







TOOLS FOR INTERCULTURAL WORK WITH AN INTERNATIONAL FOCUS

INTERCULTURALITY AND SOCIAL INCLUSION IN HIGHER EDUCATION

MEMOIRS OF THE WORKSHOPS HELD IN 2017 BY COLOMBIA CHALLENGE YOUR KNOWLEDGE NETWORK,

CALIFORNIA STATE UNIVERSITY, LOS ANGELES, WITH THE SUPPORT OF ICETEX

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INTRODUCTORY STATEMENT

DR. TASHA WILLIS AND DR. ALLISON MATTHEIS¹.

We are immensely grateful for the opportunity to meet and work with so many higher education professionals from all over Colombia, who are dedicated to expanding educational access and improving the quality of the experience of students in each of their institutions.

In our own work, we are equally dedicated to exploring new ways of thinking and teaching, and learning from Colombian colleagues has been part of this process. As critical educators, we are aware of the way in which the historical dynamics of power affect the current state of society and, in turn, our educational systems. We seek to improve equity for students coming from marginal environments by changing practices that (often unwittingly) continue to result in unequal situations.

We also believe that learning is a lifelong process and that it is mediated by personal interactions with each other and access to new information. Building knowledge with other people is a key objective of inclusive education. Thanks again for the opportunity of learning with you, colleagues!

¹ Dr. Tasha Y. Willis is a Social Work assistant professor and director of the School of Internationalization at CSU, Los Angeles, who has supported and directed study abroad programs in Costa Rica, Thailand, Ghana, Guatemala, Venezuela and, more recently, in Colombia. She established the first learning community of the CSULA School on Study Abroad for first generation university students. Dr. Willis' main lines of research and action are: i) the increase in access and quality of studying abroad for the students who apply to the program; ii) education in international social work; iii) intercultural communication / intergroup dialogue; iv) social work for the development of professional identity; and v) educational equity and access problems. Previously, Tasha worked in public education on issues of social justice, with young people, communities and workplaces on subjects related to human relations, and in education in the field of social work that helps students in the application of the theory in their internships. Tasha has a Bachelor's Degree in International Studies (Kenyon College), a Master's Degree in Social Services Administration (University of Chicago), and a PhD in Leadership in Higher Education (CSU, Long Beach).

Dr. Allison Mattheis is an assistant professor in the division of Applied and Advanced Studies in Education at California State University, Los Angeles. As a teacher and academic, she is very interested in issues related to how power is managed through politics and practice in communities and learning spaces, with the aim of disrupting systems that maintain unfair hierarchies and stimulate promotion and empowerment. Her current research projects include a critical ethnography of interactions between the intending parties and the LAUSD school board, the cycling youth participatory ethnography and the use of transit in seven urban communities in the United States, and a national study of mixed methods of individuals that have been identified in STEM areas, as well as gender, inclusion, and diversity studies. Dr. Mattheis was a high school science teacher for eight years in Springfield, Massachusetts; Minneapolis, Minnesota; and also in Colombia, South America before completing her postgraduate work in Educational Policy and Leadership at the University of Minnesota. Her most recent publications appear in the journals Critical Policy Studies, Educational Policy Analysis Archives, and in the book Anthropology of Los Angeles.

FOREWORD. SARA VERA AGUIRRE². HEAD OF THE INTERNATIONAL RELATIONS OFFICE ICETEX, COLOMBIA.

These memoirs are the result of a fruitful working relationship that began more than two years ago between the network of accredited universities Colombia Challenge Your Knowledge (CCYK) and ICETEX, whose essence and north has been to work in favor of contributing to the higher education of the country since the internationalization.

One of my main achievements within the ICETEX has been to formulate and implement a policy of international cooperation that is capable of responding to the challenges of the national education system and the needs of Colombian universities to achieve a competitive immersion in global dynamics. The addressing of public resources and of resources that are managed from the international cooperation, to programs and strategies that are clear and that encourage the internationalization of education in the country and promote it as a quality educational destination, should be a State policy that articulates with all the actors, both public and private, of the national higher education system.

In this sense, the collaborative work became a premise so that all the efforts and resources march in the same way, towards the development of the country.

Therefore, it is vital to generate alliances with different types of actors, but especially with those who have experience and background in the issues we work on so that they can put all their knowledge at the service of Colombia. It is at this point that CCYK manages to become a partner of ICETEX and the country's higher education system. Its purposes and

² On November 2015, Sara Marcela Vera Aguirre joined the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX by its abbreviation in Spanish) as the director of the Office of International Relations. Since her appointment, she has encouraged the encouragement-promotion-cooperation strategy for Colombian higher education (Fellows Colombia program, Reciprocity Scholarships, Academic Counseling). In addition, the program Colombia Científica focuses its efforts on quality education and research in science, technology, and innovation. Ms. Vera-Aguirre counts with 10 years experience in international cooperation, sustainable development, and entrepreneurship. Her academic and professional training includes the participation in projects in Germany, Mexico, Brazil, India and Egypt. Sara is a professional in Government and International Relations, a Business Administrator, and holds a MSc. Degree in Environment and in Resource Management. Thanks to her leadership, systemic vision, and versatility, she has had a positive impact on the public and private sectors, particularly on issues related to governance and decision-making. Her experience has spread to different sectors such as education, water and sanitation, the development of sustainable business models, and entrepreneurship ecosystems. Similarly, Sara is committed to social causes and has contributed to organizations for the empowerment, capacity, and development of skills, and for bridging gender gaps.

characteristics exemplify to a large extent our educational policy of international cooperation, being a network composed of universities that have made a clear commitment to promote the international component in all its processes, and to promote Colombia as an educational destination.

This joint work allowed us to identify and develop a central theme for the internationalization of education and for the reality of a world that tends towards globalization: interculturality. I will not delve into its concept since it is the topic that concerns these memoirs, but it is important to highlight that the development of competencies for interculturality is a task that all universities must advance, regardless of the levels of international mobility, since it allows working under contexts that are characterized by students with similar cultures, but with great differences due to their social and economic condition. This is a reality of the country, in which more and more first-generation students gain access to the university, and it is necessary to offer models of teaching and social support that avoid their desertion and in turn, make the university campus an intercultural space that achieves inclusion through education.

I cannot finish this prologue without recognizing and thanking for the great work developed by Dr. Tasha Willis and Dr. Allison Mattheis, professors at the California State University of Los Angeles, who led and were the facilitators of the workshops on development of competencies for interculturality that were managed in various cities across the country with the support of CCYK. For us, it was an honor to count on two people with so much experience in the subject, and who are part of a university where working with first generation intercultural students is their daily reality.

Finally, I want to highlight the central objective of this partnership with the California State University of Los Angeles and CCYK, which was to bring the knowledge and experience of these important experts who work on interculturality in academic environments to the universities of the different regions in the country. Their pedagogy and methodology allowed, in addition, an articulation between the representatives of the institutions of higher education that attended the activities, which is part of the work that we develop from ICETEX, so that every day more students and universities can access the benefits of internationalization.

I.

INTERNATIONALIZATION IN COLOMBIA AND INTERCULTURAL APPROACH AS A TOOL FOR SOCIAL INCLUSION.

LUIS ALEJANDRO ARÉVALO RODRÍGUEZ ³

A complex and changing theoretical framework. Contemporary identity and interculturality.

Since the end of the 20th century, deep reflections from philosophy have sought to understand and define the identity of the modern and contemporary man. Charles Taylor (1989) proposes a reflection in search of the "modern identity". From his context, where francophonie meets the construction of the Anglo culture in Quebec-Canada, the issue acquires political life in decisions on how people live and most importantly, what they live for, what their expectations are, what is important for each of them, and the way they specify their collective projects. The definition of modern and contemporary identity inevitably passes through what happens in our environment, without this meaning a materialistic determinism. With the acceleration of globalization, from different political and thought shores, questions about the influence of everyday reality on its praxis, on the meeting of different valuations, ethics, forms of consumption, and forms of production were raised. Taylor's concerns echo in the works of Axel Honneth (1996); for him, it was not a "journey" but a "struggle". That is how he would title his book: The struggle for

³ Political scientist from Universidad de los Andes, holds an MA in Philosophy from the Université Bordeaux III Michel de Montaigne, Master studies in Geopolitics and International Relations from Université Paris XII and candidate for a PhD in Philosophy with emphasis in political theory from Université Bordeaux III Michel de Montaigne. He attended the Human Rights Academy of the Washington College of Law at American University, and counts with international experience in areas that are related to social investment, international education projects, humanitarian action, economic empowerment, human rights and development in countries such as France, Brazil, Spain, the United States, and India, apart from Colombia. He has worked for the public sector in the Ministry of Defense, Ministry of the Interior, Ministry of Foreign Affairs, the Congress of the Republic of Colombia, and ICETEX. He is a consultant on issues related to mining and development, relations between the public and private sectors, international education and development. He was a manager of the Master's Degree in Human Rights and Culture of Peace of Universidad Javeriana de Cali in association with the University for Peace attached to the United Nations. Director of the Political Science program at the Universidad Javeriana de Cali. Professor of the Master's Degree in Political Studies at the Universidad Javeriana de Bogotá. Professor of the Diplomatic Academy Augusto Ramírez Ocampo. Distinguished Professor of the Pontificia Universidad Javeriana, 2013. Professor at Universidad del Rosario, Universidad Nacional, Universidad Javeriana de Bogotá and Cali. Researcher and author of scientific and opinion publications in various communication media. He currently serves as the Director of International Relations at Universidad EAN in Bogotá.

recognition. In as much, Ricoeur (2004) would take the analysis towards the Course of Recognition. Western culture is found on the streets together with Asian, Latin, and African cultures, questioning the very idea of universalism, rights and duties in a society that rediscovers itself in search of its identity. The consequences of these meetings propitiated by technology, the end of a world whose geopolitics was easily defined in the bipolarity of capitalism vs. communism, as expressed by Fukuyama (1992), accommodated a new multipolar world of migrants, companies and transnational businesses, and interconnected and interdependent systems like never before.

