

Project title	Venezuelan Migrant Students in Public Schools in Medellín. An Anthropological Analysis	
Project number	23w 0006 01	
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Abstract	<p>This collaborative research project between PHBern and Antioquia University in Colombia (UdeA) will provide an innovative analysis of educational inclusion in international migration contexts. Starting from the UN SDGs 10 & 4 <i>Reducing Inequalities</i> and <i>Equitable Quality Education for all</i>, the project explores how an inclusive public education for all is sought to be reached in Colombia's new international migration context. Historically an emigration country with a high number of internally displaced people, Colombia has only recently received 2.5 million Venezuelan migrants in a short time. There is currently no ethnographic in-depth study on the impact of this migration on schools in Colombia. The public school, <i>Héctor Abad Gómez</i> in a deprived inner-city district in Medellín is selected as case in point for an anthropological analysis of whether and how the institutional policies and pedagogical practices have been transformed to include large numbers of Venezuelan migrant students in the framework of the school's inclusive-education model and its complicated social context.</p> <p>Methodologically the project is situated within the interpretative paradigm and combines ethnographic methods such as participant observation in classrooms and the school building, narrative interviews with members of the school's educational community and analysis of institutional and policy documents.</p> <p>The pilot study will be implemented during the Colombian school year 2023. Intensive fieldwork will be developed in an ongoing circular research process, initiated by the Colombian team, and then joined by the Swiss team. Preliminary findings will be discussed regularly in workshops with practitioners and in public events in Colombia and Switzerland. Networks between teachers who work in public schools with international migrant students in both countries will be established. Final results will be adopted in initial and permanent teacher education at both cooperating universities.</p>	
Key words	migration, education, orders of difference, Ethnography, Colombia	
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Duration 01 of February 2023 to 30 of June 2025

Final Report

1. Scientific information

1.1 Aims of the project

The objective of the project was to undertake a collaborative ethnographic pilot study at Héctor Abad Gómez public school in Medellín's inner city, conceptualised in the region as a model of an inclusive school. It has received, a significant number of indigenous and Venezuelan migrant students. The project aimed at leveraging the interdisciplinary and transnational perspective of the Swiss-Colombian research team, employing an approach that entailed the juxtaposition of perspectives in joint knowledge production during the research process.

The project proposal was co-constructed by the Swiss-Colombian team in 2022 online and *in situ*. Four researchers from UdeA stayed at PHBern for two weeks (May-June 2022) with a staff mobility grant from PHBern and in July 2022, two researchers from PHBern (Strulik & Stienen) conducted an inter-semester course at UdeA on qualitative research methods, co-funded by UdeA in the frame of its doctoral programme in Education, as well as a staff mobility grant from PHBern (Strulik) and remaining project funds from SDC (Swiss Agency for Development and Cooperation) at PHBern (that project ended on December 31, 2022).

The project submitted to the Leading House was approved on December 9, 2022, and the Swiss-Colombian team proceeded to engage in collaboratively preparing the fieldwork. Concurrently it engaged in the joint construction of a further project proposal which was submitted to a call by Movetia (Swiss National Agency for Mobility in Education), on March 31, 2023. The objective of this project was to build upon the findings of the pilot study conducted at Héctor Abad Gómez public school and extend the collaborative research framework to other public schools with significant numbers of students from migrant families in both Colombia and Switzerland. That project was conceptualised as formative research in collaboration with in-service teachers and teacher students from both cooperating universities.¹ It addressed the question of how the Swiss context could be integrated into the research approved by the Leading House. The project was approved by Movetia in June 2023 and carried out in 2024 building on the Leading House project.

In accordance with a pivotal objective of the Leading House's Consolidation Grant, the aforementioned activities generated synergies, with the project that received the Consolidation Grant serving as the central point of departure.

1.2 Results and conclusions

1.2.1 Methodological results

Careful preparation was necessary for the fieldwork at Héctor Abad Gómez School. This involved (i) adhering to the planned coordination of the fieldwork with the Colombian school year and the academic calendars in Colombia and Switzerland, as these do not match; and (ii) realising the fieldwork as planned in a Grounded Theory-informed ongoing circular research process of observing, interviewing, transcribing, coding, analysing data, theoretically sampling interview partners and observation sites in the school, and writing-up.²

The preparation of the fieldwork was achieved as planned during the stay of the Swiss PI at UdeA, between February 7-21, 2023. Based on the preliminary written consent of Héctor Abad Gómez School, the school authorities and teachers were comprehensively informed about the research process. Moreover, three sessions of preliminary observations and two interviews were conducted in the school and jointly codified and analysed in a workshop to

¹ Within the framework of the Movetia project "Transnational Pedagogical Expeditions. Formative Research in Teacher Education", implemented in 2024, a group of ten in-service teachers, students and researchers from PHBern conducted research in five public schools in Medellín and surroundings for one month, accompanied by a group of ten local teachers and researchers from UdeA who had previously conducted research in five schools in Bern and surroundings for one month.

