



*Raising awareness,
building bridges, and
strengthening identities
beyond borders through
Internationalization of HEIs.*



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Preface Colombia Challenge Your Knowledge® Association – CCYK

"The function of education is to teach how to think intensely and critically. Intelligence plus character, that is the goal of true education." Martin Luther King, Jr



I am pleased to present to you the experience of our Association, Colombia - Challenge Your Knowledge® (CCYK), in the field of engagement initiatives with Historically Black Colleges and Universities (HBCUs).

For several years now, we have established a strong commitment to diversity and inclusion, which has led us to actively collaborate with various educational institutions. Now, with the aim of promoting equitable access to higher education and promoting opportunities for students from ethnic diversity – and thanks to the experience in this area of some universities belonging to CCYK – we have been able to understand the importance of HBCUs as a transcendental source in our objective, the need to learn from the African American community and, more broadly, to remember the importance of enlivening reflections on diversity in the educational and professional environments of our countries.

In this sense, the Colombia Challenge Your Knowledge® Association, in collaboration with the United States Embassy in Colombia and thanks to the leadership of the Universidad Tecnológica de Bolívar, Universidad Autónoma de Occidente and Universidad del Valle, the project "Raising awareness, building bridges and strengthening identities beyond borders through Internationalization of HEIs". The exercise allowed us to bring together our educational systems, the congruence of knowledge exchange and opportunities for unity between brother peoples from "convergences and differences."

This document, as a report, precisely presents the way in which the different and enriching experiences around the internationalization of higher education as a platform for social, cultural, academic, and sustainable development were carried out from academic relations in the framework of this project. For this reason, we are called upon to continue promoting joint initiatives – in this interuniversity dialogue – in favor of diversity and inclusion through joint projects, the development of exchange programs and participation in dialogues that allow us They generate new understandings and knowledge that nourish our work.

On behalf of those who are part of CCYK, we wish to thank each person who contributed to this exercise, the Embassy of the United States of America in Colombia and the student and faculty communities that participated in the exercise, the project manager, and the technical secretary of the Association.

My regards and gratitude,

Giovanni Anzola Pardo

President

Colombia Challenge Your Knowledge® Association – CCYK

A Perspective from the Colombian Caribbean about the academic relations between Colombia and HBCUs

Ericka Duncan

CCYK-HBCUs Project Leader.

Director of Internationalization – Universidad Tecnológica de Bolívar.




In 2019, the Ministry of National Education of Colombia and the United States Department of Education signed a memorandum of understanding aimed at promoting educational and cultural exchange opportunities between Historically Black Universities (HBCUs) located in the United States and Colombian educational institutions that provide services to Afro-descendant Colombian students.

As a result of the interest expressed in the agreement between the two countries, the project Raising awareness, building bridges and, strengthening identities beyond borders through Internationalization of HEIs was developed, funded by the United States Embassy in Colombia, and led by the Colombia Challenge Your Knowledge® Association. (CCYK). For the Universidad Tecnológica de Bolívar, it was an honor to represent CCYK as the project's administrative entity.

As an accredited regional private university, this project represented a unique networking and learning opportunity. Sharing with academics and administrators from HBCU universities in the United States, whose focuses on Afro-descendant communities align with the demographic profile of our region, has allowed us to identify opportunities for collaboration at the teaching, outreach, and research levels. The project represented a step forward in establishing and strengthening ties of academic and scientific cooperation with this group of universities.

In accordance with our institutional seal, at the Technological University of Bolívar we recognize that the internationalization of higher education is essential for the training of global citizens and for the development of our region and the country in general. Thanks to the spaces provided by the project and the alliances established within its framework, we have been able to promote new and diverse opportunities for academic exchange both virtually and in person to promote access to resources and knowledge, while contributing to the development of awareness intercultural exchange between students and academics, and we increase the visibility and recognition of the institutions involved in cooperation processes.

In the medium term, we aim to consolidate the initiatives created within the framework of the project during this year to guarantee its continuity and expansion of coverage. Subsequently, we will promote strategies that allow the development of activities aimed at complementing the initiatives developed so far, with research projects and academic production and to implement evaluation programs for the impact, effectiveness, and relevance of the project, with a view to its strengthening.



We are convinced that, by working with academics and researchers from other countries, we can explore new ideas and approaches that help solve regional and global problems, while improving the international and intercultural skills of students from the Caribbean region, who must face mobility limitations due to lack of resources. The lessons learned from the interaction with this group of universities help us as a region to identify policies, strategies and tools aimed at promoting social inclusion and equal opportunities.



Cali and Valle del Cauca as a strategic region for academic collaboration between Colombia and HBCUs.

Cristina Peñafort

Member of the Project Committee

Director of Internationalization - Universidad Autónoma de Occidente.



The Universidad Autónoma de Occidente (UAO) lived an experience of overwhelming impact for its university community and for other institutions, by being part of the joint project between the United States Embassy and the Colombia Challenge your Knowledge® Association (CCYK), in the years 2021 and 2022. The opportunities that were sought, built, and taken advantage of throughout the process also implied challenges that, assumed as a team positively and with integrity, left lasting learning in various fields.

The overall project consisted of three phases:


- a) Diagnosis and recognition of institutional, internationalization and social inclusion characteristics in both the participating North American and Colombian universities.
- b) Program to create links and exchange between these same institutions.
- c) Publication and socialization of results

One of the constituent activities of the second phase of the project was the in-person workshop “Virtual International Collaborative Teaching Seminar”, with the participation of 30 people: two of them from Morgan State University, with Charlene Chester Jerome, and Prairie View A&M University, with Justin Lamar Bryant and, from Cali, the Pontificia Universidad Javeriana, the ICESI University, the Universidad de San Buenaventura, the Universidad del Valle and the Universidad Autónoma de Occidente participated. It took place on the UAO university campus.

Its objective was to strengthen the ties of academic and scientific cooperation between Historically Black Higher Education Institutions (HBCUs) and Colombian universities that include Afro-descendant communities in their focus. Through this activity, it was possible to identify opportunities for academic collaboration and joint work in various disciplines between Colombian and American universities. These include the following, for example, from UAO:

Paula Delgado Mazuera: Faculty of Humanities and Arts, carried out Collaborative Online International Learning (COIL) with Prof. Charity Clay from Xavier University of Louisiana for the subject, Sociology Senior Capstone and CELEE students where 6 UAO students and 12 from Louisiana participated.

Nancy Vásquez Sarria: Faculty of Engineering, provided support to Prof. Farith Díaz of the School of Engineering of Antioquia for dissemination and guidance in the Faculty of Engineering so that students participated in the Mentoring Program provided by Clean Water Science Network (CWSN) from the University of Texas at Austin, whose goal is to help improve the quality of life of underserved communities through educational programs and the implementation of environmental projects related to water.



As in UAO, in each of the participating universities both in Cali and in Cartagena, led by the Technological University of Bolívar and in Barranquilla, led by the Universidad del Norte, the rapprochement between the American and Colombian institutions produced several Projects. Some of them are still in development and are giving rise to other projects derived from the interaction, the relationship of trust and affinity between the participants. Therefore, the effect in the Colombian regions and in the United States cities where these universities are located has already begun to generate academic, scientific, relational and cooperation benefits.

Participating in this phase required working as a team with local, national, and international people and institutions, addressing academic, administrative and operational fronts, among whose results the necessary scaffolding was achieved so that the expected relationship could be carried out, resulting in the aforementioned cooperative relationships. It is necessary to continue the results that have already begun to be seen and resume those initiatives that have yet to begin to be developed to further extend the benefits on issues of interest to the communities and associations of each of the regions.





Colombia Challenge Your Knowledge® Association CCYK

Colombia Challenge Your Knowledge (CCYK) is a non-profit Association, made up of 32 Colombian universities, both public and private, with a presence throughout the country and accredited in high quality by the Ministry of Education, whose mission is to promote Colombia as an international destination for quality higher education and research.

The initiative originated in 2009 and as CCYK Network it was consolidated in 2011 and since that year it has continuously led several initiatives focused on the design, implementation, monitoring, and research in the internationalization processes of higher education in Colombia.

Project background

The Colombia Challenge Your Knowledge® CCYK Universities Association presents this proposal to the United States Embassy in Colombia, to further advance joint commitment in the higher education sector through internationalization with a special focus in African American and Afro-Colombian identities. Thus, build capacities in internationalization, intercultural approaches, and research topics, overcoming the social, economic, and political barriers of racial and ethnic minority communities in the United States and Colombia. The above, in the perspective of the 2030 Agenda and the Sustainable Development Goals, inserted in CCYK's 2030 vision in which it is declared that the network will be recognized for the contribution of the Internationalization of Colombian Higher Education to the SDGs.

Our proposal was called **“Raising awareness, building bridges and, strengthening identities beyond borders through the Internationalization of HEIs”**, and was based on the experiences of CCYK universities in internationalization, from a comprehensive and inclusive approach through interculturality and the dimensions of soft skills that allow us to understand the motivations and barriers to implement cultural and educational exchange initiatives, exploring current international theory and practices for the evaluation and measurement of the state of internationalization in HBCUs and Colombian universities. Which in the end takes shape in a document of recommendations with concrete steps to promote commitment between Afro-descendant communities beyond borders.

This project was proposed to contribute to the purposes of the United States Department of Education and the Ministry of National Education of Colombia, with the intention of building bridges between African American and Afro-Colombian university communities, integrating environmental and social balance, as well as progress and economic growth at the center of the proposal's objectives. The foregoing, from the recognition of the mission of the United States Embassy in Colombia in promoting stronger ties between Colombia and the United States for closer academic-scientific cooperation and promoting the exchange of knowledge, experiences, and best practices in areas specialization in Higher Education.

In doing so, the program aimed to increase mutual understanding and build closer ties between the people of the United States and Colombia to address common challenges, in higher education and economic development in the context of the 21st century. Two topics that are precisely on the discussion agenda of Higher Education in Colombia and that demand the construction of capacities for the entire country in this matter.



Objectives

The project “Raising awareness, building bridges and strengthening identities beyond borders through the Internationalization of HEIs” set the following objectives for its development from a general and specific perspective, as indicated below:

General Objective

Promote cultural, academic, and institutional exchange between members of the Colombia Challenge Your Knowledge® (CCYK) association, Colombian universities serving Afro-Colombian communities and Historically Black Colleges and Universities (HBCU) in the United States, thus contributing to the interest of the United States Embassy in promoting the exchange. of knowledge between both countries.

Specifics Objectives

Identify the motivations and institutional barriers for the inclusion of African Americans and Afro-Colombians in internationalization activities.

Map cooperative synergies between CCYK universities and other Afro-Colombian universities and HBCU institutions to establish a roadmap aimed at academic commitment.

Develop internationalization activities at home (through Collaborative Online International Learning – COIL) methodologies, as well as the bidirectional mobility of students and professors between CCYK and other Colombian universities with a focus on Afro-Colombian communities and HBCUs, around the shared experiences in Social Sciences, Afro Identities and Leadership.

Improve institutional capacity in the field of higher education internationalization among HBCUs and Colombian HEIs that serve communities with strong Afro-Colombian identities.

Project stages

The key activities and expected results of the project **“Raising awareness, building bridges, and strengthening identities beyond borders through the Internationalization of HEIs”** will be developed in the following phases:

- a) Diagnosis and recognition of institutional characteristics, internationalization, and social inclusion of HBCUs, as well as Colombian HEIs that serve Afro-Colombian communities.
- b) Hybrid Program in B-learning modality for the relationship and exchange between Colombian HEIs and HBCU institutions in the United States.
- c) Communication and socialization strategy, results, and recommendations of the project.

Stage 1

Diagnosis and recognition of the institutional characteristics, internationalization, and social inclusion of HBCUs, as well as Colombian HEIs serving Afro-Colombian communities.

Timeline: January to May 2022 – Final Timeline: January to August 2022

Description of the activities carried out during the Stage.

This evaluation/diagnosis stage included the identification and characterization of the main actors, the design and implementation of an online survey to collect data, quantitative and qualitative, that would allow a better understanding of the specific context of the country and the region on Afro identities and their inclusion in higher education, institutional policies on internationalization and inclusion of these communities, and academic, knowledge areas and strengths to share COIL projects.

This study was designed and implemented by the CIDSE Research Group (Center for Research and Socioeconomic Documentation) of the Faculty of Social Sciences of the Universidad del Valle. Within the framework of this phase, to support the call of Colombian HEIs and HBCUs to participate in the study, other activities were carried out for the socialization of the project aimed at higher education institutions in Colombia and HBCUs in the USA. One of these actions was two webinars in March 2022, which were promoted on CCYK's social networks and held through ZOOM and replicated on Facebook Live. Another of the activities carried out to disseminate the project was carried out during the presence of the CCYK Association at the NAFSA International Education Conference in June 2022 through the delivery of an informative flyer with the infographic presentation of the project to summon the HBCUs present at NAFSA to participate in the initiatives proposed by the project for relations between Colombian HEIs and HBCUs.

Figure 1. Digital flyer with the invitation to the Webinar to present the project to the HBCUs universities. Emailed and used as a social media post (Facebook and LinkedIn) March 22, 2022.