The search for certainties in a multipolar reality (politically speaking) has made nationalisms to flourish, and religious and political movements inspired more in beliefs and prejudices than in realities to become radical. The internationalization points to the understanding of the cultural difference, and above all, to its assessment as a powerful tool to achieve progress in the understanding of the phenomenon of human life as a single species experience. The human species, with all its cultural richness, materializes in different latitudes generating well-known phenomena, especially in the big cities of the planet. Unlike multiculturalism, interculturality seeks to embrace and integrate difference in order to generate a new singularity. The origins of many of the political conflicts that have degenerated into the horror of war are directly related to that search for contemporary identity. The risk that was announced by Taylor was to combine a moral assessment with that of a specific identity. That is to say, suppose that one cultural identity is "good" and that the other is "bad". For Taylor (1989), the common values that subscribe in the protection of life and the guarantee for its development are reflected in each culture in its particularity, but they are clearly identifiable traces. That is, different cultures tend to favor life as a whole.

Man is a social and political being, in the best constructive sense of these concepts. The modern and contemporary identity is proclaimed as complex in its social and political dimension, in a world in which communication tends to synthesize and simplify the complexity until overshadowing it on liquid screens, of course evoking Bauman (1999), and Lipovetsky (2004) in his critique of modern individuality. The speed with which complexity passes in front of our eyes is not an excuse to ignore it. Interculturality is one of those manifest complexities of the 21st

century that, before being ignored, must be addressed with the same tools that technology has developed to make it explicit. Well declares Edgar Morín (1999), from the UNESCO, in his Seven Necessary Know-hows for the Education of the Future, at the beginning of the 21st century; with the close and direct collaboration of Colombians such as Nelson Vallejo-Gómez and his sister Mercedes; that human identity is built in the education that can account for complexity, unity and human diversity in its different social fields.

Colombia and interculturality, brief consideration.

Our concern for interculturality has been very present in the construction of our own identity, as Colombians, Latin Americans, Americans, and ultimately as human beings. Our culture has had the fortune of miscegenation, and has produced unique cultural wealth in the region. Counting with the influence of Europe, Africa, and Asia, Colombia is a space for meeting and building identities. Moving from analysis and reflection to action is what has motivated a group of universities in Colombia in order to act in response to what we have identified as a "collapse" of globalization. This impact makes us distrust the effects of globalization, protectionism, nationalism, and the emergence of certainties in the "old known", because with fear, one suspects the complexity that overwhelms us.

Interculturality is understood as a reality that becomes explicit in the daily activity of the university. Recently, the Colombian university, sharing with its peers in the world, has had an important growth and maturation in the progress of its international agenda. We have called this the internationalization of higher education in Colombia. Being able to connect the depth of philosophical, sociological, and political reflection of modern and contemporary identity with the praxis of the university in its international dimension, helps us to identify interculturality as one of the fundamental competences for education in the 21st century.

Interculturality and internationalization.

When inquiring about the benefits of the internationalization for universities, according to the surveys conducted by the International

Association of Universities in 2014, most universities find that internationalization benefits their institutions in two fundamental aspects, first: the generation of a global awareness among their students; second: increase in the quality of education, its contents, and its methodologies. However, identifying it correctly, measuring its impacts, and implementing programs, projects, plans, and actions to stimulate its positive results is a matter of permanent construction, and even a discovery for young higher education systems.

In the effort of measuring the positive impacts of internationalization, it is possible to mention authors such as Knight (2003), Green (2005), De Wit (2006), or Hudzik (2014). Yet, when working specifically on interculturality and its analyzes and measurements, the studies refer to Darla Deardoff (2009). The work of Deardoff to identify, analyze, systematize, and evaluate the variables of interculturality as an element that is contained in the internationalization of higher education, has been consigned in her most recent research and results: *Intercultural competences in higher education, international approaches, assessment and application*, published in 2017, together with Lily Arasaratnam Smith, where a good part of her research is consolidated and the subject is approached in depth. The articulation between the theoretical framework that drives us to work in internationalization, which refers to education as a transnational tool, that goes beyond institutions and that is anchored in the individual to generate culture and build identities, is staged in the academic work in a special way. Universities are the spaces in which the intention of collective construction of knowledge for the benefit of majorities is specified. Recognizing how interculturality happens, what strategies favor its appearance, what are the challenges that must be confronted, and what are its possible developments for the benefit of society, is carried out in each specific context and does not have a univocal formula. The articulation between the search for contemporary identity from interculturality and the internationalization of education materializes in its particularity in each geographic, social, economic, and political space in which it develops. Therefore, the effort to conceive transdisciplinary, international, and intercultural methodologies is, in itself, an emerging discovery in countries such as Colombia.

On intercultural competences, internationalization, and inclusion in higher education.

The development of competences for interculturality has had its developments, especially during the second half of the 20th century, and has been consolidated as part of the necessary competences in education in general and in higher education in particular. It is common that there is a confusion and juxtaposition of terms between globalization, internationalization, and interculturality. However, we must differentiate conceptually from the meaning of globalization as a political, economic, social, and cultural phenomenon, the internationalization as a tool within the globalization and interculturality as a social, political, and cultural reality that accompanies the two previous concepts. Interculturality is often confused with multiculturalism. The main difference is that while multiculturalism only contemplates diverse cultural expressions without taking into account its economic, social, and political context, interculturality does take these aspects into account. It is for this last reason that interculturality becomes a relevant and pertinent approach to articulate inclusion strategies in higher education. Having interculturality as a framework allows us to understand that, even within the same cultural environment, important differences determined by the social and economic environment are perceived. This last issue becomes dramatic when the problem of first generation students in higher education is addressed.

One of the aspects that is strained when addressing the issue of interculturality and education, is the one of casting doubt on the idea of a possible pedagogical universalism, as suggested since the 19th century. This tension between universalism and particularism is also staged in the debate on the universality of human rights vs the specificity of the same. Although it is a contemporary debate on human rights, which a philosopher like Onora O'neil (2005, 2016) has been able to tackle in a pragmatic way, the tension between universal and particular can be balanced precisely by the intercultural approach. The intention is not to generate a set of standard knowledge that can be applied to the whole of humanity, but to enhance the value on otherness and difference in each context in order to build global consciousness. This debate is related to the idea of a universal and cosmopolitan education that should generate a supposed global citizenship. The key to not getting lost in this debate is

precisely, reminding Taylor and his initial theoretical framework against moral and ethical evaluations of culture. It is inevitable that the issue will acquire political overtones if we take into account that culture is precisely the first sign of political power, of civilization, of education, and of legitimacy of the forms of economic and social organization, as stated by Jaeger (1943) in his *Paideia*, looking for the origins of Western culture in ancient Greece.

Intercultural competence, following Deardoff (2009), seeks to develop three main aspects: 1) knowledge, 2) attitudes, and 3) skills. These three aspects are related to knowledge and awareness of one's own culture and social, economic, and political context; flexibility, respect, curiosity for otherness and the necessary skills to consolidate knowledge and attitudes. Given that intercultural competences can not be acquired in short periods of time, the initiatives that have been undertaken by the internationalization of higher education, in its different tactics, such as the internationalization of the curriculum, multilingualism, student and teacher mobility as well as the scientific-academic, professional, and international social service experiences, are developed during the period of time that students spend in universities. Therefore, it is the ideal scenario to build and develop intercultural competences through internationalization. The coordinated efforts that can be added from the public sector, the public and private higher education institutions, as well as the international cooperation that help to consolidate these medium and long-term processes, should result in individuals with a greater capacity to insert themselves in intercultural professional contexts, and with the necessary sensitivity to use these lessons as a tool for inclusion in their own local environments.

2.

THE CONTEXT OF CALIFORNIA STATE UNIVERSITY, LOS ANGELES (CAL STATE L.A.)⁴ AND WHY TO WORK WITH COLOMBIA.

California State University, Los Angeles (Cal State L.A.) is a public university, founded in 1947. It is one of the 23 universities of the California State University System-CSU, and it is the first comprehensive public university in downtown Los Angeles.