² Glaser, B. & Strauss, A. [1967] (1999). The Discovery of grounded theory: Strategies for qualitative research. Aldine de Gruyter.

select the programmes, classrooms and teachers where the fieldwork started. The Colombian team (the PI and three researchers) conducted fieldwork between April and June 2023 and then joined forces with the Swiss team (the PI and three researchers) who continued the fieldwork in July and August 2023. The data generated during the five months of fieldwork include 48 observation protocols (participant observation was developed in both facilities of the school, in classrooms of 8 programmes), as well as 36 interview transcripts (with teachers (17), school authorities (5), collaborating professionals (3), administrative staff (5), selected students (4) and parents (2)). During the fieldwork, Swiss-Colombian team meetings were organised regularly to collaboratively code and analyse observation protocols and interview transcripts and theoretically sample further observation sites and interview partners at the school's two locations (15 meetings in total, either online or *in situ*). Moreover, policy documents and selected literature were discussed at these meetings.

These meetings built a transnational space for reflection and analysis and resulted in several co-authored articles and conference proceedings between 2023 and 2025, containing methodological reflections and/or upcoming findings (see list below).

The circular research process also included workshops to discuss preliminary findings with practitioners. These workshops involved different audiences. A first workshop was developed during fieldwork at Héctor Abad Gómez school together with a secondary teacher and her students with diverse migration backgrounds (July 27, 2023). The implementation of the other planned workshops was duly adjusted following the recommendations proffered by the evaluators of the project proposal. Instead of holding five workshops between June and September 2023, as initially planned, only three workshops were held in November 2023, invited and funded by Antioquia University in the frame of its *De País en País* programme (3-17 November 2023).

The Colombian PI and Swiss PI jointly conducted these workshops at three locations: Antioquia University's satellite campus in El Carmen de Viboral and a public school in Santuario, these are two rural municipalities in Medellín's wider metropolitan area. The third workshop was conducted at the Escuela Normal Superior, the school for teacher training in Turbo-Urabá, at the Colombian-Panamanian border. In addition, lectures were held at Antioquia University's satellite campus in the region (Apartadó). The audiences of the three workshops and lectures were teachers, school authorities and academics. The workshops facilitated the dissemination and discussion of preliminary results regarding the policies and institutional practices of implementing the right to education of migrant students. Moreover, pedagogical practices developed by local schools to face the emergency of receiving and integrating significant numbers of migrant students in a very short time were shared by local teachers and school authorities. These practices were discussed in the light of the preliminary results of the collaborative research in Héctor Abad Gómez School as well as of experiences in Switzerland.

These workshops contributed significantly to the preparation of the implementation of the follow-up project, approved by Movetia. Further research questions emerged from these workshops to be examined in both Colombia and Switzerland.

1.2.2 Empirical findings pilot study

a) Public policies

The findings regarding public policies highlight the diverse legal principles that the Colombian State has rapidly established in response to the reception of international migrant populations, especially from Venezuela. Our analysis of circulars, guidelines and decrees issued by the Ministry of Education, in conjunction with key judgements of Colombia's Constitutional Court, provides compelling evidence that the Colombian state is bound by the principle of non-discrimination with regard to the rights of migrant populations. This principle is reinforced by the ruling that the State cannot restrict access and must therefore eliminate any barrier that constitutes a form of discrimination and jeopardises permanence in the education system. Consequently, authorities cannot deny migrant children access to the education system on the basis of their origin, especially for those considered to be "in a vulnerable state". These considerations are conducive to the integration of migrant students in the category of "special protection". Consequently, the obligation to guarantee access and protection for migrant students in a "vulnerable

state” has prompted the Colombian government to relax the registration requirements for migrant children and young people from Venezuela, with the aim to ensuring their fundamental right to education.