Figure 2. Digital flyer with the invitation to the Webinar to present the project to Colombian Universities. Emailed and used as a social media post (Facebook and LinkedIn) March 22, 2022.



Figure 3. Infographic of the Project that presents its stages and scope. This communication piece was used as promotional material for the project at the NAFSA international education conference held in the United States in June 2022.



Resuming the conduct of the study by the CIDSE Research Group, of the Universidad del Valle, it was scheduled to be completed in May 2022, however, several difficulties arose in the fieldwork process that involved extending the deadline until August 2022. The main reason had to do with the response rate to the call to fill out the instrument, which was not as effective, especially in the case of HBCUs, of which less than 10% of the population was reached.

Initially, the survey was projected to be applied to a population of 104 HBCUs and 31 CCYKs and 10 Colombian HEIs with a focus on serving Afro-Colombian communities. The purpose of the instrument was to contact and collect responses from at least three representatives of each institution to obtain a plurality of experiences. This was in recognition of the importance of the institutional representatives delegated to respond to the survey from different groups (faculty members, administrative staff, and students/graduates).

Figure 4. Design of the e-mail that was used to invite universities in Colombia to fill out the online instrument for the study.



In the process, we consolidated the construction of a database with 107 HBCU institutions in the United States, of which 4 institutions were discarded because they were not currently available: Concordia College-Selma, West Virginia State University, Shaw University, Edward Waters College. In addition, in the process of verifying information, through phone calls, an institution that responds not to be HBCU is discarded: Bishop State Community College. This left us with 102 institutions with information available to generate contact. Given the process of verification and contact through calls, 4 institutions were discarded from which no response was obtained: J. F. Drake State Technical College, Selma University, Talladega College, Interdenominational Theological Center, leaving 98 HBCUs to contact via email for the survey process.

Within the stipulated dates of June 20 to July 30, we only obtained 11 surveys with responses from HBCUs. However, 6 contain data from the institutions and the other 5 institutions only partially responded to the instrument, which left us with a very low level of response.

In the case of Colombian universities, a population of 48 institutions was set up (31 CCYK and 17 HEIs with a focus on serving Afro-Colombian communities). From this population, it was possible to apply the online survey to 23 universities (11 public and 12 private).

As a result of the online surveys, we approached the objective of providing a general characterization of the participating Colombian HBCUs and HEIs (size, typology: public/private), and their academic community (sociodemographic variables), academic and research programs related to race, ethnicity and identity, areas of knowledge in terms of priorities, needs and strengths, as well as the collaborative relationships already established.

The online surveys were complemented by more targeted interviews and focus groups with important stakeholders and key opinion leaders, the aim of which was to obtain more qualitative information and a greater understanding of the various experiences. In-depth interviews were conducted with 15 professors from Colombian universities and 14 professors from HBCUs.

Figure 5. Focus group with professors and academics.

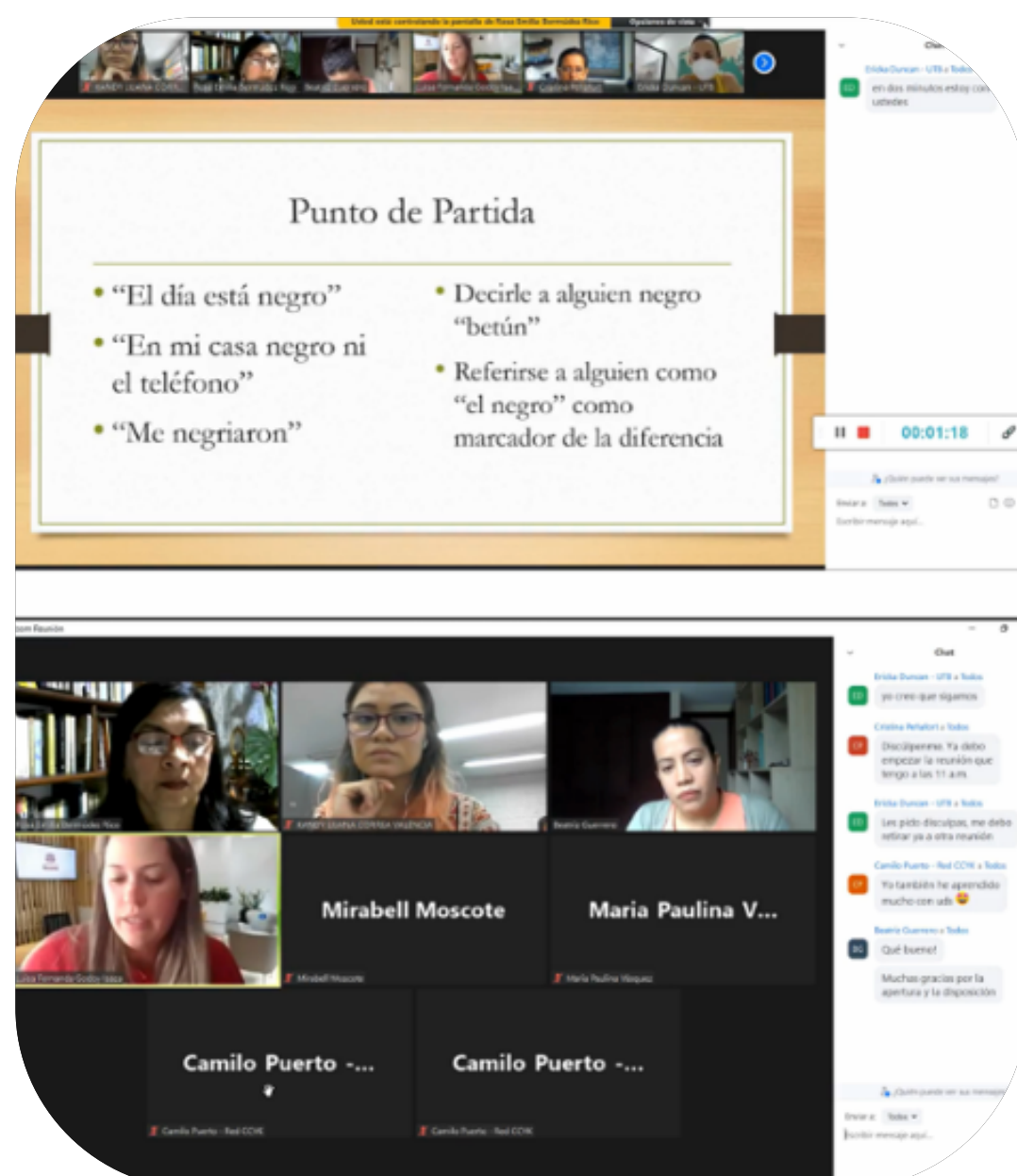
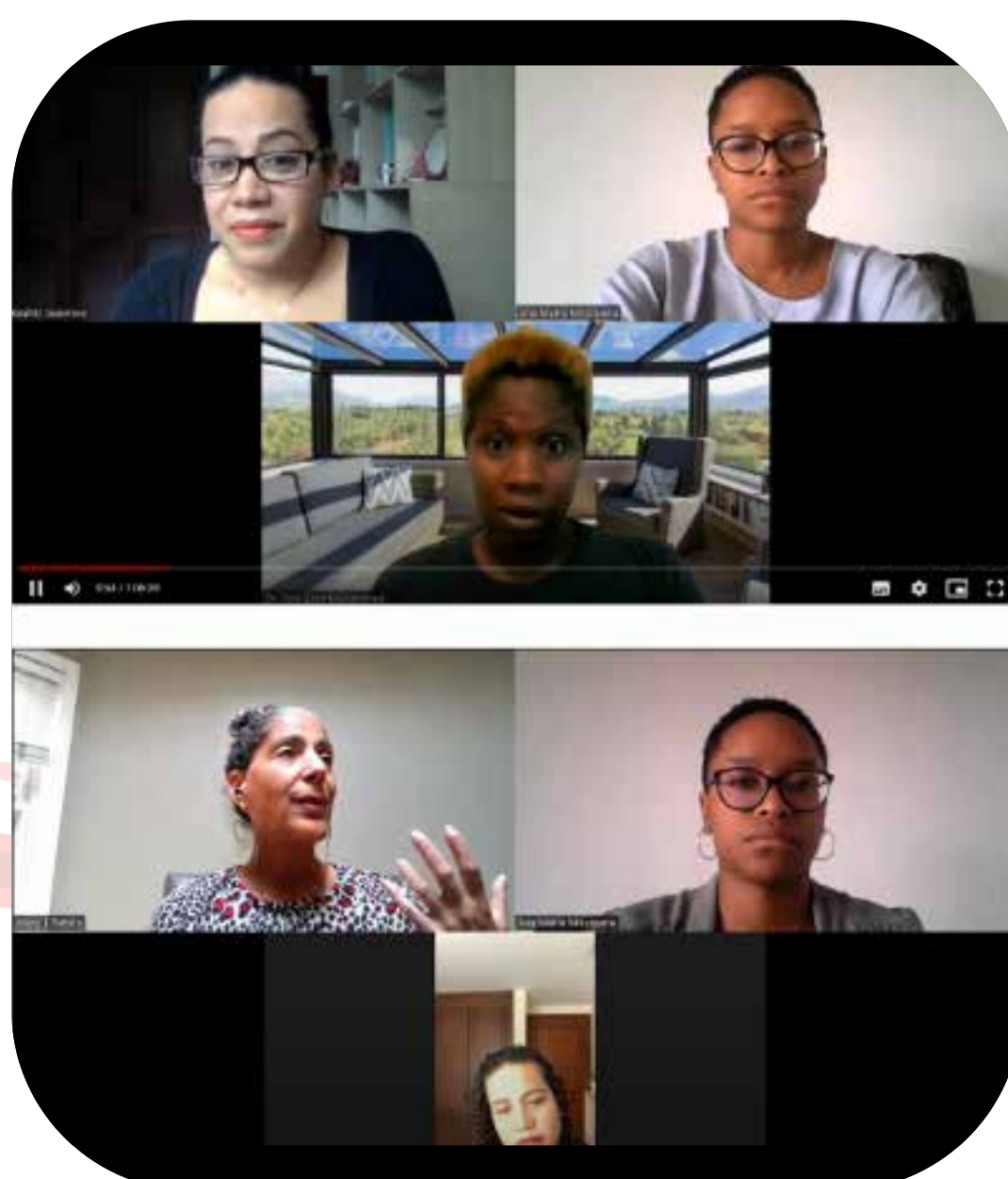


Figure 6. Interview with Colombian university professors.



Figure 7. Interviews with teachers in the United States.



In addition, this stage included the realization of the Academic Recognition Dialogues through virtual meetings with experts from the HBCUs and the Colombian HEIs, where the professors shared their experiences on:

- The Historical and Sociocultural Context of People of African Descent in Both Countries.
- The genesis and definition of HBCUs.
- The teaching and research processes in the university academic model of both countries, the place it occupies and the scope of training from an ethnic-racial perspective or for Afro-descendant groups in these institutional frameworks.
- Previous collaborative work between Colombia and the United States on the subject.
- The social processes that characterize Afro-American and Afro-Colombian societies and territories.
- Affirmative Actions in the United States and Colombia toward the inclusion of ethnic minorities.
- Institution- and country-specific internationalization strategies

The result of these dialogues gave us a mapping of academic cooperation synergies for the second stage.

Continuing with the development of the activities carried out by the CIDSE research group, the Academic Dialogues sessions, with the participation of Colombian professors and the HBCU, developed the following topics:

- Emerging Black Middle Classes.
- History, Identities and Racism in the USA and Colombia.
- Education, Literacy, and Affirmative Action.
- Identities, culture, and diversity.

Each of these sessions was supported by a campaign with pieces with the invitation to each of the events to invite the academic community of Colombia and the United States to participate in the meetings. These sessions were recorded and then taken to the project's repository on the microsite that was designed for this purpose.

Figure 8. Images of the four virtual conversations held as Academic Recognition Dialogues with Colombian and U.S. professors in August 2022.



Figure 9. Image of the session of the Academic Dialogue "Emerging Black Middle Classes" August 2022 Zoom Platform.

