

# Foreword

The power of youth to inspire all of us, particularly scholars to continue pursuing knowledge and enacting change for social justice is unlimited. In *Enacting and Envisioning Decolonial Forces While Sustaining Indigenous Language: Bilingual College Students in The Andes*, Yuliana Kenfield embarks readers in innovative research that utilizes photovoice in community-based participatory action inquiry with Indigenous youth. Yuliana Kenfield's research work aims to disrupt a long history of inequitable research relationships between the academy and minoritized communities in the Andean world; a history that carries pain as well as mistrust. At the heart of Yuliana Kenfield's book is the call to open our understandings of Indigenous youth in higher education spaces, not as passive but as proactive agents of change within colonized educational spaces that have excluded and continue to exclude Indigenous identity, language, knowledge and cultural practices. As a researcher committed to decolonizing practices through cultural humility, Yuliana Kenfield writes in detail about her own story, that of her family, her *lazos* and her own learning as an insider outsider researcher, speaker of Spanish, English and Quechua, mother and South–North immigrant. Among its many intellectual merits, I find comfort in the epistemological versatility framing this book; while rooted in meaningful, contextualized liberatory inquiry with Indigenous youth from the Southern Peruvian Andes, it can speak closely to scholars in other institutional spaces, in faraway contexts.

As a reader of this book, you will appreciate it as a teaching tool as well. Yuliana Kenfield's writing style is characteristically didactic. Through her words and trilingual texts, she captures with honest detail the reflection and practice taking place during her research process. You will also find compelling evidence of sensitive inquiry that shows her responsiveness and adaptation to the youth and community members involved in this research project. Complementing the writing of the book are two key features that enhance the depth of inquiry across the different chapters of *Enacting and Envisioning Decolonial Forces while Sustaining Indigenous Language: Bilingual College Students in the Andes*: language diversity and visual representation from the youth's photovoice projects. Sometimes in Quechua, and sometimes in Spanish, you will access the students' reflections on their Indigenous language and identity and admire their deep

understanding of who they are in their social and institutional contexts. The pictures representing concepts as well as actions offer to the reader the opportunity to witness and appreciate the brilliance of Indigenous youth. You will learn about the complex ways in which Indigenous youth are able to understand their own humanity and how from the micro to the macro, they are able to reimagine themselves and the world. Without excuses, Indigenous youth courageously advocate for their own education in formal spaces and reimagine themselves as professionals who give back to their community in generous and liberatory ways.

The book allows readers to experience the youth's transformative power and the relevance of photovoice as a method that can enable decolonial understandings and practice. Through Yuliana Kenfield's words I read the youth's beautiful thoughts with both a sense of overall respect and excitement. In a world where we continue to witness suppression and the forces of *supay*, I invite you to read this book, to hear the voice of Indigenous youth and learn about their capacity to understand the profound issues affecting their communities. I invite you to be fascinated and inspired by the youth's creativity and their vision, which together can convey such transformative power, hope and possibility for all of us.

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