From this perspective, two principles – human rights and inclusion – were identified as fundamental aspects of educational policies in the context of international migration in Colombia. Inclusive education is defined by the National Ministry of Education in a broad way. The definition encompasses two key elements: (i) acknowledging the diversity of the students, and promoting their development, learning and participation; and (ii) confronting the multiple forms and causes of exclusion in the education system.

In light of the aforementioned policy responses, Colombia is often considered as having set new standards for securing the right to education of migrant students, especially, of those in conditions of heightened vulnerability. However, our analysis of the jurisprudence of the Colombian Constitutional Court revealed that these responses have significantly evolved from a series of petitions lodged by migrant families before the Court and rulings that addressed the infringement of the right to education of Venezuelan migrant students.³ With these rulings, the jurisprudence centres not solely on access to education but also on institutional policies and pedagogical practices in schools that frequently fall short in effectively ensuring the realisation of migrant students’ right to education.

Against this backdrop, the institutional policies of Héctor Abad Gómez public school have been examined, with a focus on how these policies seek to guarantee the promotion of quality education and social participation for all students, based on the recognition of individual, socio-economic and socio-cultural diversity.

b) Institutional policies

Héctor Abad Gómez School offers all grades as well as day and evening classes and a variety of flexible programmes, including Saturday and Sunday classes and bilingual classes for indigenous students (Emberá). As outlined in its Institutional Educational Project (PEI) the administrative and pedagogical practices of this school are framed within two principles: (i) an explicit human and civil rights approach; and (ii) a model of difference-sensitivity. The latter is based on the acknowledgement that difference is an inherent aspect of the human experience. Consequently, the institution does not merely claim to ensure universal access to education and eradicate barriers to learning; it also asserts its commitment to facilitating the effective inclusion of students into diverse academic programmes, aligning educational opportunities with students’ particular social circumstances and personal requirements.

In order to comprehend the challenges associated with the implementation of the two guiding principles of the institution's PEI in the context of international migration, it is noteworthy that Venezuelan migrant students and indigenous students represent two distinct legal categories in Colombia. Indigenous populations have been granted historical, legal and political recognition and collective rights within the nation state with the hard-won dissolution of the concept of a monocultural nation by the reform of Colombia’s political Constitution in 1991. This resulted in the adoption of a segregationist education to be self-determined by indigenous populations. Indigenous students at Héctor Abad Gómez School are taught by indigenous teachers and their schooling requires adherence to national policies and local accords. These accords involve tensions and disputes pertaining to language, curriculum content and food. In contrast, Venezuelan migrant students, despite having been granted legal status by the Colombian state, are not considered to be a social group with collective rights that would imply among others political and epistemic recognition.

Against this backdrop, one fundamental question emerged during the research, namely how pedagogical practices that aspire to inclusive education navigate students’ diverse legal categories.

c) Pedagogical practices

At Héctor Abad Gómez school, teaching staff primarily work with students who are at heightened risk of being excluded from the education system, because many belong to social groups who are collectively discriminated in society. It is thus imperative in the school that pedagogical practices are adapted by teachers to address collective discrimination and social vulnerability. In order to achieve this objective, the school has adopted flexible educational

³ Following the constitutional reform in Colombia in 1991, legal instruments such as the *Acción de tutela* were issued, a relatively straightforward legal recourse for individuals who claim that their constitutional rights – e.g. the right to education – have been violated by public entities.

programmes (FEP), which acknowledge the diversity of the students, in terms of ethnic and national origin, race, gender, sexual orientation, age, disability, chronic disease, involvement in criminal proceedings etc., and address students' needs related to these differences. This approach entails the relaxation of academic requirements with a view to averting the attrition of the most vulnerable students. Observations at the school have demonstrated that this is achieved through repeated expressions of acknowledgement and appreciation towards students and their differences, recognition of academic progress, however minor, frequent informal conversations outside the classroom and curricular adaptations. The observed practices have established an affirmative relationship between teachers and students beyond academic ambition.

Héctor Abad Gómez School thus exhibits characteristics of a "compensatory school." Teachers at this institution seek to establish spaces within the school that facilitate experiences for their students aimed at counteracting the experiences of marginalisation and violent exclusion that students encounter in their families and their daily lives outside the school. These efforts are made with the objective of strengthening students' self-image, ensuring coexistence in the school and establishing the school as a "safe space" for all students.