In 1952, the state of California proposed a new satellite campus for Cal State L.A., known as Los Angeles State College, and in July 1958 the campus was separated from Cal State, L.A.

Since 1954, Cal State L.A. has been accredited by the Western Association of Schools and Colleges (WASC). The credential programs of the university are approved by the Commission on Teacher Credentialing.

In 1968, Cal State L.A. established the first Chicano Studies Department in the country. In 1993, the chancellor and trustees at CSU approved the development of Cal State L.A.'s Charter School of Education, creating the first university of higher education of this nature in the United States.

In September 2000, the governor of California, Gray Davis, chose the Cal State L.A. campus to hold a press conference at which he signs the historic bills expanding the Cal Grant program.

The university has focused on training leaders in the fields of business, industry, visual and performing arts, sports, science and technology, government, and higher education.

Currently, it has more than 28,000 students, most of them are first generation students.

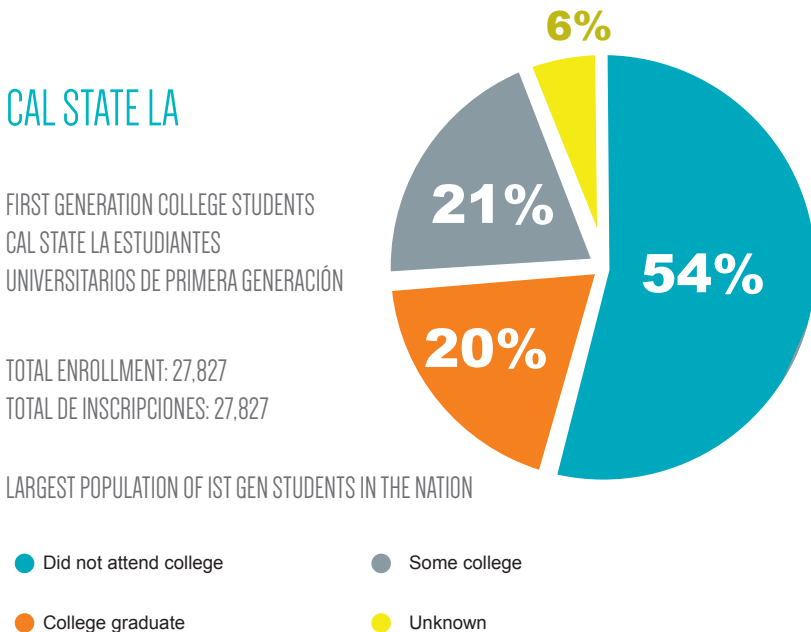
⁴ All the tables and figures are the authorship of the professors Tasha Willis and Allison Mattheis of Cal State L.A., who shared the information of their presentations during the workshops they held.

Cal State L.A. counts on eight faculties with high quality academic programs and organized in small classes, where students are trained and guided by professors who are exceptional individuals in the academic and personal sides.

The university offers 60 undergraduate programs, 55 master degree programs, and 3 doctoral programs, including a doctoral program in special education. It has been one of the top 10 universities in the United States for its contribution to the public good, awarded by the Washington Monthly. Likewise, the National Science Foundation has included the university as the leading provider of science and engineering to Latino doctoral beneficiaries among all undergraduate and master degree colleges in the United States.

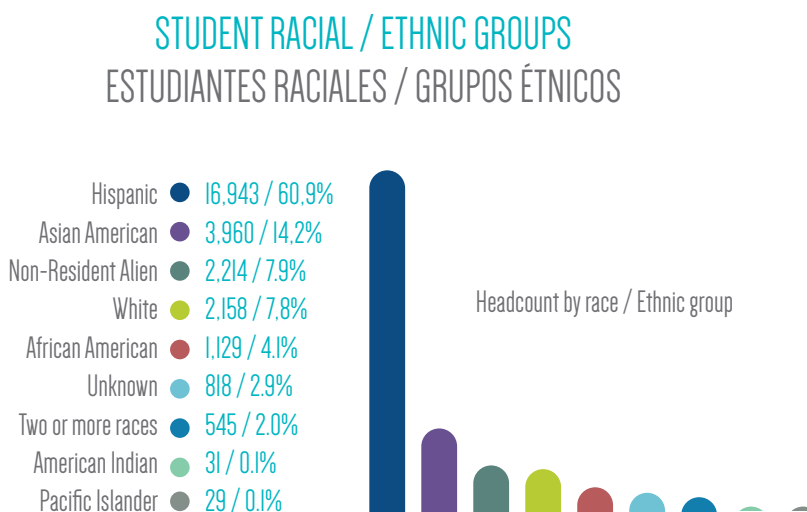
Cal State L.A. is the university with the largest population of first generation college students in the United States, understanding this concept as "those students who are the first in their families to enter post-secondary institutions" (Hsiao, 2000, p.1).

Figure 1. First Generation College Students in Cal State LA



Additionally, we can identify the ethnic composition of the students of Cal State L.A., in which 60.9% from the 27,827 students who are enrolled have Hispanic ancestry. In the second place, we can find the students of Asian descent who add 3,960 (14.2%), a white community in the fourth place with 2,158 students (7.8%), and only 1,129 African-American students (4.1%).

Figure 2. Student Racial/Ethnic Groups



According to the characterization of the students of Cal State L.A., the average age of the undergraduate students is 23.2 and of the graduate students is 30.7 years. In addition, 58% (15,741) of the undergraduate students are women and 42% are men, but in the case of postgraduate students the difference increases, since 68% (425) are women and 32% (203) are men, out of the total of 628 students.

Figure 3. Student Age

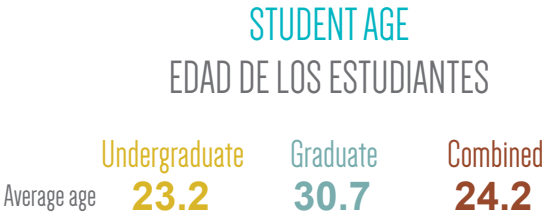
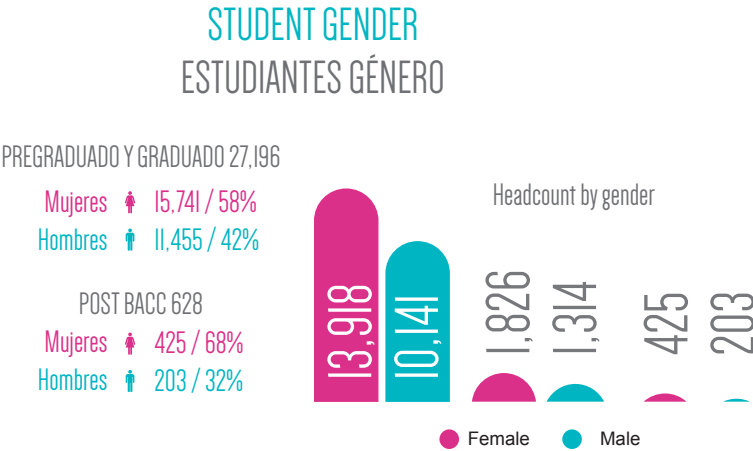
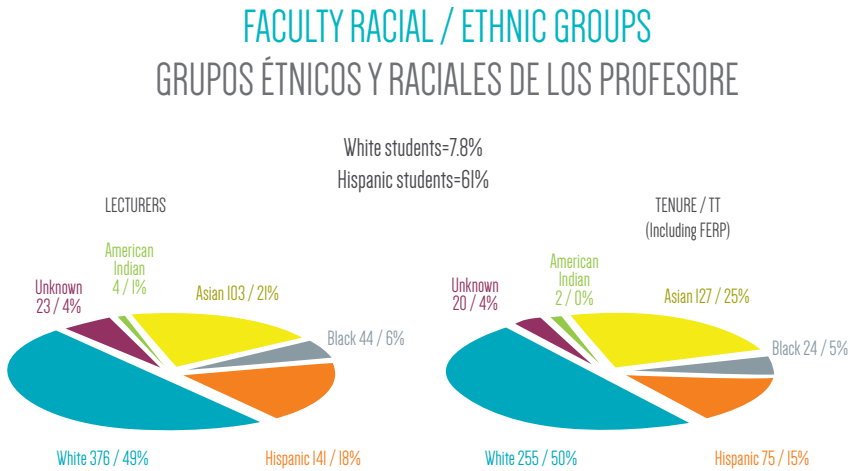


Figure 4. Student Gender



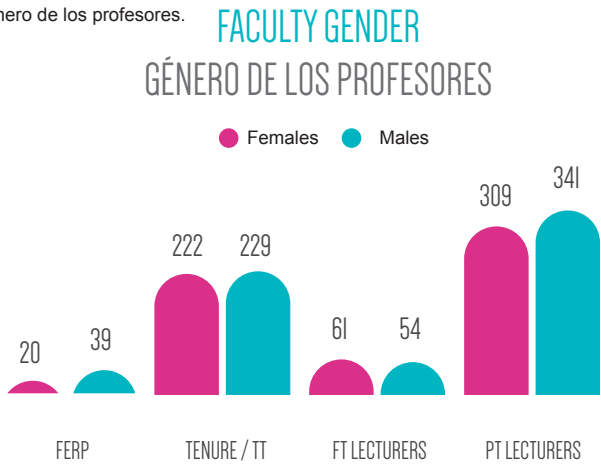
Regarding the composition of the professors and scholars, the majority ethnic group, for both scholars and full time professors, is white with 49% (376) and 50% (255) respectively, followed by Asians with 21% (103) and 25% (127), Hispanics 18% (141) and 15% (75), and African-Americans 6% (44) and 5% (24), concerning the composition of Hispanic students of 60.9%, and whites of 7.8% as previously reported.