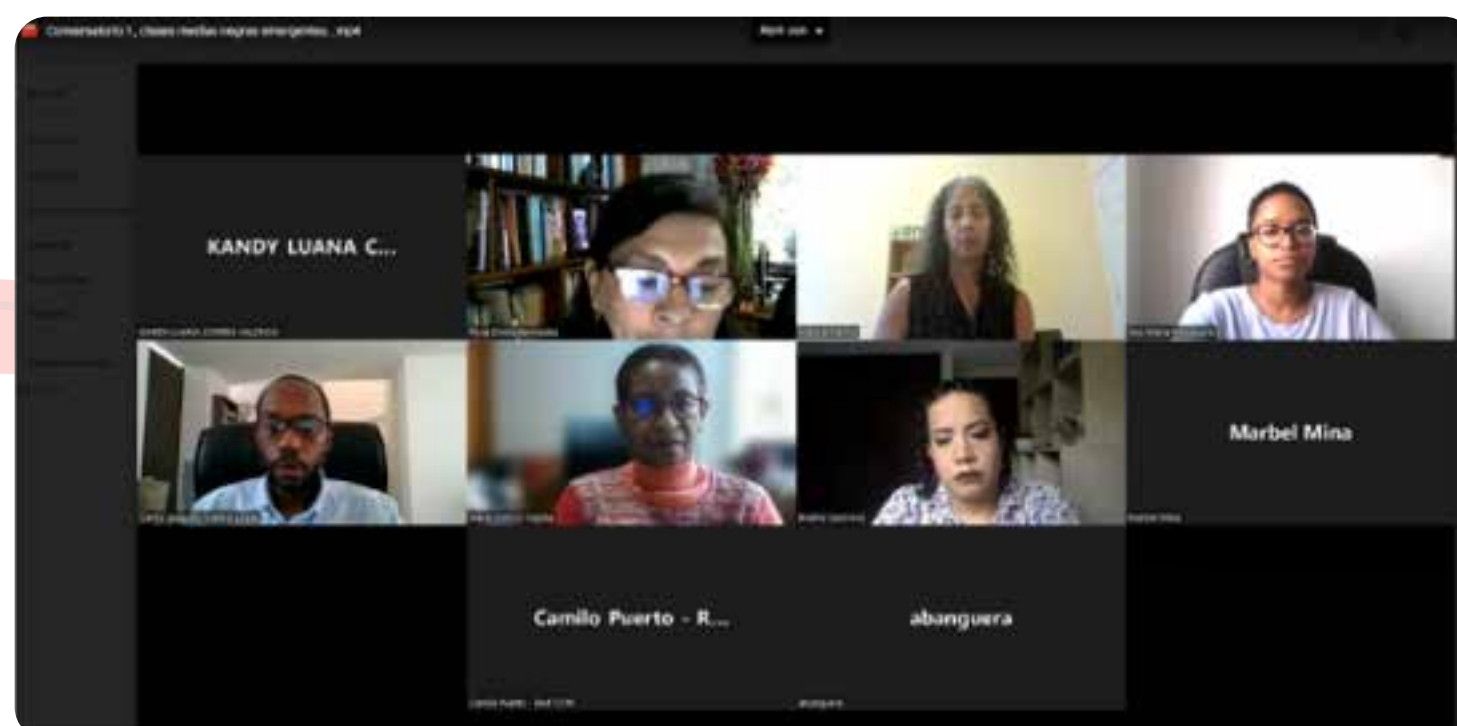


Figure 10. Image of the Academic Dialogue session "Education, literacy and affirmative action" August 2022 Zoom platform.



Figure 11. Image of the session of the Academic Dialogue "History, identities and racism in the USA and Colombia" August 2022 Zoom Platform.



Figure 12. Image of the session of the Academic Dialogue "Identities, culture and diversities" August 2022 Zoom platform.

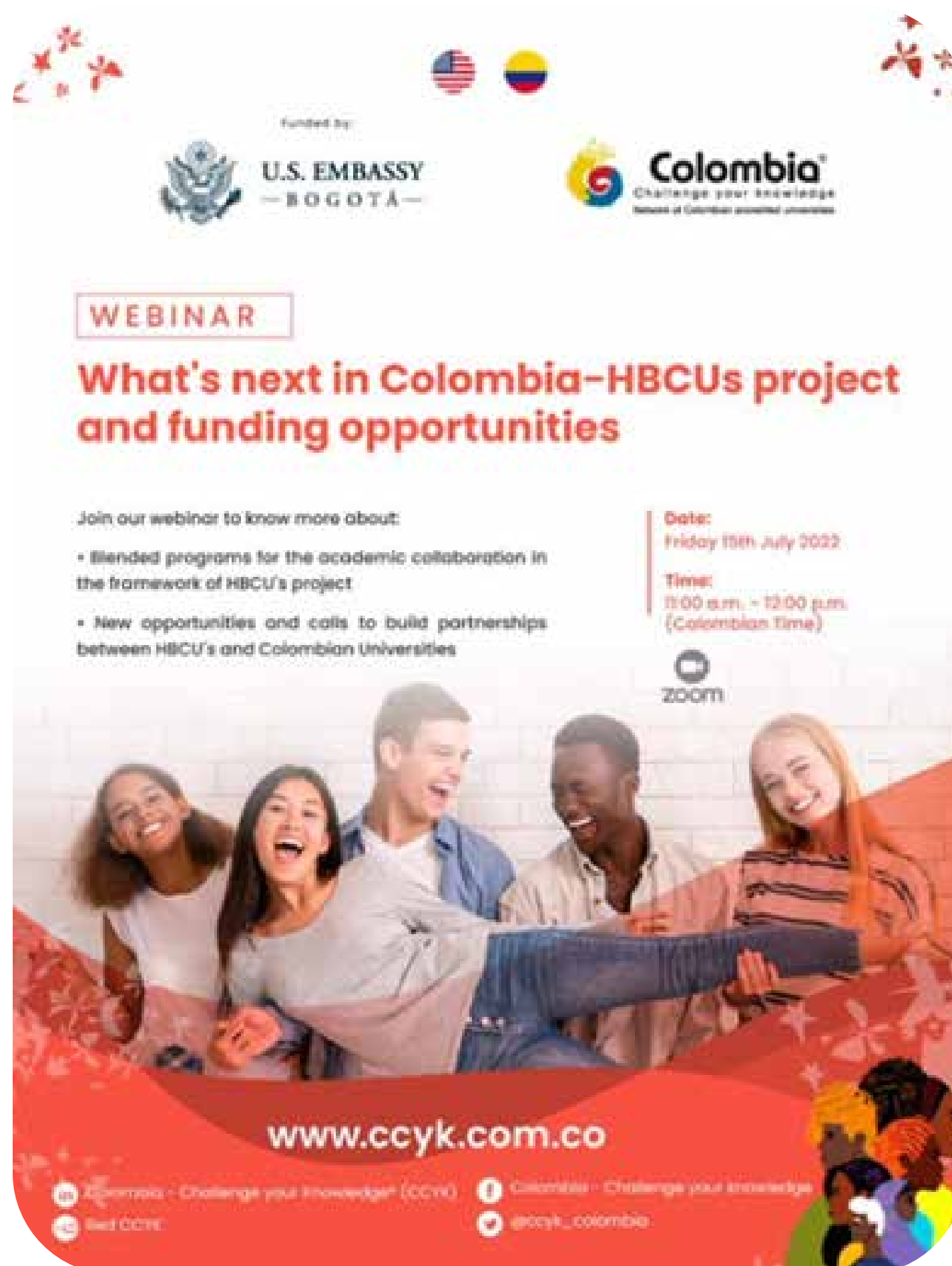



However, and considering the low scope of the application of the online instrument aimed at the characterization of Colombian HBCUs and HEIs, a call was specifically designed to invite them to apply to be part of the actions of the second phase in order to identify and characterize interests, areas of knowledge of the teachers of both the HBCUs and the Colombian HEIs to connect and co-create a collaborative project online academic studies in a perspective of internationalization of their curricula in the participating institutions. This call was made simultaneously, while the activities of Stage 1 were being completed.

Figure 13. Design of the e-mail sent to the professors at the Colombian universities that are members of CCYK, Colombian universities with a vocation to serve the Afro-Colombian population and the HBCUs. Mail sent in June 2022.



Figure 14. Invitation to the webinar presentation of the HBCUs CCYK project to be part of the activities of Stage 2





Report of the Study "Institutional Characteristics of Internationalization and Social Inclusion in HBCUS and Colombian Higher Education Institutions at the Service of Afro-descendant Communities" Results and main findings

As a result of the study, the CIDSE research group prepared a final report document dated September 9, 2022, called "Institutional Characteristics of Internationalization and Social Inclusion in HBCUS and Colombian Higher Education Institutions at the Service of Afro-descendant Communities" by researchers Dr. Rosa Emilia Bermúdez Rico as principal investigator and Dr. Beatriz Eugenia Guerrero Arias as co-investigator. From this document we take some of the most relevant conclusions and findings for this publication:

- a)** It is of great importance to promote racial education in both countries, as it allows us to address not only the tensions about the contributions of black people to the sciences in terms of epistemological struggles and racism in academia and society, but also in terms of the study of issues and problems of black people from the areas of knowledge.
- b)** Affirmative action in higher education represents an important step in reducing inequality gaps for black people because it involves obtaining a professional degree that is directly linked to forms of upward mobility on the social ladder. There are important developments evidenced in HBCUs that must be studied and contextualized to the situation in Colombia in both public and private HEIs.
- c)** The origin and advancement of HBCUs in the U.S. has contributed to changing patterns of participation of African American populations in various social spheres, which shows the importance of a country's Higher Education System playing a social role in the short, medium, and long term. Their patterns of diverse and inclusive participation will have important results in society.
- d)** The development of curricula focused on issues of diversity and diverse populations. As the researchers put it in the study: A Black Curriculum problematizes issues of racial inequity in the camps and their relationship with the black population in favor of reparations and state care.
- e)** Pedagogical strategies should be created for the contribution of black curricula to STEM and education professions and courses to increase the participation of black students in these areas.
- f)** The positive impact of HBCUs on social justice should be highlighted and promoted as they can be considered institutions of activist academia oriented towards justice and reparation, by which an important contribution of HBCUs to higher education, to the education of black students, to the training of black women and to the reduction of inequality is identified.
- g)** A need to strengthen the role of HBCUs in facilitating the academic trajectory of students in the sense of producing senses of appreciation and belonging, through embracing black studies, departments, programs, centers, or courses of African studies. The latter is also required by both public and private HEIs in Colombia.
- h)** Intercultural communication and dialogue between universities and HEIs at the municipal, departmental, regional, and national levels in both the U.S. and Colombia. This is so that both HBCUs and PWI (Predominately White Institution) and other HEIs with a racial and ethnic focus such as Hispanic-Serving Institutions (HSIs) can consolidate common strategies for inclusion and diversity. Both nationally and internationally, in this case, USA-Colombia.



i) Inclusion and diversity strategies and efforts in HEIs in the face of intersectional issues within the same racial and ethnic groups.

j) Studies and interviews with HBCUs confirm the relevance and positive impact on students, on their identities, on the increase of black people in fields of knowledge, on the possibilities for social justice and change in patterns of participation, but a coordinated intersectoral and international work is required to continue critically reviewing the history of racial and ethnic populations. Its contributions to societies, the development of the Department of African Studies, interdisciplinary critical positions on structural racism and intersectionality, and the strengthening of graduate programs.

k) In Colombia, the development of affirmative action is more recent and began in the 20th century, with less development than other countries in the region such as Brazil.

l) The Colombian State does not have an institutional policy that comprehensively or universally deals with the regulations and actions that favor access to and permanence in higher education that contribute to overcoming the set of historical and structural inequalities and gaps that refer to processes of systematic exclusion of the Black population. Afro-descendant, Raizal or Palenquera (NARP).

m) Strategies or actions for inclusion from an ethnic and racial perspective in the HEIs of Colombia are recent, with a greater effort in public or official institutions such as the University of Antioquia and the University of Valle, since 2002 and 2023, the Universidad Nacional de Colombia since 2009 and the Universidad de Nariño since 2017.

n) In Colombia, at the national level, there is a pending model for the incorporation of the ethnic-racial approach and a norm on the chair of Afro-Colombian studies that has not been implemented. Its development would make it possible to constitute a strategy of social and civic education that contributes to making visible and recognizing the history of the thought of the black peoples in the country and their contributions to the nation. Among the 23 HEIs that responded to the survey, a selective group of four HEIs indicated that they had implemented a Lecture of Afro-Colombian Studies as an institutional experience.

o) Colombian HEIs such as the Universidad del Cauca, the Universidad del Magdalena, the Universidad Tecnológica de Pereira, and the Universidad de La Guajira are pioneers in building and offering differential programs in University Ethno-education - ETNU, but they do not encompass a national effort of the majority of HEIs, with a minimal proportion in private HEIs.

p) Important efforts in the incorporation of ethnic-racial approaches in teaching and learning processes on the structuring of an academic offer on matters of interest to the NARP population in the regional and national context through mostly elective courses at undergraduate and graduate levels, in social sciences, education and bachelor's degrees, art, music and dance, as is the case of the Universidad Autónoma de Occidente through courses such as Identities and Pluralism; History and culture of the Colombian Pacific; Music and cultural identity in Colombia.

q) The pedagogical actions against racism promoted in Colombian HEIs present various training contents promoting the experience of a University with Inclusion, as is the case of the Universidad San Buenaventura or the Universidad Externado de Colombia, which develops the University We Are All campaign, within the framework of Law 1482 of 2011 or the anti-discrimination law in Colombia.

r) There are still many absences in affirmative actions aimed at Afro-descendant professors and researchers, where it is evident from the survey carried out that none of the HEIs consulted has a policy in this regard.



s) Good practices from Colombia should be reviewed and adopted, such as those presented by HBCUs in their origin and development, through a unique context in our country on issues related to the inclusive and diverse curriculum of black populations at all institutional levels, from the meso-curriculum (national and institutional policies, processes, and functions), through the macro-curriculum (policies, policies, etc.). processes and functions of faculty or department), reaching the micro-curriculum (policies, processes, and functions of the program or what happens in the classroom).

t) Although Colombia has lagged in the development and application of a national policy of affirmative action in education that would allow precise legislation regarding quotas, and objectives of racial inclusion in higher education, it is not a question of copying the US model with HBCUs either. In fact, HBCUs represent important curricular spaces for Black students. However, each country has its own processes and in Colombia there is a willingness of public HEIs to make reparations.

u) Racial education implies a strong and decentralized curricular work in which we move from considering knowledge as the center of education or an academic program to considering being black as the center of the curricular proposal. In this sense, racial education considers the way in which Black students organize themselves to converse, reflect, manage, and advocate for their experiences as Black students in a program or at a university. The study of black student groups is important to articulate the issues to the core curriculum.

v) It is necessary to document and measure academic and administrative processes, including the dynamics of internationalization within the institutions in relation to the NARP population in the HEIs of Colombia. There is very little evidence that this is done and without this data, there is no way to build strategies for inclusion and institutional diversity in Higher Education

As a result of the different activities that were carried out within the framework of the study: surveys, interviews, focus groups, discussions, and literature review. It was possible to identify, among other issues, the possibility of joint work in aspects such as:

- This study constitutes a first effort to recognize the profile of higher education institutions in the United States and Colombia that allowed the institutional characterization of Historically Black Colleges and Universities (HBCU's) and Higher Education Institutions in Colombia from their Afro-Colombian approach and coverage.
- In the end, the results leave us with an invitation to deepen this process of characterization of HBCUs and Afro-Colombian populations in Higher Education, an effort that requires continuity and the contribution of all related actors.
- Addressing the racial question, ethnic studies in various training, research, extension and internationalization activities.
- Academic exchange between professors and students.
- Share good practices aimed at dignifying the transition of black students to higher education.
- The presence of black professors in institutions, recognizing a gradual increase in black students in universities that implies changes in living conditions with greater access and social mobility.
- Based on the reflection on content, students, and professors in the United States, it allows for a particular discussion given that the country has important curricular advances.



