in similar work. Participants described the Symposium as a unique opportunity to establish more diverse connections that had the potential to lead to new binational collaborations/initiatives. Participants also echoed an interest in creating a structured network base to share, advance, and collaborate with other researchers who are conducting similar investigations. Comments included:

- The most valuable aspect of the Symposium was to connect with a variety of researchers, professors, and community members from California and Mexico who are dedicated to educational issues experienced by indigenous Mexican populations.
- The diverse representation of participants, topics discussed, and potential for binational projects.
- Securing binational collaboration on similar topics regarding the education of indigenous Mexican students.
- The possibility of developing a professional network of researchers who are investigated a variety of issues regarding the education of indigenous Mexican populations.

Recommendations for Improvement

Logistics

The large majority of the comments regarding logistics were in regard to issues of time and the venue. Survey respondents indicated that they would prefer to have the official agenda well in advance. They also cited the need to not make each day of the Symposium so long and full of activities, particularly since travel to Oaxaca, Mexico was very strenuous. Others noted a decrease in participation of Mexican participants during the second day of the Symposium, which influenced the diversity of thought in the dialogues that occurred. Almost all survey respondents expressed the need to dedicate more time to the plenary presentations and working groups. There were two survey respondents that indicated issues with the venue that was used as it presented technological concerns for some presenters, while posing issues of accessibility for others.

Time

- I would provide the agenda with more advanced notice.
- The length of each day was too long, and included too many presentations and activities. I was exhausted after the long travel to Oaxaca and found it very difficult to stay engaged during the first day of the Symposium.
- I think it's important to identify ways to ensure consistent participation of Mexican colleagues throughout the entire Symposium. I noticed that there was a large representation of Mexican colleagues during the first day of the Symposium, but their attendance decreased on the second day.
- Although I found the plenary speakers and working groups to be very dynamic, there wasn't enough time dedicated to these sessions for the group to have fully developed dialogues.

Venue

- Select a venue that is traditionally used for academic purposes that would provide exclusive use for Symposium attendees. I would also suggest a venue that facilitates the use of each presenter to access their individual computers at the time of their presentations.
- I would select a larger and more comfortable venue.

Guiding Questions

Each of the four working groups was provided with identical guiding questions that framed the dialogue that occurred. Survey respondents agreed that the use of the same guiding questions was not the most conducive to rich discussions and intellectual exchange. Some individuals stated that:

- I would highly suggest that we not repeat the same guiding questions in each working group.
- Each working group should have specific questions that align to the topic at hand. Guiding questions should not be repeated.

Content

Although survey respondents indicated that the content that was covered throughout the Symposium was of value, many considered some other forms of content as suggestions for future discussion.

Particularly, survey respondents indicated the need for a more politicized, community-oriented content as follows:

- Address more relevant issues with respect to current data and trends that speak to the experiences of Mexican children who return to Mexico, as well as those that immigrate to the United States.
- I would not only focus on speaking about the importance of sociolinguistic issues within indigenous Mexican communities, but also integrate other forms of cultural expression that are used by indigenous Mexican communities in Mexico and in California.
- I would allocate time to do school site visits in the area as a way to directly engage with indigenous education in our communities.
- I would address the political landscape regarding challenges and barriers educational efforts represent in marginalizing the language and culture of indigenous Mexican communities. I would examine the intentions and impact of educators and researchers who promote educational initiatives within this population.

Expand Participation

Survey respondents agreed that there was a diverse representation among participants who attended the Symposium, yet many expressed concerns regarding the limited involvement of indigenous community members, whose presence is critical in these types of events. Moreover, others considered that specific institutions were very well represented, without regard of including other institutions/organizations that are doing important work with indigenous Mexican populations.

- I would include more community members as these are the people who are directly affected by the issues we discussed. These are the people whose lives and experiences are central to our dialogues.
- I would invite more researchers and plenary speakers who are experts in the areas we discussed, outside of the organizations that dominated in representation.

Additional Comments

Appreciation

Survey respondents expressed high degrees of gratitude for both being invited to participate in the Symposium, as well as congratulatory remarks about the significance and uniqueness of this convening.