However, the institution exhibits controversial conceptions of what an "inclusive school" is. Tensions have been observed between two standpoints: one that asserts that the right to education of vulnerable students, including indigenous and migrant students, is best guaranteed by enrolling them in the school and providing a secure environment, even if this can only be reached by compromising academic standards. The other standpoint is that the enrollment in the school is only one step that guarantees the right to education, and that it is imperative that teachers and students undertake comprehensive efforts to achieve a quality education for all, even if this would result in the exclusion of students who do not meet the academic requirements. The latter position asserts that teachers should be absolved of the responsibility to address issues of compensating vulnerability and social violence, with this duty instead falling to families and external entities. This is due to the assertion that teachers should be enabled to prioritise their primary responsibility, which is academic advancement. However, the data shows that teachers at Héctor Abad Gómez School were ambiguous regarding both standpoints. When confronted with the decision of whether to impose academic requirements or instead, to address the fundamental needs of students whose families are unable to meet them, many teachers opted for the latter, even if this option implied additional working hours and affected the teacher's health. Some teachers conceived the "inclusive school" in terms of an extended family that provides the students with what their families cannot provide them.

The described controversy involved navigating additional issues with regard to the right to education: teacher professionalism; teachers' employment conditions; how schools as institutions still geared towards long-term settlement, respond to the fact that their student body is increasingly a floating population; or the dynamics provoked in the school by migrant families who place greater value on their children's education than the local population and therefore are the preferred pupils in the school. Another important issue is that geopolitics significantly influence local schools such as Héctor Abad Gómez School, which is confronted with fluctuating numbers of migrant students depending on geopolitical moves regarding migration policy. This situation has also affected teachers' employment conditions, as the total number of students may decrease significantly, and classrooms may close.

1.2.3 Conclusions

The main insight of the pilot study is:

The examination of the Colombian government's rapid legal response to the substantial arrival of international migrants within a short period, together with an analysis of the Héctor Abad Gómez School's measures to accommodate a large number of migrant students, yields two principal conclusions: (1) even in politically and socially complex contexts it is possible to establish a legal framework that safeguards the fundamental civil rights of migrant populations if there is the political will to do so; (2) the way in which various actors—politicians, professionals, migrant families, students, teachers, school authorities, and others—interpret and deploy this legal framework to secure the right to education and foster an inclusive school is shaped by contested and often contradictory negotiations, particularly when navigating diversity and divergent legal classifications of the students. The "inclusive school" cannot be understood as a normative standard to be imposed globally.

The main conclusion drawn from the methodological proceeding in this study is:

Conducting ethnographic research in the school required a constant reflection both about the influence of the researcher on the groups being studied, and about the influence of the school as bureaucratic institution on the generated data, also because of the fact, that one Colombian researcher is also a teacher at the studied school. The methodological design of the research allowed for creating a transdisciplinary and transnational space for ongoing exchange and conversation that made this reflection possible.⁴ It encouraged the horizontal exchange of experiences during fieldwork and discussions of questions from the Swiss researchers to the Colombian context. Moreover, it allowed for the co-construction of both the empirical data and analytical categories.

Both sides evaluated that this has been a successful effort to replace coloniality in knowledge construction with a horizontal, polyphonic discourse sensitive to tensions, dilemmas, and disputes in defining descriptive and analytical categories.

2. Institutional impact

The bilateral agreement between PHBern and UdeA was renewed in 2023 for another 5 years. At the conference in May 2025, the Swiss-Colombian team celebrated the 10th anniversary of the cooperation between PHBern and UdeA.

Collaboration in teaching activities has taken place at both cooperating universities between 2023 and 2025 with the aim of establishing a transnational space of reflection in teacher training in both migration societies:

At PHBern, Colombian team members, participated online in sessions of the seminar “Global Education in the context of Migration/Mobility”, which is taught regularly at PHBern by the Swiss team members for teacher students preparing for the primary, secondary 1 and secondary 2 level, as well as for Special Education. Upcoming findings of the research conducted at Héctor Abad Gómez School were presented and discussed with the students and the Colombian colleagues provided feedback on PHBern students’ observations and interviews at schools in Switzerland. Furthermore, students of PHBern who participated in the follow-up project in 2024 conducted research at Héctor Abad Gómez School for their Bachelor's Thesis. This was organized in the framework of the pilot project.