Figure 5. Faculty Racial/Ethnic Groups



Finally, there are 341 adjunct professors that are men compared to 309 that are women, and 229 full time male professors, compared to 222 female.

Figura 6. Género de los profesores.



The Cal State L.A. considers that the work with the education system in Colombia is quite important, meaningful, and relevant according to the characteristics of its own college community, since the majority of

students at Cal State L.A. are the first in their families to attend post-secondary education and they are people of color. Many of them face socio-economic challenges and have responsibilities out of their role as students. They are also intelligent, hardworking, optimistic, and resourceful.

In that sense, for the professors at Cal State L.A., there are many similarities between their students and those who attend many institutions of higher education in Colombia. As a country with a long history of conflicts, but also with one of cultural diversity and rich resources of human resilience, Colombia is a place of promises and opportunities.

The objective in these workshops was to provide an asset-oriented approach to work with students: to recognize and identify their existing resources and build on them, while also seeking to offer new forms of support in order to promote the success of students with identities that are underrepresented in higher education.

As a consequence, seeing the world from other perspectives can only improve the teaching and research practice, because it develops adaptation skills and capacities for an open mind. Engaging with others in their local context is the best way to learn about a new place. Being prepared to practice communication in a second language and navigating in a different cultural context is a wonderful opportunity as teachers and students; thus, their desire in the framework of the development of these workshops was and is to share a small part of their own experiences on the value of modeling this openness to try new things.

3. THEORETICAL REFERENCES THAT ARE RELEVANT TO THE WORKSHOPS

The theoretical references used in the workshop were of the greatest relevance to understand the diverse themes of interculturality, intersectionality, and diversity in higher education and its internationalization.

Understanding the identities of our own selves is a crucial part of effective teaching in intercultural settings, however, it is not something that all education professionals necessarily learn in their studies and training.

Some disciplines emphasize on critical self-reflection more than others, but it requires for all people working in higher education to see the benefit of individual and collective exploration of identity and context as extremely valuable and useful for their work. In addition, many of the theorists presented as references are based on the studies and reflections by Paulo Freire, the Brazilian educator-activist, who reflects the interconnection of progressive schools of educational thought among several countries in the Americas.

Figure 7. Intersectionality: the Flower of Power

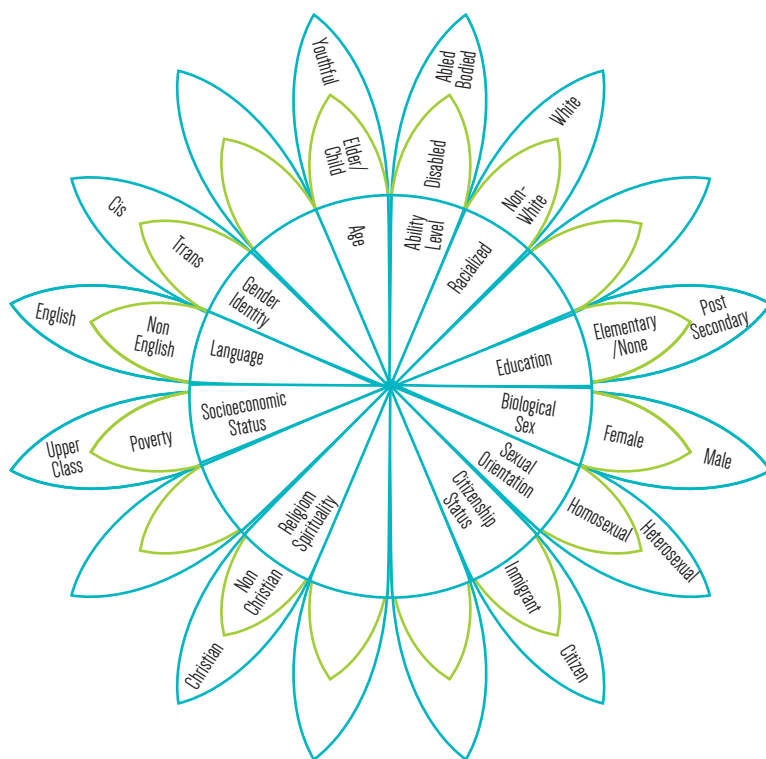


Figure 8. Diversity, Intersectionality and Inclusion



Elements of the flower of power:

- Multiplicidad de aspectos de identidad. Multiplicidad de aspectos de identidad.
- Power position.
- Subdominant position.



Flower of Power activity, Universidad Tecnológica de Bolívar-UTB, Cartagena

Based on the above, the professors used the concepts of intersectionality through the "flower of power" model, which allows to identify different identities of the individuals belonging to their constituent elements as a cultural being, based on the relations within homogeneous groups and the interaction with other different groups.

The different traits can include gender, language, socioeconomic status, religion, sexual orientation, biological sex, education, race, age, and many other elements to be explored and identified by each individual.

As a result of the exploration of the different identities, different systems of power interrelation in a society can be identified, resulting in situations of domination, oppression, and discrimination. Many times such "intersectionality is used as a tool of the State to manage social inequalities" (Esguerra & Bello, 2014, p.21).

The pedagogical theories that were used in the workshops by the professors of Cal State L.A., and from which they started the activities with the various participants representing the Colombian Higher Education Institutions (HEI), were:

- a) Critical pedagogy (Freire, 1968).
- b) Culturally relevant pedagogy (Ladson-Billings, 1994).
- c) Culturally sustainable pedagogy (Paris, 2011).
- d) Culturally revitalizing pedagogy (McCarty & Lee, 2014).
- e) Community cultural wealth model (Yosso, 2005).
- f) Developmental model of intercultural sensitivity (Benne, 1993).

3.1 Critical Pedagogy (Freire, 1968)

Paulo Freire was born in João Pessoa, state of Pernambuco, Brazil, in 1921. He is considered one of the most important and influential critical pedagogy theorists of the 20th century (Ainsworth, 2013, p.291). He and his family went through deep situations of poverty, which influenced his outlook on life and education. He studied Law, Philosophy, and Psychology at the Universidade de Recife, and completed his doctoral studies in Philosophy at the same university, where he also worked as a professor of Philosophy and History of Education. In 1968, he published his book entitled *Pedagogia do oprimido* (Pedagogy of the oppressed),

where he compiled his vision of education and the key concepts of his theory, which in summary are:

- Educational pedagogy based on liberation ideas, inasmuch as life under a hegemonic power of economic, social, and political domination results in ignorance and lethargy (Ainsworth, 2013, p. 292).
 - Critical awareness (conscientização) (conscientização) to get out of that "culture of silence", by which subjugated social groups are unable to perceive their conditions in a critical and reflective manner.
 - Necessity of promoting the empowerment of disadvantaged people for reasons of social stratification, racism, sexism, and other forms of marginalization through collective learning, where education plays a dual role by integrating the generations in the economic system and the social order, and acting as a tool of human liberation.
-
- His critical pedagogy is characterized by:
 - a. A focus on the importance of dialogue.
 - b. Practices that are against a "banking education", in which students are conceptualized as empty containers and teachers as experts.
 - c. Praxis as a process of reflecting, acting, and reflecting.

One of the most important contributions of Freire was the desire to eliminate the traditional dichotomy between teacher and student; he sought to consolidate an equitable model where "the teacher would be willing to learn and the student would have the opportunity to teach" (Ainsworth, 2013, p. 292).

3.2 Culturally relevant teaching (Ladson-Billings, 1994)

Gloria Ladson-Billings was born in the United States in 1947. She is a professor and a researcher in pedagogy at the University of Wisconsin-Madison, and is affiliated with the African Studies Program. Her research has been focused on educational anthropology, cultural studies, and the application of the Critical Race Theory (CRT) to education (Provenzo, 2009, p. 291).

In 1994, she created a concept called "Culturally Relevant Teaching" which describes "a pedagogy that empowers students intellectually, socially, emotionally, and politically through the use of cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1994, p. 17-18).

Her concept of pedagogy has the following characteristics:

- The culturally relevant pedagogy is based on the research carried out by teachers who have been successful in their work with African-American students.
- Her pedagogy is inspired by Freire's ideas, such as "teaching as an allegory of mining", which is a process to extract knowledge that already exists.
- Ladson-Billings used the concepts of Afro-descendant feminist theorists such as Patricia Hill Collins, collecting precepts such as: a) concrete experience as a meaning table, b) the use of dialogue to revise knowledge claims, c) an ethic of care, and d) an ethic of personal responsibility for the purpose of helping others.
- The culturally relevant teaching aims to:
 - a. help students to be academically successful, and recognize diverse ways of demonstrating excellence.
 - b. cultivate and support the development of cultural competence (built in a collaborative and community environment).
 - c. develop a sociopolitical or critical conscience.

