Abstract

Intercultural higher education in Mexico works toward the creation of new professional, cultural, and linguistically pertinent profiles that empower indigenous youth and their communities. This paper presents the empirical results of a research project that ethnographically accompanies young graduates from an intercultural Mexican university, Universidad Veracruzana Intercultural. The objective is to describe the way this institution develops knowledge/activities by opening up to other types of knowledge; an analysis is made of the characteristics of the university’s recent graduates, and their academic and community knowledge is presented.

Keywords

Intercultural education, higher education, graduates, professionalization, ethnography, Mexico.