- The Symposium was great! Thank you!
- The organization and dynamic within the Symposium was perfect! The organizing committee and their support staff were very intentional in leveraging the time and resources available during the two days of this encounter.
- Thank you for all of your hard work! I think this event was a success!
- What a great combination of theory and practice!
- This was an enriching and valuable personal and professional experience. Thank you to the Symposium organizers for all of their dedication and hard work.
- The Symposium was a total success and the first of its kind. Congratulations!
- This was a wonderful event, yet I hope this takes place in other parts of Mexico.
- I am very thankful for being invited to participate and to be part of the work that took place at the Symposium, which addresses these issues on a transnational platform.

Sustainability

Several other respondents emphasized excitement about and voiced the need to make this symposium an annual event. In addition, several others voiced support to advance the work that was done during the Symposium into tangible projects and binational initiatives.

- This was a great inaugural Symposium. My hope is that future Symposia will be more specifically focused on certain topics/issues (i.e. educational level, region, topic, identity, experiences within and outside of educational systems, transnational internet support, etc.) Congratulations on a great start!
- Excellent initiative! My hope is that the Symposium leads to binational agreements and initiatives, and that future events will be held in other parts of Mexico and the United States.
- My hope is that this, and other related events continue, as they are much needed in order to provide a space in which to reflect on educational issues within indigenous Mexican populations. Moreover, my hope is that this encounter leads to community based initiatives that have a true impact on those that need our support the most.
- My hope is that I will receive follow up information regarding the research projects that were presented and on any follow up details regarding the Symposium.
- I am currently working on developing methodological and pedagogical models to teach Mixteco. I would love to share this work in the upcoming symposium (hopefully one will be planned) as it is much needed given the vastness of this language in both the United States and Mexico.

Community Involvement

Survey respondents continued to express the importance of including indigenous Mexican community members in all activities of the Symposium. There was a concern that participants spoke about indigenous Mexican populations, but that the voice of those that were objects of these conversations were missing.

- I understand that given the nature of the Symposium, and its binational intentions, specific individuals were selected to participate. However, the lack of representation of indigenous Mexican community members was evident, and much desired.
- Integrate more diverse sectors and organizations that can provide more practical proposals that can lead to the integral revitalization of and with indigenous Mexican communities themselves.

Next Steps

Future work for this committee and its partners will include a proposal for a publication that identifies the appropriate policies, methods, curriculum and teacher training to effectively support and engage indigenous Mexican students in Mexico and California, as well as to explore plans to organize an ongoing collaborative association to continue this work.



APPENDIX



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**Simposio Binacional sobre la Educación de Estudiantes
Indígenas Mexicanos en México y California**
Oaxaca, México, 22 y 23 de abril de 2016

Auspicia: El Comité de Educación de la "Iniciativa UC-México": Adela de la Torre (Vice Rectora y Profa. UCD), Ana Celia Zentella (Profa. Emerita, UCSD), y Amy Kyratzis (Profa. UCSB), en colaboración con Lourdes de León (Profa. Investigadora, CIESAS, D.F.)

Objetivo del Simposio

El Simposio previsto para el 22 y 23 de abril de 2016 (viernes y sábado) en Oaxaca, México permitirá identificar las áreas de interés relacionadas a la educación de estudiantes indígenas de México, tanto en México como en California, EU. Los objetivos centrales son (i) identificar y discutir las áreas problemáticas, (ii) proponer y compartir soluciones, (iii) determinar las necesidades futuras de investigación, y (iv) sugerir intervenciones que permitan la colaboración. El Simposio ayudará a fortalecer las alianzas educativas binacionales, y a largo plazo proporcionará una visión crítica de las necesidades de investigación, además de hacer planes concretos para hacerle frente a las necesidades relacionadas con la educación de los estudiantes indígenas. El producto de los grupos de trabajo será integrado en un informe final. Los participantes en el Simposio incluirán investigadores, profesores, maestros, estudiantes, y activistas comunitarios de California y México. Se esperan entre 60-70 participantes que desempeñarán diversos roles complementarios en el evento.