3.3 Culturally sustaining pedagogy (Paris, 2011)

Django Paris is the current director of the Banks Center for Educational Justice at the University of Washington. Previously, he was a professor and researcher at Michigan State University and Arizona State University. He was born in California into a culturally diverse family, since his mother is a white American and his father an Afro-descendant Jamaican. He received a B.A. in English from the University of California, Berkeley, and an M.A. and Ph.D in Education from Stanford University (Maricopa Community Colleges, 2018).

His research and teaching focuses on "studying and maintaining languages, literacies, and lifestyles of young people and indigenous communities, Afro-descendants, Latinos, Asians, and Pacific Islanders, in contexts of social and demographic change" (Maricopa Community Colleges, 2018). His three main teaching and research publications in educational

justice have been Language across difference: ethnicity, communication, and youth identifies in changing urban schools (Paris, 2011), Humanizing research: decolonizing qualitative inquiry with youth and communities (Paris, 2014), and the most recent, Culturally sustaining pedagogies: teaching and learning for justice in a changing world (Paris, 2017), in which he presents the main characteristics of his "Culturally sustainable pedagogy":

- A theory that is based on the ideas of Ladson-Billings and other scholars who are interested in the positive factors of marginalized students, rather than those built by these students when they have learning deficits.
- Paris believes that the culturally relevant teaching does not sufficiently include the cultural practices of students and non-dominant communities.
- A culturally sustained pedagogy:
 - a. requires educators to protect and promote the cultural and linguistic competencies of their students, while offering access to the dominant cultural competence in society.
 - b. has an explicit objective of supporting multilingualism and multiculturalism.
 - c. believes that cultural pluralism is a part of the democratic project of teaching.

3.4 Culturally revitalizing pedagogy (McCarty & Lee, 2014)

Teresa McCarty is a professor of educational policy studies, professor of applied linguistics, and co-director of the Center for Indian Education at Arizona State University. She has been a curriculum developer, teacher, and coordinator of American Indian education programs at the state and national levels.

Her research and teaching has focused on language education policy, indigenous minority education, youth language ideologies and practices, critical literacy studies, and ethnographic studies of education (Arizona State University, 2018).

Tiffany Lee is currently an associate professor and the associate director of Native American Studies (NAS) at the University of New Mexico. She was born in Crystal, New Mexico. She received her doctorate in Sociology of Education from Stanford University. Her research focuses on

indigenous education and language socialization experiences (University of New Mexico).

In 2003, she was awarded a postdoctoral fellowship from the American Educational Research Association to "study Indigenous Learning Communities and their influences on Native students' life goals of the native students and commitment to their Native communities" (University of New Mexico).

In 2014, doctors McCarty and Lee published an article called Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty, by which they establish the "culturally revitalizing/sustainable pedagogy", whose theoretical elements are:

- A pedagogy that is based on the ideas of Paris, but with a specific focus on the teaching of contemporary indigenous communities and characterized by a social history of cultural and linguistic destruction.
- A culturally sustainable and revitalizing pedagogy:
 - a. is an expression of indigenous educational sovereignty, and it deals directly with asymmetric power relations and the goal to transform legacies of colonization.
 - b. Recognizes the necessity of recovering and revitalizing what has been disturbed or displaced by colonization, especially in indigenous languages.
 - c. Holds the necessity for a strategy of community responsibility as its central focus, based on respect, reciprocity, and the importance of caring relationships.

3.5 Community cultural wealth model (Yosso, 2005)

Professor Tara Yosso is a professor and researcher in the School of Education at the University of Michigan. She has a Ph.D. in Education: Urban Schooling from the faculty of postgraduate studies in Education and Information Studies at the University of California, Los Angeles. Her research focuses on applying the model of Critical Race Theory (CRT) in order to examine the access to education and the opportunities. Her main

ideas were published in the article *Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth*, published in 2005.

Her model of Community Cultural Wealth focuses on the following precepts:

- It is a model that was based on theories of the Critical Race Theories (CRT) that focuses attention on identity categories such as race, ethnicity, language, and nationality.
- It was designed to capture the talents and experiences that first generation students or minority identities bring with them to their university campuses.
- It offers a framework to understand how to support these talents and experiences from a strengths-based perspective.

Figure. 9. Community Cultural Wealth



3.6 Intercultural sensitivity development model (Bennett, 1993)

Dr. Milton J. Bennett served as a U.S. Peace Corps volunteer in Micronesia in the late 1960s. Upon his return, he completed his PhD in Intercultural Communication and Sociology at the University of Minnesota (IDRI, 2018).

He was a professor at the Portland State University, where he created the graduate program in intercultural communication. He is an adjunct professor of intercultural studies in the Department of Sociology of the University of Milano Bicocca in Italy and also teaches in the graduate programs at the University of Switzerland in Lugano, Danube University in Krems, Austria, and Peking University, China (IDRI, 2018).

Dr. Bennett is the author of the book *Basic Concepts of Intercultural Communication: Paradigms, Principles, & Practices*, co-editor to the third edition of *The Handbook of Intercultural Training*, co-author of the edition of *American Cultural Patterns: A Cross-Cultural Perspective* (IDRI).

His Developmental Model of Intercultural Sensitivity is highly recognized in the international academic world, and is used to "guide intercultural training design and to assess intercultural competences" (IDRI, 2018). Its main features are:

- Published in 1986 and updated in 1993, the model was designed to assess cultural sensitivity as a construction of development and as a tool to understand the various stages of development of such intercultural sensitivity (Barron & Dasli, 2010, p. 80).
- It is based on the fact that "human experience suggests that individuals enter a social world with a habitual system of meanings that constitute implicit cultural values, norms, beliefs, and hidden assumptions" (Barron & Dasli, 2010, p.80). This system of meanings is activated when individuals face inexplicable situations or phenomena, and they seek to interpret them from their pre-existing ideas (Barron & Dasli, 2010, p.80).
- The normality sought by individuals through their meanings system, reinforces the centrality of their identities. This alludes to the ethnocentric phase (denial/rejection of difference, defense against difference, and minimization of difference) (Barron & Dasli, 2010, p. 80).

- There are other situations such as continuous contact with other groups with different systems of meanings, equally valid, about the preexisting perception of reality, allowing progress towards ethnorelative phases such as the acceptance of difference, adaptation to difference, and integration of difference.

Figure. 10. Experience of Different



Willis T. & Mattheis A. Presentation. Workshops Cal State in Colombia, 2017

4. PARTICIPANTS OF THE WORKSHOPS AND REPRESENTATIVES OF HIGHER EDUCATION INSTITUTIONS IN COLOMBIA

A total of 116 people benefited, including officials from international relations offices and scholars that were linked to the internationalization work of 58 institutions, public and private HEIs, and public entities such as ICETEX and SENA.

4.1 Brief description of Colombia's higher education system.

Colombia is divided into 32 departments, 1,098 municipalities, and a capital district (CNA, 2018).

With a population of approximately 45,000,000 inhabitants, the 33% represents a population between 0 and 14 years, 62% corresponds to a population group between 15 and 64 years, and 5% of the population is over 65 years (CNA, 2018).

According to Law 115 of 1994, education is "a process of permanent, personal, cultural, and social formation that is based on an integral conception of the human person, of her/his dignity, of her/his rights, and of her/his duties" (CNA, 2018).

Law 30 of 1992 regulates higher education in the country, by which it is understood as a public service offered by the State and by particulars. Among the main characteristics of this system of higher education, we can find:

- Diversity of the types of institutions depending on their nature and objectives:
 - a. Professional technical institutions
 - b. Technological institutions
 - c. University institutions
 - d. Universities
- Existence of a national system of quality assurance.
- The State carries out the supreme inspection and surveillance of higher education in order to guarantee the quality of the educational services offered by both private and public entities.
- Existence of a national accreditation system, which is part of the National Accreditation Council, whose function and responsibility is to give public faith to the high levels of quality of the institutions and their academic programs.
- Policies and plans for the development of higher education are proposed by the National Council of Higher Education (CESU by its abbreviation in Spanish), which coordinates, plans, recommends, and advises.

According to Law 30 of 1992 in its article 7, the fields of action for higher education are: technical, science, technology, humanities, art and philosophy, by which the academic programs offered by Colombian HEIs must respond to one of the fields of action, both in undergraduate and graduate programs (CNA, 2018). The HEIs that are recognized by the Ministry of National Education are the only institutions that can award higher education degrees.

In terms of quality, the Colombian higher education system has a quality assurance system that "provides the guarantees for the evaluation, certification, and accreditation of quality" (CNA, 2018). It is made up of organizations, actions, and strategies applied to the exercise of Colombian HEIs. This system was created by Law 30 of 1992, with the aim of "guaranteeing society that higher education institutions (...), meet the highest quality requirements and that they fulfill their purposes and objectives" (CNA, 2018)

The model is organized in stages of mandatory compliance by the entire academic community under criteria of transparency, organization, and responsibility (CNA, 2018).