- Contextualized models such as the example of HBCUs where it is possible to talk openly about educational spaces intended exclusively for the education of a racial group and the way in which contents, students and teachers interact in them.

Stage 2

Blended program for the relationship and exchange between Colombian HEIs and HBCUs from the United States.

Timeline: June–October 2022 – **Final Timeline:** August – November 2022

Description

This stage develops internationalization activities at home (through International Collaborative Online Learning – COIL methodologies) with a special stage of short-term faculty mobility between CCYK and other universities with a focus on attention to Afro-Colombian populations and HBCUs. These activities revolved around shared experiences in the following fields:

- Humanities and Social Sciences (Education – Blackness/African American Studies).
- TESOL – Foreign Languages (English – Spanish).
- STEAM (Sustainability – Civil Engineering).

Figure 15. Group of professors from Colombian universities and HBCUs in the United States who participated in the seminar on Virtual International Collaborative Teaching Universidad Autónoma de Occidente Cali, August 2022



Results and main findings

Figure 16. Infographic with the main milestones and results of the activities carried out in Stage 2 of the project between July and November 2022



Short-term mobility of professors in Colombia

The first activity was a short-term mobility stage for faculty members from the HBCUs who traveled to Colombia. As a result of the call made during the first phase of the project, 10 HBCU teachers and 48 Colombian teachers applied for applications. The group was finally made up of 7 professors from the 4 HBCUs institutions and 14 Colombian professors from 10 HEIs in Colombia.

The HBCUs that were represented were:

- Morgan State University
- Eastern Shore Maryland University
- Prairie View A&M University
- Xavier University of Louisiana
- Central Florida University
- The Colombian universities that were represented were the following:
- Universidad Autónoma de Occidente
- Universidad del Valle
- Universidad San Buenaventura de Cali

- Escuela de Ingeniería de Antioquia – EIA
- Universidad del Norte
- Universidad Tecnológica de Bolívar
- Universidad del Magdalena
- Universidad Nacional de Colombia
- Universidad Tecnológica del Chocó
- Universidad de Los Llanos

Our original goal was to select a minimum of 10 professors (5 from HBCU and 5 from Colombia) to develop 5 COIL courses. This was surpassed by the results obtained in the call and the support of ICETEX that allowed us to expand the number of places for HBCUs and Colombian professors.

The selected HBCU professors traveled to Colombia to attend the Virtual International Collaborative Teaching Seminar held at the Universidad Autónoma de Occidente in Cali on August 22. In this workshop, the 21 teachers were trained in methodologies for the construction of joint academic projects for virtuality, in a 2-day seminar.

Figure 17. Image: Colombian professors and HBCUs from the social sciences table during the seminar at the Universidad Autónoma de Occidente, Cali, August 2022



Figure 18. Canvas of work of the Social Sciences table with the design of their meeting routes to build joint academic collaboration projects.

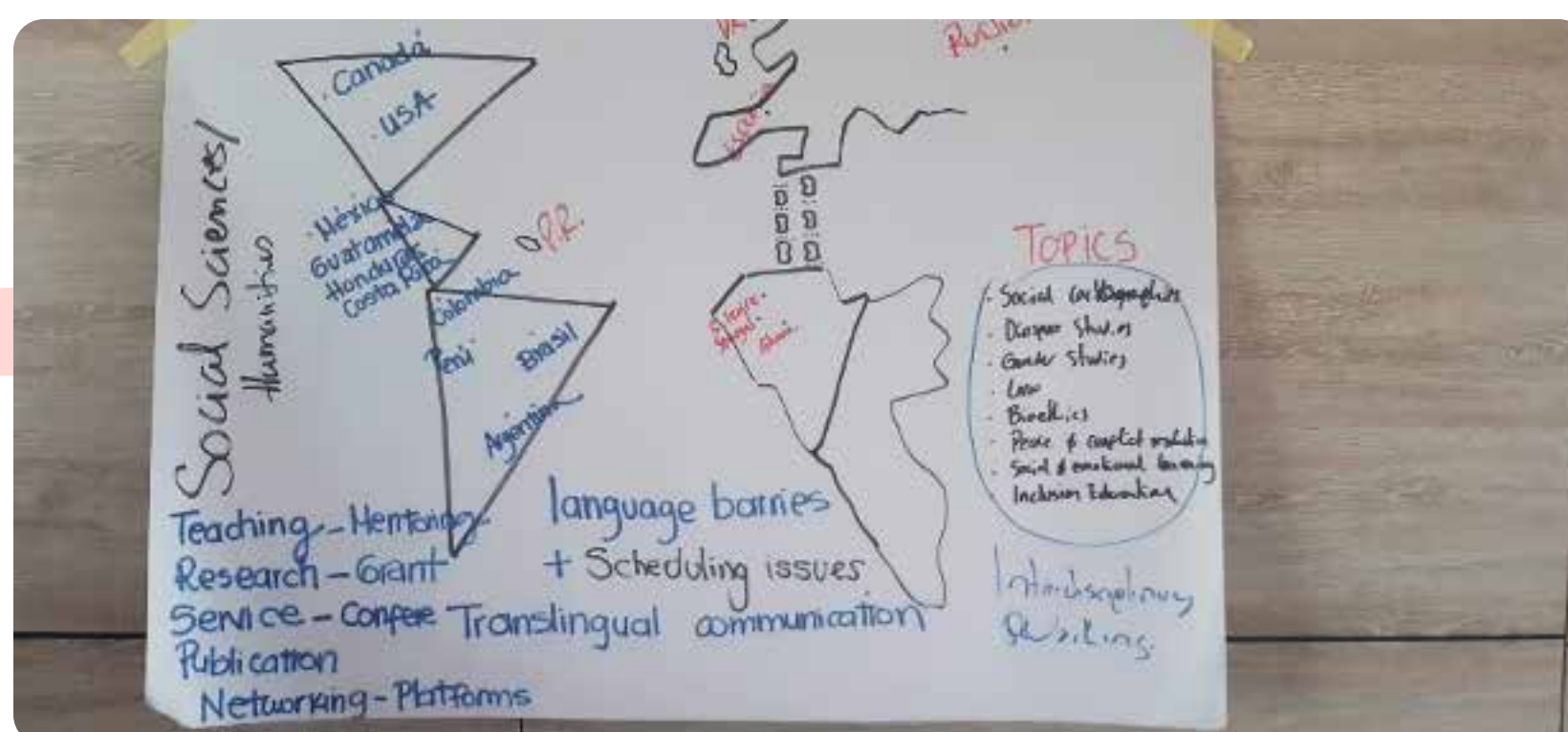


Figure 19. TESOL table working canvas with the design of their meeting routes to build joint academic collaboration projects.

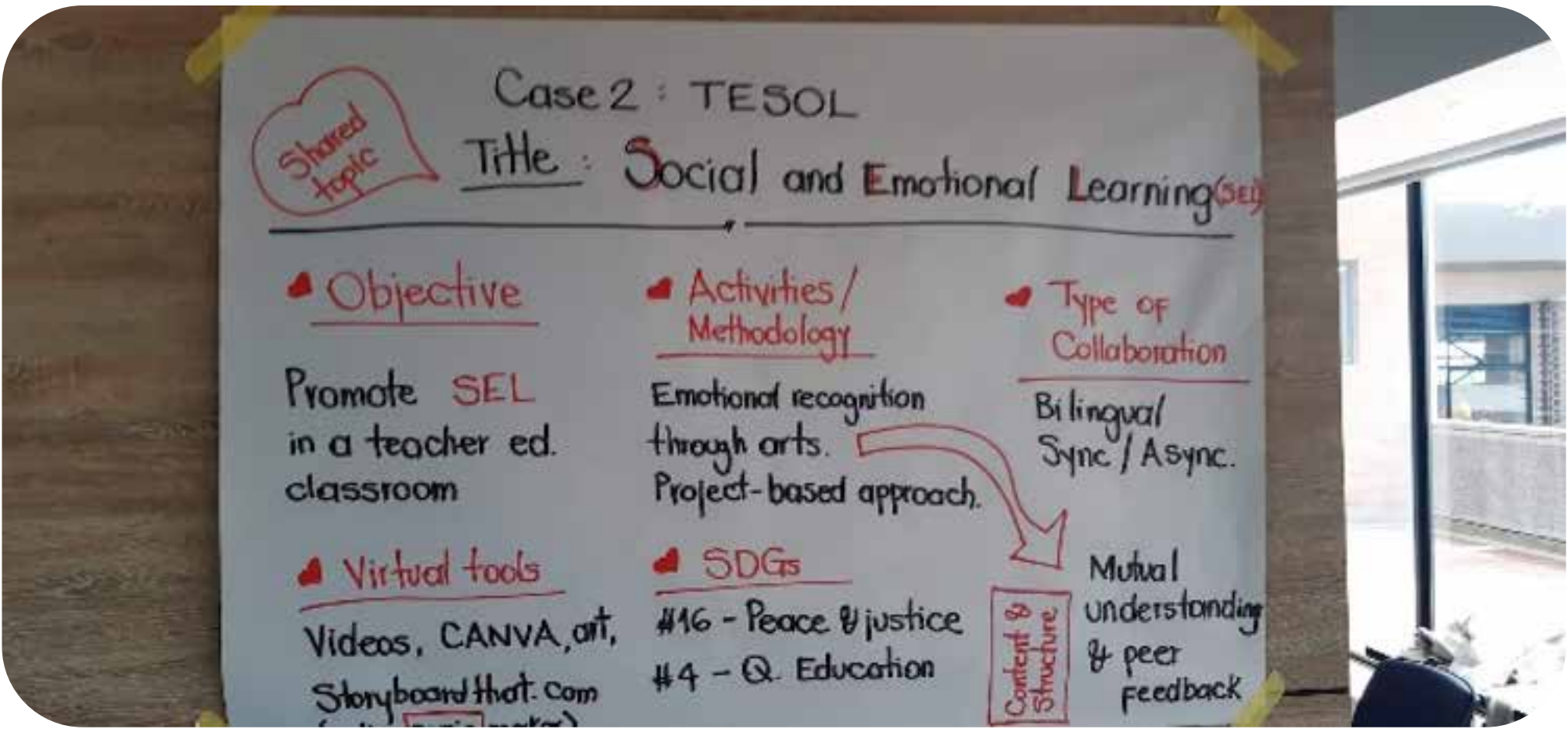
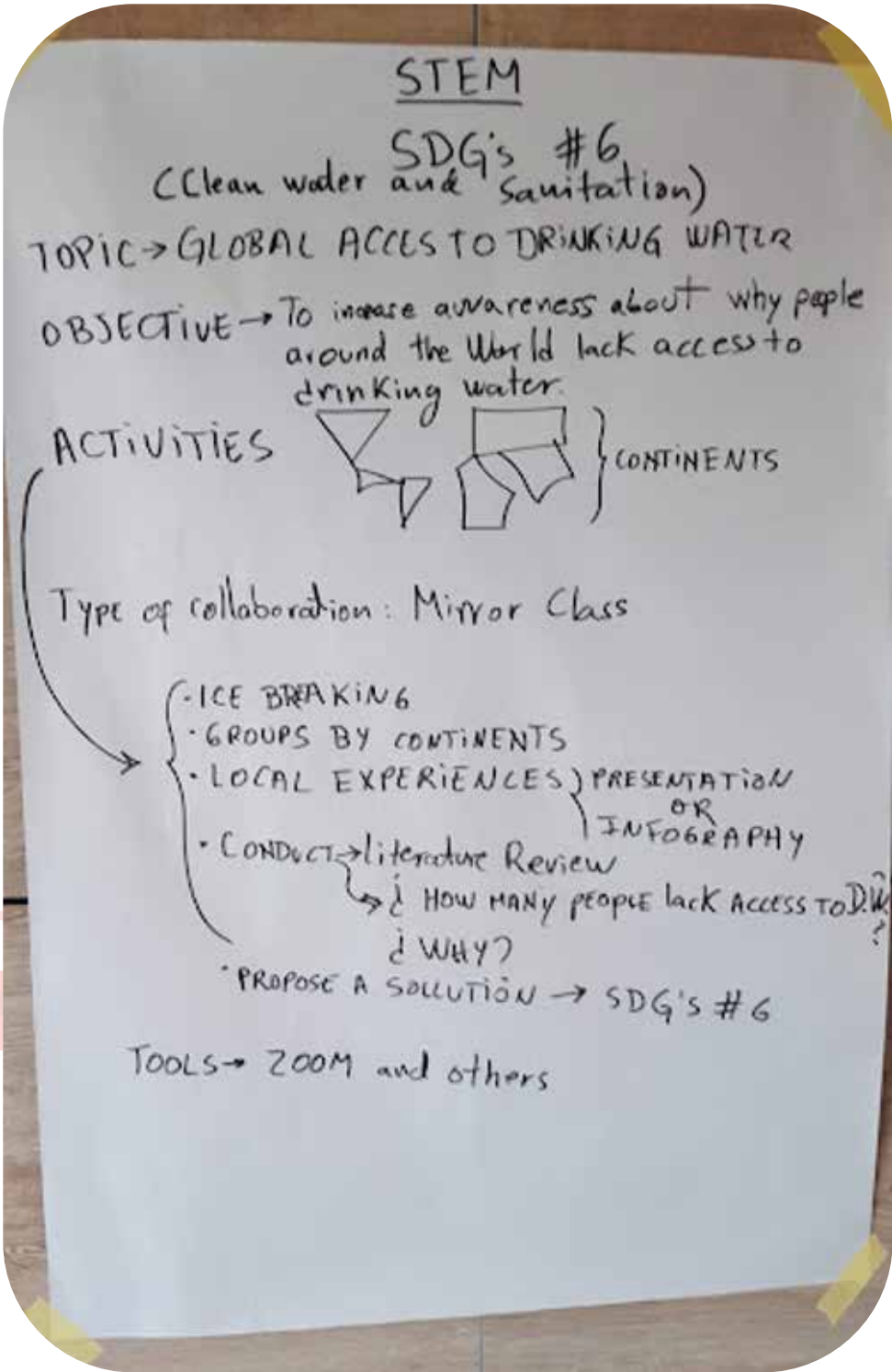