Los ejes temáticos que abordarán nuestros grupos de trabajo son los siguientes:

1. La educación de los estudiantes indígenas en México, incluyendo problemas específicos, programas, recursos, etc. También nos interesan la naturaleza y el alcance de los programas diseñados para cada nivel escolar, específicamente para aquellos en las escuelas mexicanas que nunca han abandonado el país, así como para aquellos que han vivido/estudiado en los Estados Unidos y han regresado a México.
2. Las dinámicas lingüísticas en las lenguas indígenas mexicanas: aspectos sociolingüísticos, de socialización y educación. Nos interesa el panorama actual de las lenguas indígenas mexicanas, sus dinámicas sociolingüísticas, la socialización lingüística de los niños indígenas en la actualidad y la incorporación de las lenguas indígenas en los programas educativos apropiados para cada nivel escolar.
3. La educación de los estudiantes mexicanos indígenas en California: Los temas específicos, problemas, recursos, etc., relacionados con la naturaleza y alcance de los programas diseñados específicamente para los distintos grupos de indígenas que estudian en California, y los que regresan a aulas mexicanas; se incluyen enfoques bilingües y trilingües.
4. La participación de las comunidades indígenas en California y México en asuntos relacionados a la educación, incluyendo proyectos educativos comunitarios, ej. programas que apoyan a los estudiantes, y/o les proveen a los padres un conocimiento del desarrollo de la lengua, la alfabetización, y el desarrollo social de sus hijos.

Organización del Simposio

Con el fin de asegurar la discusión de los temas principales y el aprendizaje compartido, cuatro conferenciantes principales [dos cada día] harán una presentación de 30 minutos y contestarán preguntas por 10 minutos. Después de cada conferenciante, cuatro panelistas contribuirán con presentaciones puntuales basadas en su investigación/experiencia relevantes al tema [10 minutos cada uno]. Por último, los asistentes al Simposio se reunirán en grupos de trabajo [serán cuatro], integrados por 10-15 personas. Cada grupo de trabajo dialogará por una hora sobre los temas presentados por el conferenciante principal, y por los panelistas. Los facilitadores de cada grupo asegurarán amplia participación en la discusión. Serán responsables de facilitar el diálogo entre los miembros del grupo con la meta de producir resultados concretos, ej., sugerencias para temas que ameritan investigarse, ideas para mejorar la metodología de enseñanza, el entrenamiento de educadores, etc. Se asignará un secretario para tomar notas que servirán como base para el informe que se compartirá en forma oral con todos los participantes el sábado por la tarde, y resultará en una publicación para mayor difusión.



Agenda General

Viernes, 22 de abril, 2016	
8:00 – 9:00	Desayuno SP Restaurante y Café
8:45 – 9:15	Registro Portería, Centro Cultural San Pablo
9:15 – 9:30	Inauguración del Simposio Binacional sobre la Educación de Estudiantes Indígenas Mexicanos en México y California <i>Presenta:</i> Adela de la Torre (Vice Rectora y Profesora. UC Davis), Salvador Sigüenza Orozco (Director del CIESAS, Oaxaca), Ana Celia Zentella (Profesora Emerita, UC San Diego), Amy Kyratzis (Profesora UC Santa Barbara), y Lourdes de León (Profesora- Investigadora, CIESAS, D.F.).
Sesión I: La educación de los estudiantes indígenas en México	
9:30 – 10:15	Conferencia: Historia de la educación indígena en México Yesid Sierra Soler , Director para la formación y desarrollo profesional de docentes, Dirección General de Educación Indígena de la Secretaría de Educación Pública. <i>Modera: Lourdes de León, Profesora-Investigadora, CIESAS, D.F.</i>
10:15 – 11:15	Panel Juan Julián Caballero , Investigador, Centro de Investigaciones y Estudios Superiores en Antropología Social, Oaxaca. TEMA: Las lenguas indígenas en el contexto escolar. El caso de la lengua mixteca. Casimiro Leco Tomás , Profesor, Colegio de Michoacán. TEMA: Niños indígenas transfronterizos en escuelas trilingües Juan Climaco Gutiérrez Díaz , Director de escuela comunitaria en la región mixte TEMA: Entre la diferencia y la coincidencia para poder educarnos <i>Modera: Lourdes de León, Profesora-Investigadora, CIESAS, D.F.</i> ***** Fotografía de grupo *****
11:15 – 11:30	Café/ Coffee Break SP Restaurante y Café