In connection to the current education policy from the Ministry of National Education, Law 1753 was issued in 2015, called the Law of the National Development Plan 2014-2018. All for a new country, for which education would be one of the pillars for the development of the country. In that framework, the Ministry has created the document Colombia, The Best Educated in 2025: Strategic Lines of Educational Policy. (MEN, 2015)

Among those strategies, we can find:

- The strengthening of the educational funds from the Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX by its abbreviation in Spanish): subsidy funds that may be forgivable, reimbursable, mixed, for special populations such as indigenous communities, black communities, for the reparation of the victims of the conflict, and for health professionals (MEN, 2015, p. 97).
- The realization of a system of sustainable and efficient higher education, of quality and relevant, equitable and accessible to all (MEN, 2015, p. 106).
- The construction of a National System of Tertiary Education (SNET by its abbreviation in Spanish) (MEN, 2015, p. 119).
- The consolidation of the program Ser Pilo Paga, as a promotion to higher education (MEN, 2015, p. 121).

4.2 Higher education in the regions.

According to the Observatory of the Colombian University, in 2016 there were 289 HEIs in Colombia, out of which 81 are official, and 208 private. From these HEIs, 32 are official universities and 52 private universities,

29 are official university institutions and 97 private university institutions, 11 official technological institutions and 38 private, 9 official technical and professional institutions and 21 private. For 2016, a total of 18 official HEIs and 27 private HEIs were accredited in high quality (Observatorio de la Universidad Colombiana, 2018).

In a highly centralized country, there are significant gaps in higher education between Bogotá and the most important capital cities such as Medellín, Cali, and the rest of the regions in Colombia in terms of educational progress, quality, access and coverage, and educational attainment.

In higher education, Colombia presented a rate of progress of 28% in 2015, by which only departments such as Bogotá (38.3%), Santander (31.9%), Antioquia (31.1%), Boyacá (30.5%), and Caldas (30.3%) were above this average. The lowest averages were found in La Guajira (11.4%), Putumayo (14.3%), Cesar (15.9%), Arauca (16.9%), Sucre (16.4%), Caquetá (16.7%), and Magdalena (18.8%) (MEN, 2016, p. 2).

In the rates of higher education quality to 2015, Colombia obtained an average of 24.5%, where Bogotá had the highest average with 30.8%, followed by Antioquia (29.3%), and Santander (26.4%). The lowest averages were those of Arauca, Córdoba, Putumayo, Casanare, Caquetá, Cesar, Sucre, and La Guajira, with averages between 13.9% and 7.7%, and some important Colombian territories such as San Andrés, Providencia, and Santa Catalina, as well as Chocó do not even appear (MEN, 2016, p. 3).

In the access rate in 2015, the national average was 42.2%, showing higher rates in Bogotá with a wide difference of 76.2%, then Boyacá (57.4%), Santander (55.5%), Quindío (50.4%), Caldas (49.6%), Risaralda (43.4%), Atlántico (42.6%), and Norte de Santander (42.4%). The departments lagging behind in this regard are Cundinamarca, Casanare, La Guajira, Magdalena, Arauca, Córdoba, and Putumayo, with averages of almost half of the national average from 2.8% to 19.3%.

Within the general conclusions of the Ministry of Education in 2015 regarding this study, it is identified that Caldas is one of the regions with the best performance in the country, Antioquia must improve the access issue, the Colombian Caribbean in its great majority presents a much lower quality to the national average, in east central Colombia, Bogotá and Santander

have a good performance, but Cundinamarca must improve the access issue. In the eastern plains, the quality and access are much lower than the national average, while in the Pacific, the lag is in the quality and access. In the southern central departments and the Amazon, access and quality are also lower than the average of the country, in addition, departments like San Andrés, Amazonas, Guainía, Guaviare, and Vaupés do not register information (MEN, 2016, p. 9).

4.3 Representatives of the Higher Education Institutions (HEI) that participated in the workshops.

By understanding the gaps in various aspects of higher education in Colombia, the CCYK Network has aimed at carrying out projects and activities to support Colombia's higher education system in reducing these gaps. Therefore, this project sought to benefit the largest number of HEIs in the various regions of the country. Cities like Bogotá, Cali, Medellín, and Cartagena were strategically chosen to cover a large part of the territory, that is the center of the country, the Pacific, Antioquia, the Colombian East, and the Caribbean. However, it is evident that due to the limitations, the workshop did not succeed in covering all the regions, reason why we consider important for these memoirs to be shared with the Colombian HEIs, and thus observe the main approaches and experiences in the workshops, so that they can be replicated with their university communities.

NO.	NOMBRE	INSTITUCIÓN
1	Dair Samir Redondo	Universidad de La Guajira
2	Sandra Lucía Martínez R.	Universidad de La Guajira
3	Luisa Fernanda Echeverría	SENA Atlántico
4	Francisco Javier Fadul	Universidad del Atlántico
5	Yiseth Ninoska Parra	Universidad del Atlántico
6	Dany Margarita Orozco	Universidad del Atlántico
7	Angélica María Toncell	Universidad del Atlántico
8	Sara Cabeza Bobb	Universidad Tecnológica de Bolívar
9	Estefy Margarita Baleta	Universidad Tecnológica de Bolívar
10	James Manuel Pérez	Universidad Tecnológica de Bolívar
11	Carolina Barrios	Universidad Tecnológica de Bolívar
12	Julia del Carmen Luna Amador	Institución Tecnológica Colegio Mayor de Bolívar
13	Enrique Díaz Infante Rendón	Fundación Universitaria Tecnológico COMFENALCO

NO.	NOMBRE	INSTITUCIÓN
14	Susana Martínez Rincón	Fundación Universitaria Colombia Internacional - UNICOLOMBO
15	James Frasser Camargo	Universidad Autónoma del Caribe
16	Tania Lafont Castillo	Corporación Politécnico de la Costa Atlántica
17	Angélica Guerra Alemán	Universidad de La Costa
18	Stefany Palacio De la Cruz	Universidad de La Costa
19	Jhon Virviescas Peña	Corporación Universitaria Latinoamericana CUL
20	María José Preciado Castillo	Universidad San Buenaventura Cartagena
21	Carlos Alberto Solano Palacio	ICETEX
22	Roxana Julie Martinez Maldonado	ONG World Vision Internacional
23	Marjorie Zomignani Maia	Universidad EAN
24	Éricka Duncan Ortega	Universidad Tecnológica de Bolívar
25	Marlo Giovanni Flórez	Universidad de Antioquia
26	Flor Mariana Pérez	Universidad de Antioquia
27	Santiago Hernández Trejos	Corporación Universitaria Lasallista
28	Juan Pablo Restrepo Hoyos	Corporación Universitaria Lasallista
29	Carolina Vasco Jiménez	Institución Universitaria ESCOLME
30	Ivet Natalia Sánchez	Universidad Nacional de Colombia
31	Paula Gómez Arbeláez	Institución Universitaria EAM
32	Ana Paulina Valderrama	Universidad Cooperativa de Colombia
33	Diana Pilar Martínez Rangel	Universidad de Santander
34	Carolina Hoyos P.	Universidad EIA
35	Natalia Hernández León	Universidad EIA
36	Andrés Felipe Grajales Vera	Universidad Santo Tomás, Medellín
37	María del Pilar Ramírez R.	Fundación Universitaria Autónoma de las Américas
38	Sandra Lorena Cárdenas	Corporación Universitaria Remington
39	Alma S. Castro Lara	Universidad EAFIT
40	Marcela Wolff	Universidad EAFIT
41	Felipe Tobón Ríos	Universidad Autónoma Latinoamericana
42	Mayra Rubiela Jurado	Universidad Industrial de Santander
43	Martha Cecilia Matiz	Universidad Industrial de Santander
44	Norma Patricia Guarnizo Cutiva	Instituto Tecnológico Metropolitano
45	María Vanegas Vanegas	Universidad de Antioquia
46	Andrea Ayerbe Castro	Universidad de Antioquia
47	Catalina Cerquera Arbeláez	Tecnológico de Antioquia
48	Jesús David Sáenz	Universidad de Antioquia
49	Juliana Sema Laverde	Fundación Universitaria Católica del Norte