Figure 20. STEM table working canvas with the design of their meeting paths to build joint academic co-llaboration projects.



After the training, the HBCU professors continued with their work agenda visiting other Colombian universities where they held meetings with professors and students to learn more about the Afro-Colombian communities in the host cities and exchange academic, cultural, and soft skills knowledge with university communities with a series of activities specially designed by the host institutions in the Colombian regions. This agenda was developed in Cali, Cartagena, and Barranquilla with the support of the international relations offices of the universities and the Colombian professors who participated in the Seminar.

COIL Courses – Online Collaborative Academic Projects

The central activity in stage 2 was a virtual knowledge exchange through the design and implementation of collaborative online academic projects, which were co-created according to the experience of the participating institutions in such methodologies. COIL activities heavily involved teachers from participating HBCUs and Colombian HEIs during the design of the curriculum/content.

After the Seminar and at the end of their short stay in Colombia, the professors of the HBCUs and Colombian universities continued to work on the development of their online academic collaboration projects for the next 9 weeks. Some of them managed to jointly implement the activities in their classes and other work teams finished adjusting their design to implement them in 2023.

Figure 21. Infographic academic collaboration project Universidad Nacional de Colombia and Morgan State University. STEM – Civil Engineering knowledge area. November 2022

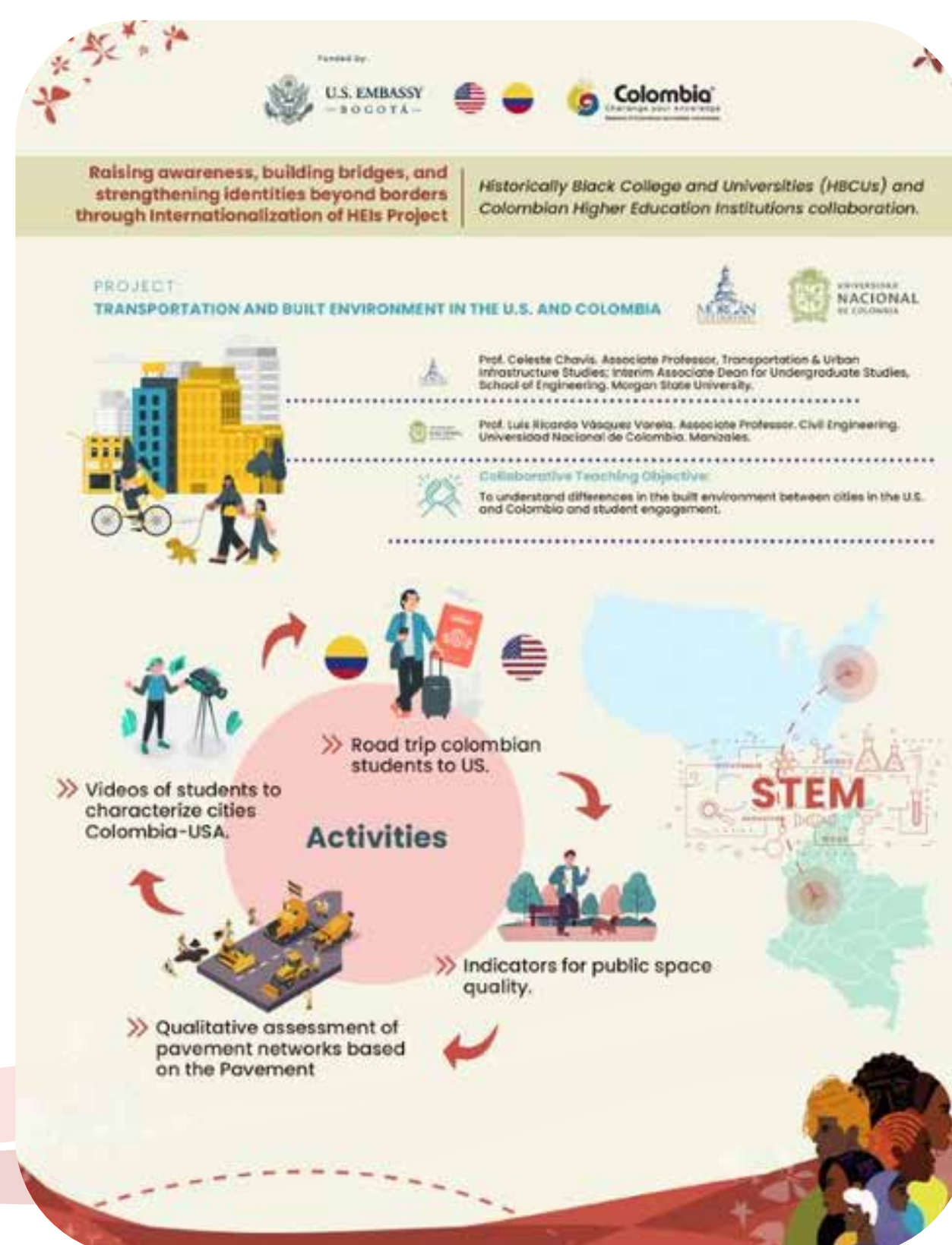


Figure 22. Infographic academic collaboration project Universidad del Norte and Morgan State University. STEM – Civil Engineering knowledge area. November 2022.

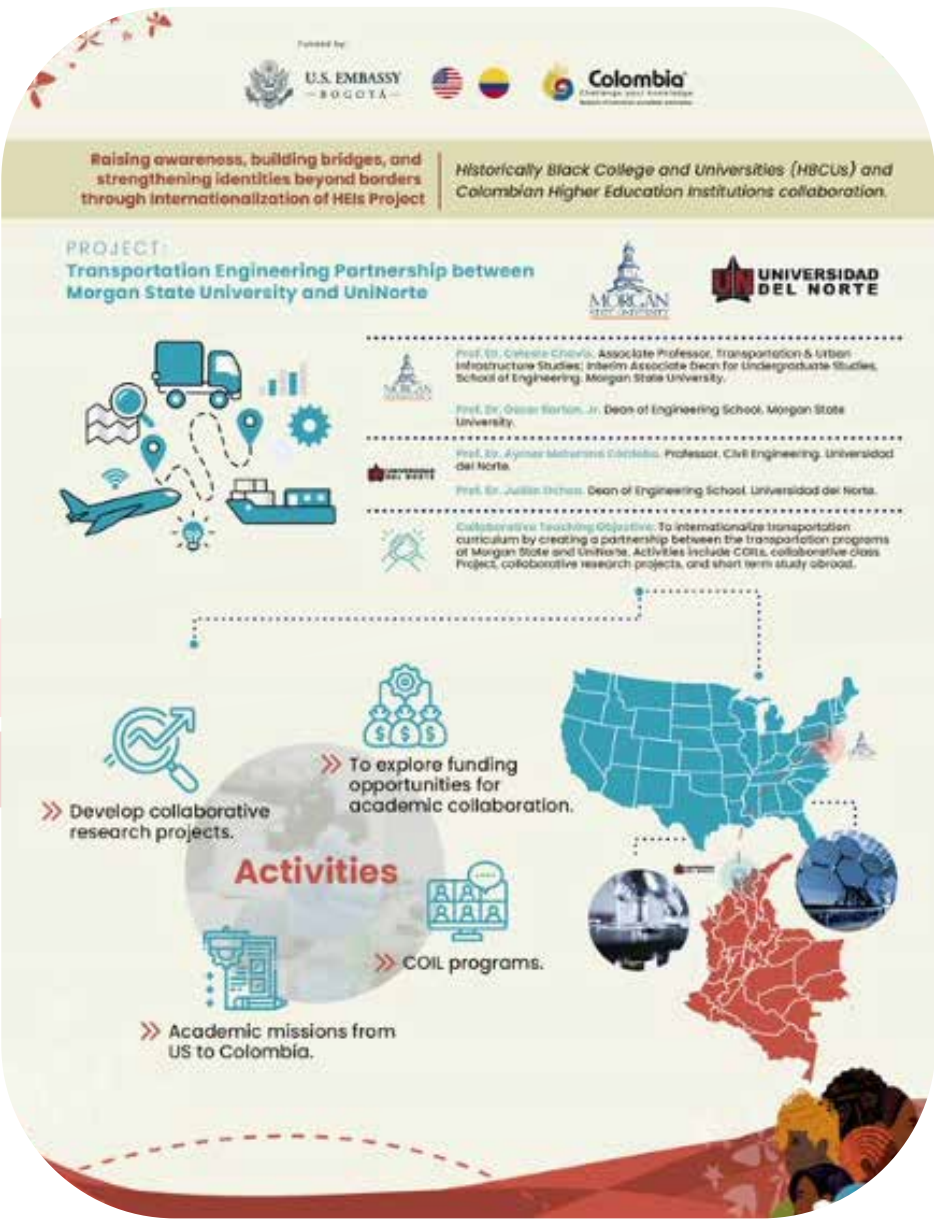


Figure 23. Infographic academic collaboration project Universidad Tecnológica de Bolívar and Morgan State University. TESOL Knowledge Area. November 2022