11:30 – 12:30	<p>Grupos de trabajo</p> <p>Ted Hamann, Professor, Department of Teaching, Learning, & Teacher Education, University of Nebraska-Lincoln.</p> <p>Mario López Gopar, Profesor-Investigador titular en la Facultad de Idiomas de la Universidad Autónoma Benito Juárez de Oaxaca.</p> <p>Ruth Paradise, Profesora-Investigadora, Departamento de Investigaciones Educativa del CINVESTAV-IPN, MX (Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional).</p> <p><i>Modera: Lourdes de León, Profesora-Investigadora, CIESAS, D.F.</i></p>
12:30 – 12:35	<p>Ajuste de tiempo</p>
12:35 – 13:00	<p>Video: Una Isu- Mixteco es un Lenguaje</p> <p><i>Modera: Lourdes de León, Profesora-Investigadora, CIESAS, D.F.</i></p>
13:00 – 14:30	<p>Almuerzo</p> <p>SP Restaurante y Café</p>
<p>Sesión II: Las dinámicas lingüísticas en las lenguas indígenas mexicanas: Sociolingüística, socialización y educación.</p>	
14:30 – 15:15	<p>Conferencia: La educación bilingüe en el medio indígena: un reto ante la diversidad</p> <p>Pedro Hernández López, Director de Educación Indígena del IEEPO (Instituto Estatal de Educación Pública de Oaxaca).</p> <p><i>Modera: Ana Celia Zentella, Profesora Emerita, UC San Diego</i></p>
15:15 – 16:15	<p>Panel</p> <p>Mario Chávez-Peón, Profesor-Investigador CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social). TEMA: Oaxaca: derechos lingüísticos, escenarios multiculturales y retos sociales</p> <p>Lourdes de León, Profesora-Investigadora, CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social). TEMA: Entre la tradición y el cambio: Reproducción lingüística y socialización de las lenguas mayas en el Chiapas contemporáneo</p> <p>Eder Santiago García, Universidad Veracruzana Intercultural. TEMA: La adquisición del zapoteco de Mitla, Oaxaca.: Nichos de retención lingüística en el contexto del desplazamiento</p> <p>Regina Martínez-Casas, Directora de Docencia, CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social). TEMA: La dinámica del uso de las lenguas indígenas en escuelas urbanas con presencia de niños indígenas</p> <p><i>Modera: Ana Celia Zentella, Profesora Emerita, UC San Diego</i></p>
16:15 – 16:30	<p>Café/ Coffee Break</p> <p>SP Restaurante y Café</p>



16:30 – 17:30	<p>Grupos de trabajo</p> <p>Iliana Reyes, Profesora., CINESTAV (Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional), México DF.</p> <p>Rolando Hernández Domínguez, Lingüista, CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social).</p> <p>Erica González Apodaca, Profesora-Investigadora, CIESAS Oaxaca (Centro de Investigaciones y Estudios Superiores en Antropología Social)</p> <p>Lucero Flores Najera, (current position/title is unavailable)</p> <p><i>Modera: Ana Celia Zentella, Profesora Emerita, UC San Diego</i></p>
17:30- 18:30	<p>Reportes de las mesas de trabajo: deliberar/ conclusiones</p> <p><i>Modera: Ana Celia Zentella, Profesora Emerita, UC San Diego</i></p>
19:00	<p>Cena de apertura (patrocinado por CIESAS)</p> <p>Casa Mayordomo</p>

Sábado, 23 de abril, 2016

8:00 – 9:00	<p>Desayuno</p> <p>SP Restaurante y Café</p>
Sesión III: La educación de los estudiantes indígenas en California	
9:00 – 9:45	<p>Conferencia: Estudiantes zapotecos, mixtecos, y purépechas en escuelas de preparatoria de California: Etnicidad, multilingüismo y rendimiento académico</p> <p>William Pérez, Associate Professor, School of Educational Studies, Claremont Graduate University.</p> <p><i>Modera: Amy Kyratzis, Profesora, UC Santa Barbara</i></p>
9:45 – 10:45	<p>Panel</p> <p>Patricia Baquedano López, Associate Professor and Chair of the Center for Latino Policy Research, Graduate School of Education, University of California Berkeley. TEMA: Creando diáspora: Panorama educativo para los estudiantes provenientes de familias maya-hablantes de Yucatán en California</p> <p>Margarita Gonzalez Zaske, Director of Consolidated Projects and Migrant Education, Santa Maria-Bonita School District. TEMA: Atreverse a prosperar: La vida y experiencias educativas de los niños indígenas migrantes de Oaxaca a California.</p> <p>Yesica Ramírez Pérez, Project Manager, MICOP (Mixteco/Indígena Community Organizing Project). TEMA: Familias indígenas venciendo retos educacionales en California</p> <p>Elizabeth Villa-Rosalez, PhD Candidate, University of California Santa Barbara/Coordinadora, Tequio—grupo juvenil. TEMA: Jóvenes mixtecos en California: Barreras y apoyos comunitarios en el camino hacia la educación superior</p> <p><i>Modera: Amy Kyratzis, Profesora, UC Santa Barbara</i></p>