NO.	NOMBRE	INSTITUCIÓN
50	Diana Marcela Jaramillo	Fundación Universitaria María Cano
51	Fernando Alonso Gómez	Fundación Académica de Dibujo Profesional
52	Ana Patricia García	Institución Universitaria Escuela Nacional del Deporte
53	José Francisco Estupiñán	IU CESMAG
54	Dubán Freddy Peña Benítez	Universidad Antonio Nariño
55	Fanny del Rocío Ibarra Cerón	Corporación Universitaria Autónoma de Nariño
56	Sandra Juliana Toro	Universidad del Valle
57	Fabiola Martínez	Universidad ICESI
58	Gloria Patricia Villegas	Universidad ICESI
59	Juan David Arboleda	Universidad ICESI
60	Piedad Gómez Franco	Universidad ICESI
61	Yurani Patiño Falla	Universidad ICESI
62	Juliana Gómez Meyer	Pontificia Universidad Javeriana
63	María Alejandra Guerrero	Pontificia Universidad Javeriana
64	Gloria Eugenia Jiménez	Universidad Libre
65	Lorena Elizabeth Guerrero Zambrana	Universidad Mariana
66	Laura Delgado Nieto	Universidad del Ejército - ESMIC
67	Claudia Marcela López	Fundación Universitaria Autónoma de las Américas, Pereira
68	Diego Mauricio Bravo	Universidad Santo Tomás
69	María Isabel Valderrama	Universidad Pedagógica y Tecnológica de Colombia
70	Lina González Beltrán	Universidad Santo Tomás
71	Hans Dieter Selsted	Universidad Santo Tomás
72	Fabiola Castellanos Soriano	Pontificia Universidad Javeriana
73	Carmen Lucia Niño	Pontificia Universidad Javeriana
74	Alba Alicia Trespalacios	Pontificia Universidad Javeriana
75	Carolina Valderrama Guerra	Pontificia Universidad Javeriana
76	Liliana Alfonso Perry	Universidad Nacional de Colombia
77	Antonio Fruccio	Universidad Nacional de Colombia
78	Yalvi Esperanza Marta	Universidad Nacional de Colombia
79	Alicia Ariza Rodríguez	Universidad Nacional de Colombia
80	Raúl Román Romero	Universidad Nacional de Colombia
81	Andrés Salas Montoya	Universidad Nacional de Colombia
82	Elizabeth Urrego Arias	Universidad Nacional de Colombia
83	Tatiana Giraldo Valencia	Universidad Nacional de Colombia
84	Johanna Alejandra Ortiz Martínez	Universidad Nacional de Colombia
85	Jhon Kelly Bonilla Aranzales	Universidad Nacional de Colombia
86	Diana Fernanda Poveda Moncada	Universidad Nacional de Colombia
87	Sandra Yaneth Aragón Miranda	Universidad Nacional de Colombia

NO.	NOMBRE	INSTITUCIÓN
88	Omar Gustavo Ojeda Castañeda	Universidad Nacional de Colombia
89	María Angélica Lesmez	Universidad La Gran Colombia
90	Jineth Victoria Barrera	Universidad del Rosario
91	Ángela Patricia Jiménez	Universidad de La Sabana
92	Jennifer Ibagón Quijano	Universidad de La Sabana
93	Andrea Cabrera	Universidad de La Sabana
94	Xiomara Chadid Bonilla	Universidad Central
95	Ana María Galeano Londoño	Universidad Central
96	Catherine Torres Casas	Universidad Konrad Lorenz
97	Andrés Pardo Jiménez	Universidad de Bogotá Jorge Tadeo Lozano
98	Juan Ramos Martín	Pontificia Universidad Javeriana
99	Lidia Neyffy Arévalo Mogollón	Universidad Autónoma de Colombia
100	Maritza Ibarra Bravo	Universidad Incca
101	Carlos Alberto Ramírez	UniEmpresarial
102	Judy Esperanza Ramírez Díaz	Universidad Católica
103	Diana María Blanco Ramírez	Universidad Católica
104	Flor Adriana Pedraza Pacheco	Universidad Católica
105	Melisabel González Pineda	Universidad Católica
106	Natalia Aristizabal	ICETEX
107	Juan Sebastián Jaramillo	ICETEX
108	Angélica Noreña	ICETEX
109	Jennifer Galindo	ICETEX
110	Paula Trilleras Triana	ICETEX
111	María Cristina Valderrama	Universidad Tecnológica de Pereira
112	Mayra Alejandra Nieto Guevara	Universidad Distrital Francisco José de Caldas
113	Yolanda Myriam Arteaga S.	Universidad Distrital Francisco José de Caldas
114	Gina Ortiz	FUCS
115	Camilo Iván Puerto	CCYK
116	Natalia Escobar	Universidad EAN

Participant List Cal State Workshops in Colombia, 2017

Representatives of international relations offices, people from administrative positions of faculties that work on internationalization issues, professors and researchers of public and private HEIs and official entities such as ICETEX and SENA were benefited, thus being favored 49 people in Bogotá, 17 in Cali, 26 in Medellín, and 24 in Cartagena.

These results show that the CCYK Network must continue working on relevant training activities for the development of the internationalization of higher education in Colombia, with increasingly broad and inclusive strategies that allow an ideal development of the country.

5. METHODOLOGY THAT WAS USED

The inclusive and participatory approach of the pedagogy to which workshops were centered at, allow the recognition of the fact that people who are in front of professors, educators, and lecturers are the most important part of teaching, and focuses on the construction of relationships and the personal growth.

Being inclusive means changing the system to accommodate students, rather than changing students to fit a system that was not designed for their unique needs and background. It facilitates the comfort of the learner in the classroom, which leads to a deeper commitment and therefore the success of the students.

When conducting the workshops, inclusive pedagogy is considered by including specific ways in which the teachers, as facilitators, interact with the participants, and by designing ways in which the participants would interact with each other.

This process also requires for all to participate in exercises of individual reflection, reason for which activities for this purpose were carried. The practice began by modeling the deliberate and specific exchange of the

personal identities of the teachers during their presentations, and showing how this shapes their views on inclusion and social justice in educational contexts.

Participatory processes require that the facilitator of a workshop first learn about the participants in their local context. Then, we seek to build on this existing knowledge, while also encouraging participants to be open to learn new things or change their minds about something they already believe. The most important thing is that we want participants to leave the workshop and be ready to learn new things and test innovative practices in their specific campus environments.

Among the initial activities, attendees and participants were introduced to each of the workshops, through individual questions that were socialized through daily reflection:

- Do you represent a public, private, or another type of higher education institution? (Which one?)
- Do you speak Spanish, English, another language? (Which ones?)
- Were you born in Colombia, another country? (Which one?)
- Did you study out of this city (Bogotá, Cali, Medellín, Cartagena), or out of the country?
- Is your main job teaching (education)?
- Does your main job have to do with the international office?
- Does your main job have to do with another office, area? (Which one?)
- Do you find your job full of challenges and satisfactions?
- Who are we as individuals? How do our personal and professional experiences influence us?
- Who are we as individuals in social contexts? How are the environments and social contexts in our universities?
- What do we have to do as professionals in higher education institutions to contribute to inclusive social environments and contexts?
- What is the origin and meaning of his/her name?
- What cultural groups do you belong to? (Ethnicity, nationality, gender, age, religion, sexual orientation, teams, hobbies, family roles, others?)
- Thinking of one of these groups to which you belong, can you identify a value or behavior associated with it? (For example, a swim team may value team dedication, or hard work)

- Can you identify some common cultural groups between you and your partner? (Beyond nationality, for example)

This generated important results in the assistants regarding the knowledge of themselves, of the other, and of the diverse cultures that are exhibited in each workshop.

5.1 Building a "resource map" of the institution

The main axioms of the models described above were exposed by professors Willis and Mattheis through various activities carried out in the four workshops. One of the main activities was the allocation of a resources map of the HEIs that the participants represented in order to identify the strengths, resources, or other positive factors in terms of:

- Students
- University staff
- Geographic location
- Curricular focus or special programs
- Extracurricular resources

This allowed the institutions to recognize themselves and others more deeply, and to exchange common aspects such as strengths and challenges, but also differences that could be complemented by potential collaborative work.



Figure. 11. Resource Map from Universidad de La Sabana

Figura 12. Resource Map from Universidad de La Sabana Universidad Central y Universidad Konrad Lorenz

Cal State Workshop, Universidad Nacional de Colombia, Bogota.

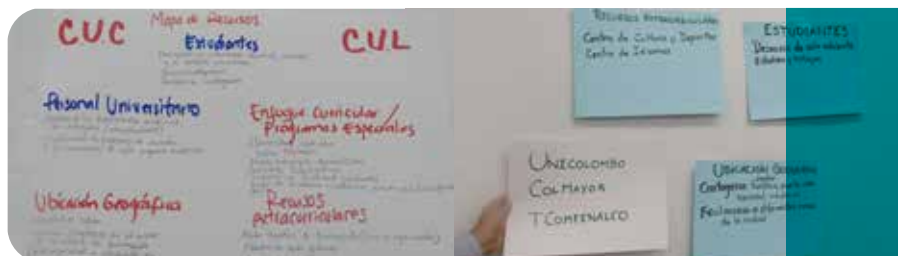


Figure. 13. Resource Map, participant Universities in Cartagena and Cali
Cal State Workshop, Universidad Tecnológica de Bolívar-UTB, Cartagena and
Universidad ICESI, Cali

6. DEVELOPMENT AND PRELIMINARY FINDINGS IN THE WORKSHOPS

The workshops lasted 6 hours each, where successful pedagogies from California State University L.A. were presented on the intercultural work with first generation students through inclusive and intersectional

pedagogies, using activities for the presentation of attendees, and the identification of their diverse personal, academic, and labour cultures.