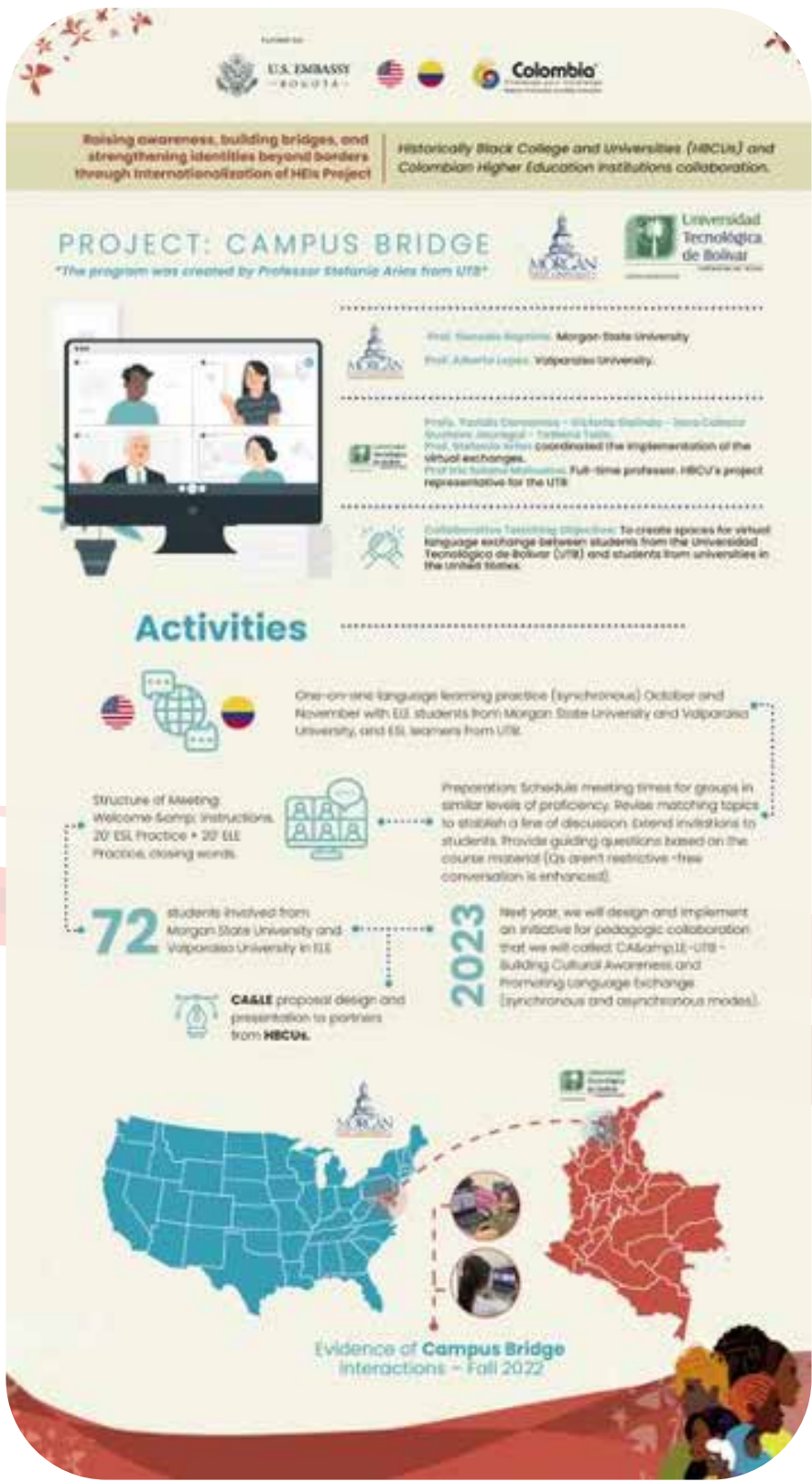


Figure 24. Infographic academic collaboration project Universidad Tecnológica del Chocó and Morgan State University. TESOL Knowledge Area. November 2022

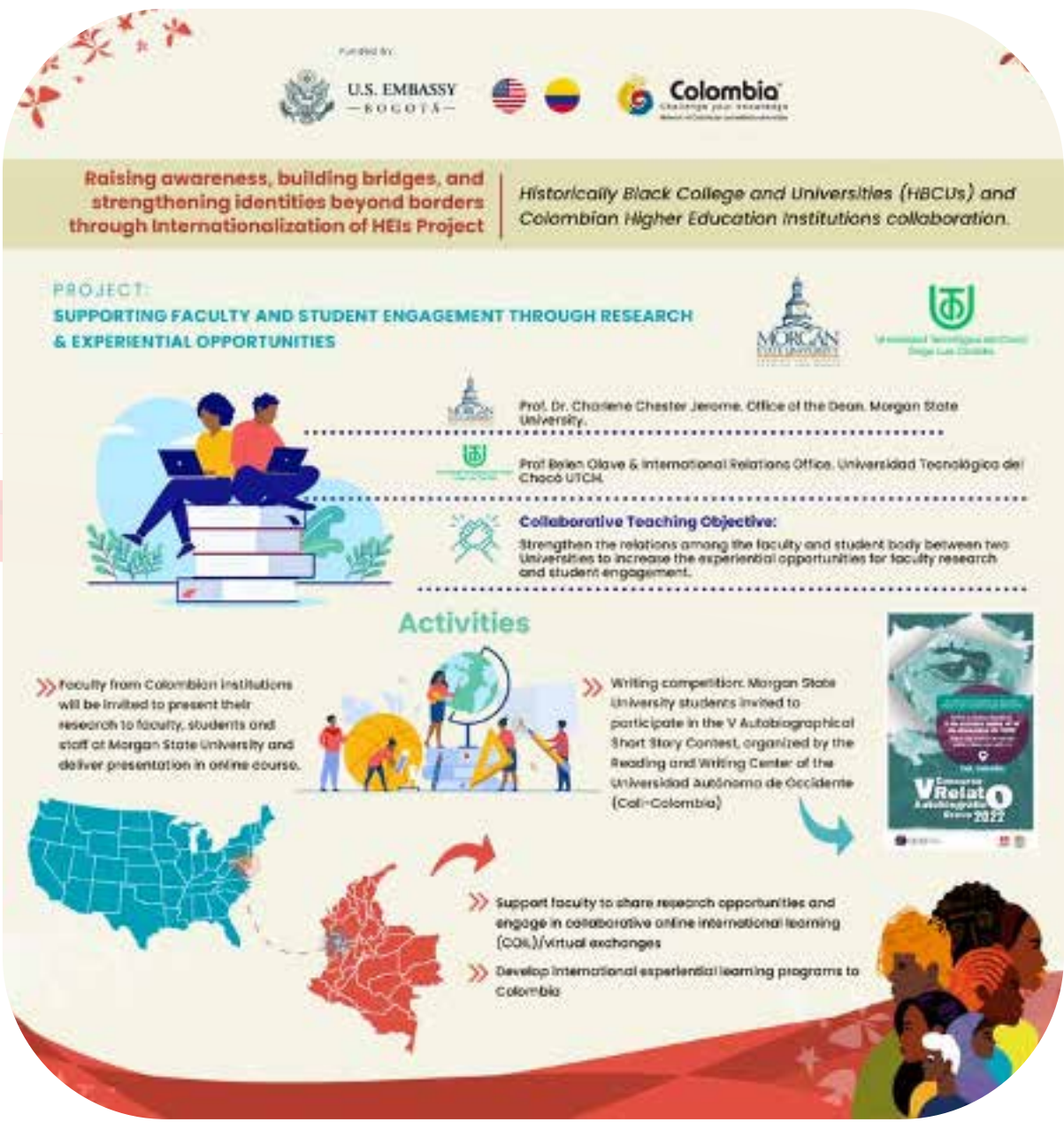


Figure 25. Infographic academic collaboration project Universidad del Norte and University of Central Florida. STEM knowledge area: Civil Engineering. November 2022

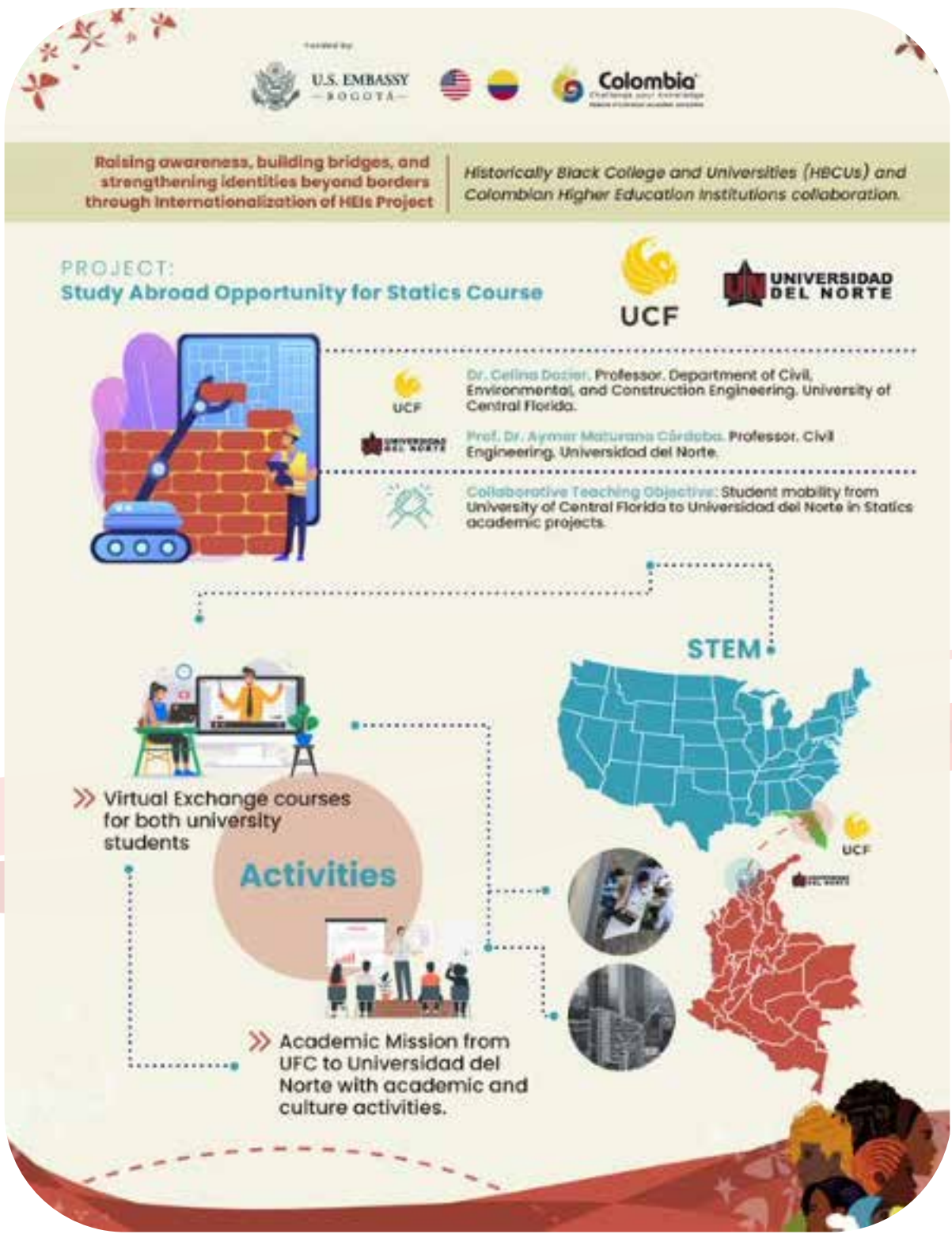


Figure 26. Infographic academic collaboration project Universidad Autónoma de Occidente and Xavier University of Lousiana. Knowledge Area: Social Sciences. November 2022



Figure 27. Infographic academic collaboration project Universidad Autónoma de Occidente and Xavier University of Lousiana. TESOL Social Sciences Knowledge Area. November 2022