10:45 – 11:00	<p>Café/ Coffee Break</p> <p>SP Restaurante y Café</p>
11:00 – 12:00	<p>Grupos de trabajo</p> <p>Ed Kissam, Co-trustee, Werner-Kohnstamm Fund (WKF); Researcher; led studies of farmworker life for the Department of Labor and Commission of Agricultural Workers.</p> <p>Rafael Vásquez, Social Justice Initiative Visiting Assistant Professor, Department of Chicana/o Studies & Native American Studies, University of California, Davis.</p> <p>Adriana Cruz-Manjarrez, Profesora - Investigadora Centro Universitario de Investigaciones Sociales, Universidad de Colima.</p> <p>Cynthia Vázquez, Ph.D. Student, Ethnic Studies Department, University of California, San Diego.</p> <p><i>Moderadora: Amy Kyratzis, Profesora, UC Santa Barbara</i></p>
12:00 – 12:10	Ajuste de tiempo
12:10 – 13:00	<p>Video: “Una vida, dos países”</p> <p><i>Moderadora: Amy Kyratzis, Profesora, UC Santa Barbara</i></p>
13:00 – 14:30	<p>Almuerzo</p> <p>SP Restaurante y Café</p>
Sesión IV: Participación comunitaria en la educación de estudiantes indígenas mexicanos	
14:30 – 15:15	<p>Conferencia: Migrantes y participación comunitaria en la educación indígena oaxaqueña</p> <p>Benjamin Maldonado, Jefe del Departamento de Acompañamiento a Maestrías, Instituto Estatal de Educación Pública de Oaxaca</p> <p><i>Presenta: Rufino Domínguez: Director General del Instituto Oaxaqueño de Atención al Migrante</i></p>
15:15 – 16:15	<p>Panel</p> <p>Miguel Ángel Rodríguez, Profesor-Investigador de la Maestría en Ciencias Políticas de Benemérita Universidad Autónoma de Puebla; Fundador de Contracorriente. TEMA: La educación básica como derecho social fundamental en Puebla</p> <p>Elizabeth Gonzalez, Ph.D. Candidate, University of California, Santa Cruz. TEMA: Estudiantes oaxaqueño/as en California enfrentan la discriminación y reafirman su cultura indígena</p> <p>Sharely Cristal, DREAMer, estudiante del Centro de Estudios Tecnológicos, Industrial y de Servicios (CETIS) No. 124 de Tlacolula de Matamoros, Oaxaca. TEMA: Los “Otros DREAMers” de Oaxaca</p> <p>Juan Santiago, Cronista Oaxacaliforniano. TEMA: Experiencias con la educación migrante tanto en México como en EEUU, y esfuerzos comunitarios en el Valle Central de California</p> <p><i>Moderadora: Rufino Domínguez, Director General, Instituto Oaxaqueño de Atención al Migrante, Gobierno de Oaxaca</i></p>



16:15 – 16:30	Café/ Coffee Break SP Restaurante y Café
16:30 – 17:30	Grupos de trabajo Leoncio Vásquez Santos , Executive Director, (CBDIO) Centro Binacional para el Desarrollo Indígena Oaxaqueño, Fresno, California. Melissa Mesinas , Ph.D. Student, School of Education, Stanford University. Sandra Aguilera Arriaga , Presidenta de Contracorriente A.C. Fidencio Briceño Chel , Delegación Yucatán del INAH (Instituto Nacional de Antropología e Historia). <i>Modera: Rufino Domínguez, Director General, Instituto Oaxaqueño de Atención al Migrante, Gobierno de Oaxaca</i>
17:30 – 18:30	Reportes de las mesas de trabajo: deliberar/conclusiones <i>Modera: Ana Celia Zentella, Profesora Emerita, UC San Diego</i>
18:30 – 19:00	Propuestas, acuerdos, y mensaje de clausura <i>Modera: Lourdes de León (Profesora- Investigadora, CIESAS, D.F.).</i>
19:00 – 21:00	Cena de clausura Casa Oaxaca El Restaurante