The contexts of the members of the university community of Cal State L.A., regarding cultural diversity were also presented. Additionally, activities of communication styles, intercultural environments, and the concept of "intersectionality" were carried out through the pedagogy of the flower of power.

Subsequently, the most relevant current pedagogical theories on interculturality and diversity studies



Cal State Workshop,
Universidad Nacional, Bogotá.



Cal State Workshop,
Universidad ICESI, Cali

were identified and shared, together with their most important authors and premises.

Finally, they shared the pedagogical results, their models, effective tools, and practices to promote interculturality and diversity within the classrooms, indicators for their measurement, and considerations regarding the topics discussed and socialized with all attendees.



Cal State Workshop, Universidad de Antioquia, Medellín

Cal State Workshop, Universidad Tecnológica de Bolívar, Cartagena

6.1 Interpersonal and intercultural communication styles: the hare, the eagle, the turtle, and the tiger

One of the most important activities in the workshops was related to the work of art entitled *Heritage*, from the Chinese artist Cai Guo-Qian, with a photograph of Natasha Hart, in which a horde of 99 different animals between herbivores and carnivores, many of them prey and others hunters, drink together from a pond.

It is by means of this image, that different styles of communication of workshop attendees were represented. Each assistant had to choose what style of communication he had in his daily life, at a personal and work level, identifying himself with the behavior of a hare, an eagle, a turtle, or a tiger.



Figure. 14. Communication Styles.
Willis T. & Mattheis A. Presentation.
Workshops Cal State in Colombia, 2017

Figure. 15. Communication Style Activities Bogota, Cali, Medellin and Cartagena





Among the conclusions of the exercise, it was identified that there are positive aspects of each animal according to the style of communication, and that many of the problems lie in relating to people with different communication styles. The most active people, who identified themselves with eagles or tigers, had difficulties communicating with more passive people such as turtles, hares, and vice versa.

In this sense, and regardless of the style of communication that each person or culture has, it is important to design strategies of understanding and inclusive communication, so that all communication styles can generate an environment according to each one's capacities and characteristics.

As a result of each of the workshops and of the socialization of the participants and the teachers of Cal State L.A., some important points in the work of the HEIs in the subjects of diversity, interculturality, and intersectionality in what has to do with internationalization of higher education are recommended for the strengthening of the individual and institutional capacities on the various aspects that were dealt with. Points to be highlighted:

6.1.1 Student involvement and active participation

Individual efforts and participation are the critical determinants of student success in college, therefore, higher education institutions should focus on how they can adapt their academic, interpersonal, and extracurricular offerings to these individual and diverse needs (Pascarella & Terenzini, 2005).

6.1.2 Ways to promote student participation

- Greater and better contact between students and teachers
- Active learning
- Quick comments
- The time devoted to obligations
- High expectations
- Respect for different learning styles
- Cooperation among students

6.1.3 Five indicators of student participation

- Interaction between faculty and students
- Level of academic challenges
- Active and collaborative learning
- Enriching educational experiences
- Enabling environment on campus

6.1.4 Dynamics with great/high impact

- Special activities for students in their first year of college
- Common intellectual experiences
- Learning communities
- Tasks and collaborative projects
- Undergraduate research
- Internships
- Courses and final projects
- Learning in service, learning in communities:

- a) Intensive writing classes
- b) Global learning and diversity comprehension

6.1.5 Institutional analysis SC(W)OT

It is necessary to identify institutional objectives, and to know the required and necessary aspects for its application under a WOST/SOCWT/SCOT analysis:

- 1) Strengths (S)
- 2) Opportunities (O)
- 3) Challenges (C) or weaknesses (W)
- 4) Threats (T)

6.1.6 Considerations for recognizing and incorporating diversity in the classes

- Recognize the importance of valuing different perspectives
- Understand the impact of microaggressions and mitigate their effects
- Understand the impact of the threat of stereotypes and mitigate the effects

- Ensure that the courses represent diverse and sensitive students to the diverse society
- Establish early rules of the game to maintain a productive discourse
- Facilitate and control moments of conflict in the classroom

6.1.7 Building intercultural communities for a positive and inclusive climate

- Establish the "rules of the game"
- Visualize the ideal environment for learning
- Identify hopes and fears
- Activity: stand or sit to meet different cultural groups
- Interviews with a partner
- Wagon wheel method
- The iceberg model of culture



Figure. 16. Participants in Cal State Workshops in Bogotá, Cali, Medellín and Cartagena.

7.

CONCLUSIONS AND RECOMMENDATIONS

Marcela Wolff⁵

Executive director CCYK, 2016-2018

Chief ORI - Universidad EAFIT

The development of the workshops on interculturality in the classroom offered in Bogotá, Cali, Medellín y Cartagena, was undoubtedly an activity that aimed at the institutional strengthening of the process of internationalization of the higher education institutions that attended. And in my opinion, with a special focus on the internationalization of the curriculum, a subject that is not yet very developed in our country. This is how I highlight the added value that this workshop offered to its participants, and how we should achieve including the largest number of representatives of the academic community, and not leave these issues only for international relations offices.

For the two representatives of the Universidad EAFIT participating in the workshop that was held in Medellín, it was very interesting to understand the importance, both for the university and for the teacher, of having a record of the characteristics of origin of the students in their classroom. Being able to recognize that the largest percentage of the student population comes from a minority group, or contrary, and how certain ethnic or minority groups are represented, allows us to develop timely and coherent services so that each member of the university can have equality of conditions to have a successful performance in their professional training. Thanks to this workshop, the internal administrative processes in EAFIT have been motivated, and it has been identified that we must provide more of this type of workshops to our teachers.

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We must be aware that the process of internationalization in each of our higher education institutions impacts the academic and administrative processes in a deep and structural manner, and consequently, we must prepare ourselves to address these changes in a timely and effective manner. One of the first effects in the academic community is interculturality, represented by the diversity of students and teachers on campus, in their different nationalities, races, ethnic groups, minorities, among others. The reality is that our teachers have not yet received training to develop their classes in intercultural environments, beyond our different Colombian regions. This is how it is urgent to strengthen and support the global and intercultural competencies of our teachers, through statistical and pedagogical tools, in order to ensure that each of our students feel included and with the same opportunities in their training process. On the other hand, it is important to know the experiences and structures of the student development areas in other countries in front of an intercultural student community. This benchmarking can help us identify the aspects in which the student development areas in the Colombian HEIs can expand their service portfolio, taking into account the diversity on campus.

All of this also plays a part in the international programs that we offer day by day to our student community. For many years, international mobility has been accessed by those students who have the economic resources and the family environment that allows them to do it. Day by day, as we identify and recognize diversity on campus, our international programs must also seek to be more inclusive and to create opportunities for “everyone” in the student community. For this, there are already different strategies, but I emphasize that the best of all, is that this search for inclusion is leading the HEIs in the world to innovate for the creation of new programs that facilitate the participation of all students in the university community, both on the same campus and internationally. In this process of innovation, the main motivation is how to give access to more students and how the experience in the program will impact the student's life. Undoubtedly, this transcends the simple motivation of increasing an indicator.

In conclusion, activities such as the workshops offered by Cal State L.A., are relevant for the strengthening of the internationalization process of our HEIs in Colombia. The methodology of offering them in three different

cities gave the opportunity for more institutions to participate, and the memoirs give access to this content to the institutions that could not attend. The internationalization of higher education brings us the challenge of developing our institutions with international standards and conditions, without leaving behind our local reality. Inclusion and interculturality are characteristic of this process and for that reason, we can not turn our backs on them, but rather know the existing studies and practices, and develop those of our context.

Dr. Tasha Willis & Dr. Allison Mattheis

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We encourage all educators, including ourselves, to consistently engage in critical self-reflection and in dialogical models of interaction with students and colleagues. In this way, we can learn more about the strengths and resources that students and other interested parties, such as teachers, administrative staff, etc., bring to our educational communities. In addition, conducting research based on the elements that add up instead of the missing elements, with our students can provide complete data to inform our pedagogical approaches and the student support programs that we develop.

We learned from our Colombian colleagues about their unique social, political, and regional contexts that influence the students they serve. This increases our understanding of the aspects of diversity to which we have less exposure, and with which we have less experience, allowing us to appreciate even more the complexity of the educational terrain in which we work.

Furthermore, by seeing the possibility of inter-institutional collaboration and synergy among the attendees, we reinforce ourselves in the value of authentic relationship building, as a basis for significant progress towards important shared objectives that first require the performance of challenging tasks.

The experience impressed us on the international applicability of intersectionality, a central theory in which our work here in the United States is based. We are also sharing about the learning experience of our Colombian colleagues in our work here in the United States. Sharing

these examples with our own students and colleagues extends all of our perspectives, giving us more to consider as we move forward in our joint work.

A specific action that I can take to contribute to an inclusive community for first generation students is...



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Some recommended resources:

- Desarrollo Profesional Intercultural: www.intercultural.org
- Intercultural Press:
<http://nicholasbrealey.com/boston/subjects/interculturalpress.html>
- Medidas: <http://intercultural.org/training-and-assessment-tools.html#HowtoSelect>