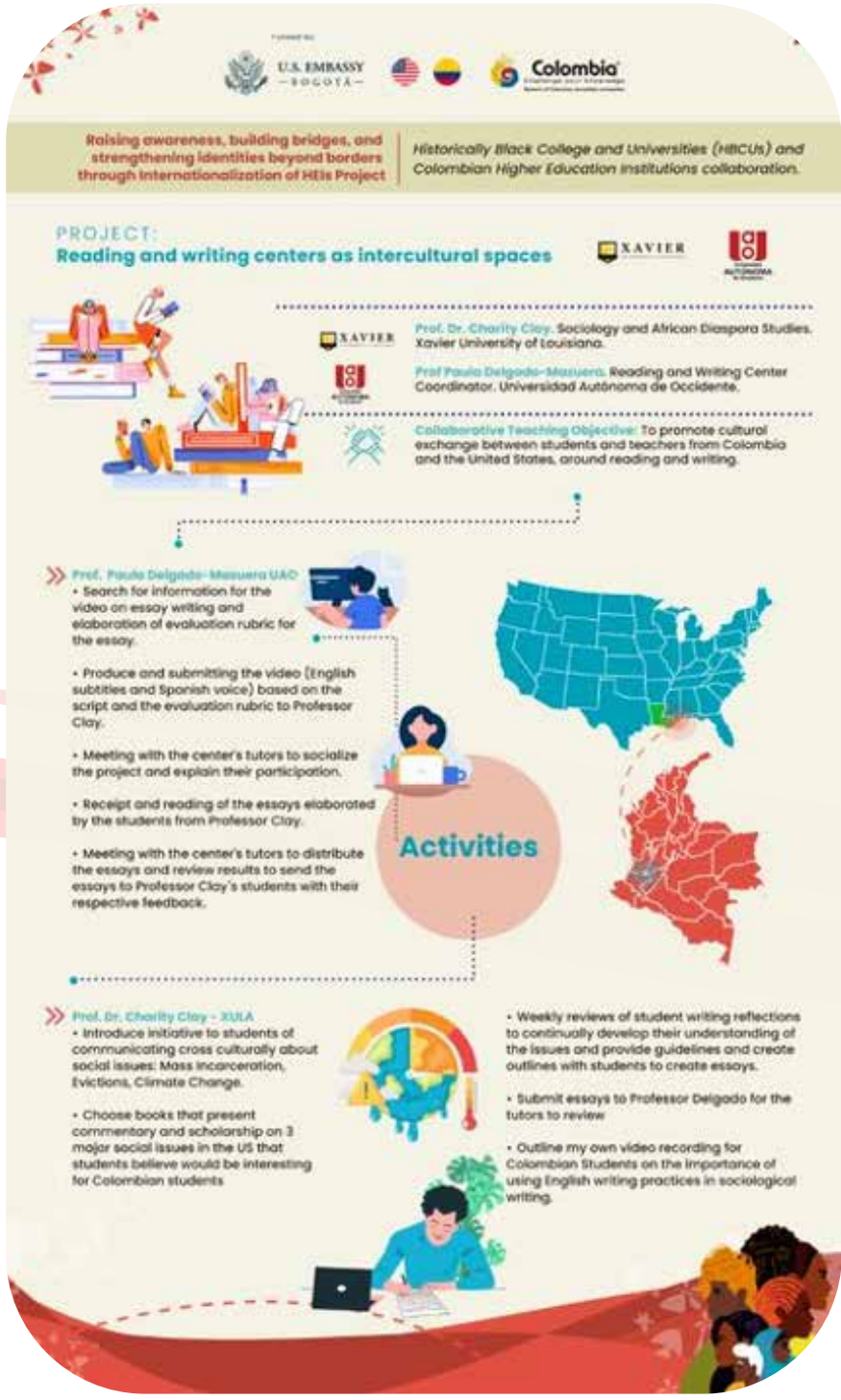
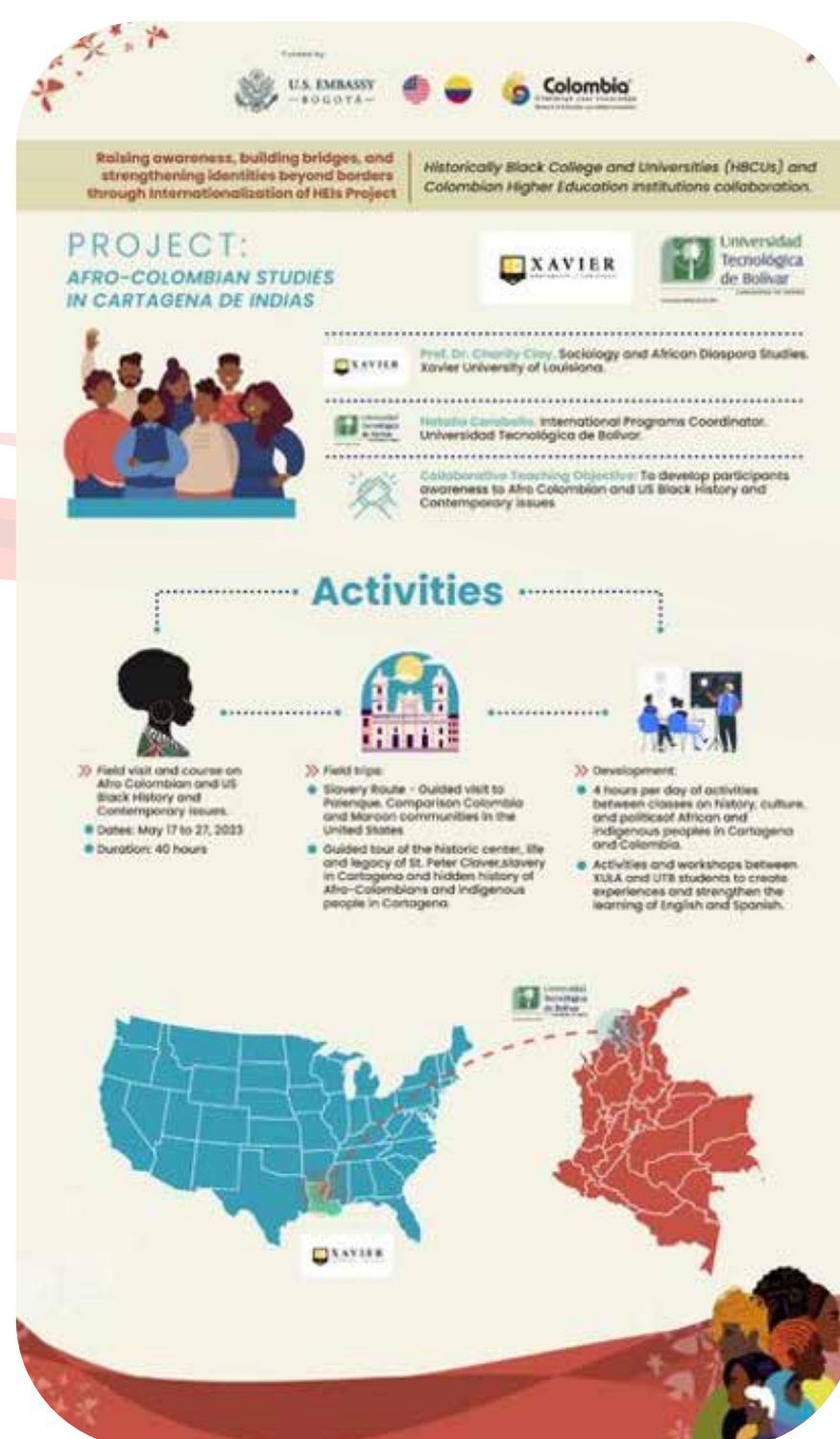


Figure 28. Infographic academic collaboration project Universidad Tecnológica de Bolívar and Xavier University of Louisiana. TESOL Social Sciences Knowledge Area. November 2022



In November, three virtual meetings were held with the professors of the HBCUs and Universities of Colombia according to their working table by area of knowledge. In these sessions, it was possible to show the level of progress and the steps to be taken in each of the 8 proposed initiatives.

This whole process was complemented by the evaluation of the academic proposals of the professors by the expert facilitator in the methodologies of collaborative actions of international virtual teaching. This is done to identify the potential of each proposal and the progress made in their joint work process.

As part of the evaluation process, the best initiatives and outstanding professors are recognized, for which recognition badges are designed.

Figure 29. Design of the "Champion" professor badge.



Figure 30. Design of the "With Great Potential" badge for professors.



Figure 31. Design of the "Participant" professor badge.



Below, we present the results of the badges awarded according to the progress and results obtained by the work teams established between the Colombian and the HBCUs professors.

Table 1. Badge assignment table according to the evaluation parameters given for the collaborative online academic projects designed and implemented by the Colombian professors and the HBCUs.

BADGE



Levels	Professors	Title	Level description
Champion	Charity Clay Charlene Chester Paula Delgado Adrian Alzate García Iris Solano Gonzalo Baptiste	HBCUs-Colombia International Collaboration Champion: Colombia-HBCUs	Lead teaching collaboration projects between Colombia and HBCUs with continuity
With Great Potential	Luis Ricardo Vásquez Varela Celeste Chavis Yaimer Yeferson Maturana	HBCUs-Colombia International Collaboration Advocate/Proponent/Supporter/Promoter	Present proposals for joint activities to be implemented in the next semester.
Participant	Everyone	HBCUs-Colombia Project Participant 2022	Has an interest in initiating relationships

Stage 3

Communication and socialization strategy, for project results and recommendations.

Timeline: November 2022 to January 2023 **Final timeline:** November to March 2023.

Description

With the support of all participating institutions and hopefully with direct engagement from the U.S. Embassy in Colombia and CCYK and its member universities, a digital publication has been developed on the state of the art of relations between U.S. HBCUs and Colombian universities, including engagement. long-term recommendations, to be socialized at an open event held on Friday, March 3, 2023, at the Universidad Externado de Colombia, Bogotá campus.

The intended stakeholders of this socialization event were participants from previous stages of the programs, the U.S. Embassy in Colombia, representatives from all CCYK member universities, the public sector such as the Ministry of National Education and ICETEX, and faculty from participating HBCUs.

In addition to the digital publication and its socialization event, the results communication strategy also included the following:

- Website with information about the program, record of activities (gallery, news pills), repository of required reading material (links) and participation opportunities for universities. This microsite is hosted within CCYK's existing web page.
- Audiovisual production: testimonies of impacted teachers and students, plus a final video compiling the highlights of the Program. Images of face-to-face and online activities.



- FreePress / Public Relations: publication of different Colombian and Latin American media about the face-to-face stages of the program.
- Social networks: Facebook and LinkedIn with the corresponding hashtags to increase reach.

The objective of this stage was to socialize the activities and conclusions of the first two stages of the program, and to present a roadmap for future collaborations between Colombian universities and HBCUs. This roadmap can be applied by other institutions, building, and expanding the collaboration networks established within the program, which will facilitate its continuity beyond the grant period. In addition, a second level of engagement can be established through knowledge transfer and capacity building of internationalization practices from CCYK universities to HBCUs.

Social Media

Within the framework of the communication and dissemination actions of the actions and developments of the project, social networks were included as a point of support for the call for professors and the dissemination of results. Thus, the Colombia Challenge Your Knowledge® CCYK Association included its digital assets at the service of the project's communication on social networks such as:

- Facebook <https://www.facebook.com/ColombiaChallengeYourKnowledge>
- Linked In <https://www.linkedin.com/company/colombia-challenge-your-knowledge%C2%AE-ccyk/>
- YouTube <https://www.youtube.com/@redccyk493> with its channel "HBCUs and CCYK" in which all the audiovisual content of the project in its phases is found <https://www.youtube.com/playlist?list=PLX4OaA9D0t86hBEwz7JiV0XS-RY3oOAit>

Figure 32. Post on CCYK's Facebook account about one of the Infographics of the Stage 2 International Online Collaborative Projects

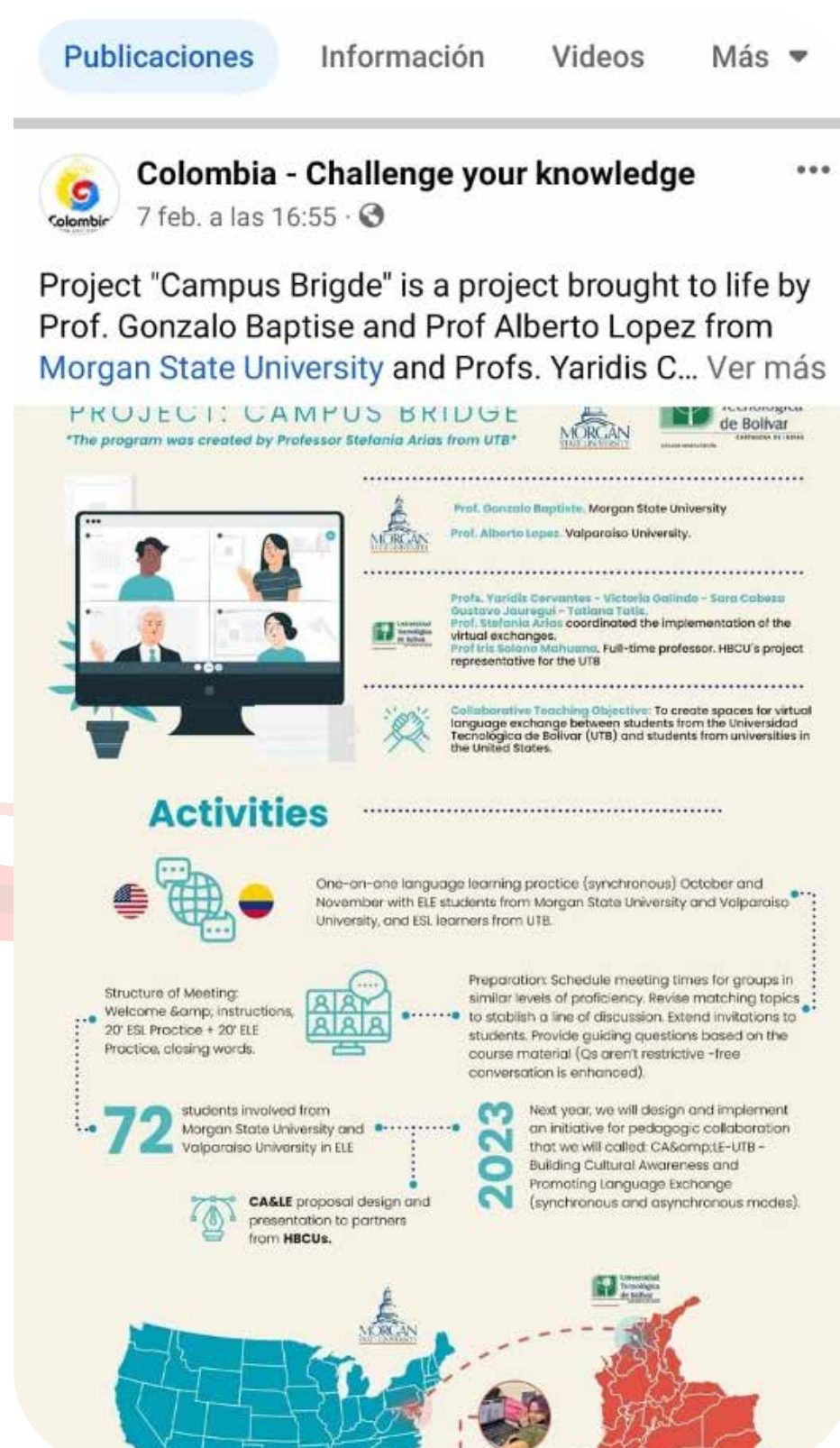


Figure 33. Publication on CCYK's Facebook account invitation to the discussions within the framework of the characterization study carried out by the U del Valle in Stage 1.



