



"Bienvenido a la escuela": experiencias escolares de alumnos transnacionales en Morelos, México [

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text (article)

Analítica

Even though the migratory flow from international migrant children moving with their families from the United States to Mexico has increased since 2010 (Giorguli & Gutiérrez, 2011; Passel, Cohn & Gonzalez-Barrera, 2012), the literature in this topic is limited, especially the one that encompasses the school experiences lived by transnational students from their own perspective. This research project, which started in 2012 in the Mexican state of Morelos, has as its main objective to lay out the school trajectories of migrant children and teenagers as they attend Mexican schools. In addition, it illustrates the challenges that this population faces in terms of: a) administrative procedures, b) pedagogical and linguistic differences between Mexican teachers and transnational students, c) the perception that school directors and teachers have of transnational migrants, and d) the temporary school dropouts that might result of exclusionary dynamics within the schools. This research has followed 10 transnational students that were enrolled for the first time in Mexican schools: Some of them repeated two or three school years, others dropped out of school for one year, while some students with an American citizenship have returned to the United States to continue their school trajectory

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