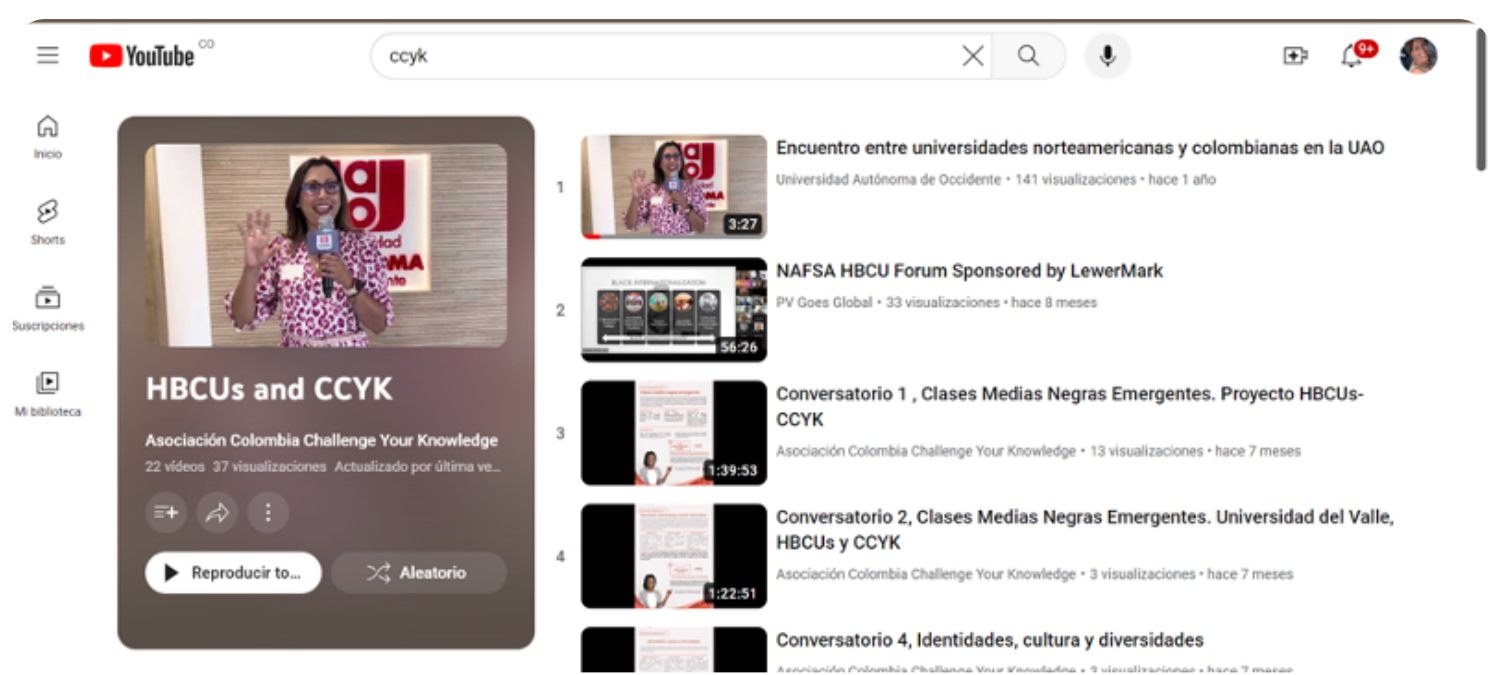
Figure 34. Publication on CCYK's LinkedIn account highlights of the socialization event held at the Universidad Externado de Colombia on March 3, 2023.



Figure 35. Publication on CCYK's LinkedIn account of the coverage of the academic meeting held between Colombian professors and HBCUs at the Universidad Autónoma de Occidente within the framework of the activities of Stage 2 August 2022.



Figure 36. Image from the HBCUs and CCYK Playlist on the CCYK Association's You Tube channel



Free Press – Public Relations

To make visible the progress and development of the actions developed within the framework of the project **Raising awareness, building bridges, and strengthening identities beyond borders through Internationalization of HEIs**, a Public Relations campaign was designed and executed with a focus on Free Press that involved the management of presence in media with news content and of interest to people.

This work was carried out hand in hand with the company Novva Comunicaciones with whom we had the opportunity to be advised and trained in the management of spokesperson for the media, at the same time, they developed a strategy and action plan for the communication of the progress and results of the project. Important results were obtained, as well as the recognition of learning and improvement actions for future initiatives in which, like this project, their results and impact are enhanced with an adequate communications strategy. Below is a summary of the main activities carried out:

Content Development:

- The U.S. Embassy, CCYK and ICETEX contribute more than USD\$70,000 to an academic cooperation project focused on Afro-descendant communities.
- Afro-descendant professors from Colombia and the United States held academic cooperation meetings.
- Inclusion and access for the NARP population, the new challenge for higher education in Colombia for 2023.
- According to a study, 1.8% of the NARP population has access to higher education.

Operational Summary December 2022 February 2023

- Media Content Development (4 Contents)
- Follow-up meetings and reporting (1 each month)
- Pre-Interview Counseling (1)
- Development of questionnaires for content development and review (3)
- Management of publications, in total 22 publications were obtained.

Figure 37. Interview with the project manager as spokesperson for the media in the studios of Radio Nacional in Bogotá, March 1, 2023.



Finally, as part of the exercise, several conclusions and achievements of the communication actions implemented from the communication of public relations with a focus on free press are recognized. Some of the conclusions were:

- A total of 22 publications were obtained in a mix of tier 1 and tier 2 media on different platforms: radio, television, online and print.
- The highest number of media reached is in Tier 1 with a total of 15 hits.
- The beginning of CCYK's positioning in the media was of interest to specialized media and as a first exercise of approaching general media it was classified as very good and of positive acceptance.
- Increased visibility in online media, allowing the option of interaction with posts and visibility in Google News Feed.



Figure 38. Featured PR campaign posts made between December 2022 and February 2023.

Figure 39. Featured PR campaign posts made between December 2022 and February 2023.



Figure 40. Main media in which he managed to make visible the news content of the project.



- On the other hand, the following achievements are recognized:
- We achieved visibility on current issues at the national level on education, in a Tier 1 media, Infobae, the most read Spanish-language news portal in the world.
 - We achieved a free press visibility in the media equivalent to \$135,151,234 Colombian pesos, considering this figure from the valuation of the spaces in the media if these had been done through advertising. but that because of the free press management of the communications company, they had not cost.
 - We had a spokesperson who had excellent communication skills and knowledge of the key messages of the project that she positioned correctly in the interview opportunities.
 - Non-Discrimination Day was a national moment that allowed us to talk about racial segregation in higher education, through our expert spokesperson.

Figure 41. Results of what was achieved by the free management of media presence (free press) valued at \$135,151,234 Colombian pesos.

OVVA COMUNICACIONES										
Detallado FreePress Dic 2022-Febrero 2023										
2022-2023	Print	Radio	Online	Televisión	Total	Tier 1	Tier 2	Valoración COP	ROI	Menciones
Diciembre	1	1	5	0	7	4	3	\$30.913.000	9	27
Enero	0	4	3	0	7	4	3	\$ 30.513.000	8	33
Febrero	0	1	6	1	8	7	1	\$ 73.725.234	22	38

Socialization Event

The socialization event was held on March 3, 2023, at the Universidad Externado de Colombia with the attendance of representatives of the U.S. Embassy in Colombia, Ministry of National Education, ICETEX, MinCiencias, directors of International Relations Offices, and Professors from Colombian Universities and HBCUs from the United States.

The agenda of the event included interventions by the Cultural and Education Attaché on behalf of the U.S. government and on behalf of the Colombia Challenge Your Knowledge Association – CCYK, its president, Giovanni Anzola Pardo. On the other hand, the main results of the project ***Raising awareness, building bridges, and strengthening identities beyond borders through Internationalization of HEIs were presented***. This was complemented by the intervention and testimony of two professors who were part of the project of the Technological University of Bolívar and the HBCU's, Xavier University of Louisiana.

Figure 42. Rosalyn Wiese, Cultural and Education Attaché – U.S. Embassy in Colombia.



Figure 43. María Paulina Vásquez, Project Manager at CCYK.



Ilustración 44. Charity Clay, PhD. Xavier University of Louisiana (HBCU)



Figure 45. Professor Iris Solano Universidad Tecnológica de Bolívar



Figure 46. Group of attendees at the project socialization event – Universidad Externado de Colombia – Bogotá, March 3, 2023.



During this event, an activity was held with the attendees that we called Co-creating bridges to connect identities beyond borders, through which we proposed to design the next step for the construction of bridges that allow us to strengthen identities through International Education. The canvas invited the attendees, representatives of the U.S. government, Ministry of National Education, ICETEX, Colombian universities to share their initiatives and their perspective of the steps to follow finishing the project.

Figure 47. Image of the Working Canvas of the Activity “Co-creating Bridges to Connect Identities Beyond Borders” carried out within the framework of the closing event and socialization of the results of the project on March 3, 2023, U Externado.



Below, we present the main findings and contributions of the co-creation exercise carried out:

How can I contribute to this initiative?

- Deepen the model of public-private and institutional partnerships.
- Generating spaces for the socialization of the initiatives developed and learning from the project in the institutional community.
- Continue to support these initiatives from ICETEX.
- Encouraging the participation of Afro experts to raise awareness about the importance of not taking diversity for granted in Colombia.
- Unisabana would like to have more exchange agreements with HBCUS. Unisabana would like to share its experiences with international experts who can support these projects.
- Unisabana would like to connect the TESOL field of knowledge with our Center for Foreign Languages and Cultures to develop collaborative initiatives.
- Linking Afro HEIs in general.
- Universidad Santo Tomás - We contribute by generating language initiatives in English and Spanish to enhance cooperation between HEIs.

- Our rectory could work a little more in the field of Afro communities, offering better study opportunities.
- Linking the relevant actors of the HEI in specific actions (knowledge exchange, etc.).

What would be our early victory?

- Propose a panel discussion on inclusive interraciality.
- Inter-institutional certification and training program for managers and teachers in diversity and equity in HEIs. Benefit those most in need.
- Generate spaces for discussion to appropriate ethno-education.
- Generate inclusion policies in admissions processes.
- To give scope to the project in the medium and long term to include new HEIs and incorporate new work disciplines.
- Promote new sources or windows of funding for specific subjects derived from the project.
- To permanently engage our intermediate level students in the bilingual campus initiative as an integral part of the English immersion program as a mediation to enable intercultural competence.
- Planning of academic activities focused on research applied to the proposed strategies.
- Faculty lead 2023
- Another victory is that we unite among HEIs to promote Afro internationalization and have development means for resource management that help support the costs of these activities.





Conclusions and roadmap

Taking as a starting point what is stated in the study, the following is proposed:

- Increased opportunities for access to higher education.
- Increase the retention rate of students in the academic programs in which they are enrolled.
- Generate greater opportunities for the involvement and participation of Afro-Colombian students and teachers in the development of internationalization actions in higher education.
- Consolidate academic spaces in which identity processes are constructed, in this historical moment that allows us to recognize the resignification of the place that black people have had in the social structure, both in the United States and in Colombia.
- Measuring the prospects for inclusion of the black population in higher education
- Networking initiatives between the HBCUs and the Faculty of Colombia.
- Joint funding programs between the government, academic and private sectors for academic and scientific mobility programs HBCUs-Colombia
- Promotion of home-based internationalization programs and projects, such as online academic collaboration and virtual exchange.
- Colombia-HBCUs research projects with social impact (STEM and Social Sciences).

Joint Programs in Ethno-education and Curricular Inclusion for both countries



Roadmap and recommendations

Measuring the Inclusion Landscape in Higher Education of the NARP Population in Colombia

- Social, economic, and educational situation.
- Development of the internationalization of the population both in Colombia and in the HBCUs.
- Racial Inclusion Policies and Programs in Higher Education in Both Countries.
- Contribution of Afro-descendant populations to Education and STI in both countries.

Relationship initiatives between professors and researchers from HBCU and Colombia.

- Teacher-led programs both ways.
- Academic and scientific missions between professors and researchers.
- Fair of Research Projects Colombia and HBCUs.

Strengthen joint funding programs between the government, academic, and private sectors for academic and scientific mobility programs.

- Mobility schemes for students, professors, researchers, and staff of Colombian universities and HBCUs.
- Promotion of short courses, summer, and winter schools between Colombia and the HBCUs.

Promotion of internationalization programs and projects at home, of the curriculum as online academic collaboration and virtual exchange.

Colombia-HBCUs research projects in various aspects with social impact contributions.

- Social sciences
- STEM

Joint Ethno-Education programs in both countries and curricular inclusion in school programs at the basic, secondary, and tertiary levels.

- Promote a global diasporic citizenship for racial identity through joint curricular projects.
- Build policies and programs against racism and discrimination in higher education.
- Building intersectional approaches in Higher Education.



References

Bermúdez, R. E. & Guerrero B.E. (2022). Institutional Characteristics of Internationalization and Social Inclusion in Colombian HBCUS and Higher Education Institutions at the Service of Afro-descendant Communities. Universidad del Valle.

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