At UdeA's Education Faculty, the Colombian team taught two pilot courses on Migration and Education in the framework of the Leading House project in October/November 2023 (one in person and one online). A member of the Swiss team participated online with an input on experiences in Switzerland in a session of this courses. Moreover, within the framework of the project, the course “Practical training in professional teaching of teacher students” was carried out with an explicit focus on migration and education. A series of diploma thesis resulted from this course. An important outcome of the Leading House project at UdeA is that members of the Colombian team now regularly teach courses on migration and education at the faculty. In 2024, the Colombian team and the Swiss PI participated in an online course on "Education systems in the face of migration", in the framework of the 70th anniversary of Antioquia University's Education Faculty. In the same framework, the Colombian PI participated in a public panel discussion entitled "Educating, migrating, transforming: towards an inclusive and equitable school".

At Héctor Abad Gómez School the implementation of the pilot project has had a significant impact. There is evidence that the project has created spaces for reflection, visibility and questioning of teaching and schooling practices both among teachers and school authorities concerning migration, identity, otherness and inclusion. The project motivated some teachers to reassess their practices and beliefs more critically, leading them to form collectives that aim to challenge definitions of inclusion at the institution and pursue long-term pedagogical transformations. The project also revealed conceptual and procedural tensions within the school, particularly with regard to accommodating

⁴ In April 2023, the area surrounding the Héctor Abad Gómez school was unexpectedly occupied by indigenous families displaced by the armed conflict in the neighbouring Chocó province. Over 800 individuals, including many children, occupied the area for three months, disrupting standard class schedules and, by the end of May, this led to the temporary suspension of activities at the school. The dynamics that resulted from this situation in the school influenced the fieldwork and provoked reflection on how different forms of migration, such as international migration and internal forced displacement, are entangled in schools in the Global South.

migrant students within rigid curricular structures. This exposed gaps in training, systemic barriers and the disparity between inclusive ideals and classroom realities. In response, a new area of study focusing on migration and human mobility has been established at the school's Research Centre focusing on the topic of "Diversity, Subjectivity and Interculturality". This initiative involves teachers, administrators, families and pupils in developing inclusive policies and practices together. Another initiative that emerged in 2024, as a result of the project, is the school museum. This project sheds light on migrant histories through artwork, aiming at fostering empathy, encouraging policy engagement, and promoting educational justice. The implementation of the pilot project has catalysed these new initiatives which engage in building reflective, context-sensitive pedagogical as well as management approaches.

The immediate future step of the Swiss-Colombian team is to get the open access publication of the co-authored anthology done, both in German and Spanish. We plan to submit the final manuscript in January 2026 to the publishers and aim to find alternative funding.

2. Challenges and general remarks

The project was developed as planned. However, there were some institutional challenges:

- Although the formal start of the project was shifted by PHBern from February 1 to August 1, 2023, the Swiss-Colombian team had to adhere to the planned coordination between the Colombian school year, and the academic calendars in Colombia and Switzerland (as they do not match) and carry out the fieldwork as planned in the proposal.
- As mentioned above, 3 instead of 5 workshops with practitioners were organized in November 2023, in the framework of Antioquia University's *De País en País* programme. This meant that the costs of the Colombian and Swiss researchers for carrying out these workshops were entirely covered by Antioquia University.
- In 2024, the project activities (data analysis, further interviews with teachers and collaborating professionals at the school, writing-up) had been combined with the implementation of the follow-up project funded by Movetia, since they contributed significantly to the preparation and implementation of this second project. Building on these synergies, the Swiss-Colombian team decided to organise one single concluding conference for both projects on 9th and 10th of May 2025 at PHBern (instead of two smaller public events, one at each university, planned in 2023 and 2024).
- The Swiss-Colombian team decided to cover the conference expenses with funds from both projects as well as the publication of two books, in German and in Spanish, to disseminate the results of the entire process of joint knowledge production, presented and debated at the conference.⁵
- Structural constraints at PHBern, which are probably typical of Universities of Teacher Education in Switzerland, influenced the project management (little administrative flexibility, limited autonomy of project coordinators and researchers). Moreover, the Leading House model of SERI was not yet known at PHBern when the project was approved and developed, and it was not easy to explain that flexibility is key when working with partners in contexts where changes can occur very quickly; and that adapting to such changes has been considered by the Leading House at HSG a strength of the team, not a weakness.
- It was also difficult to explain that, while Master's and PhD students were welcome to participate in the funded project as team members, they could not receive a salary in the frame of the grant.⁶

Despite of these constraints, the funding instrument by the Leading House for the Latin American Region played a key role in strengthening the collaboration between the teams at PHBern and Antioquia University. It helped submitting and obtaining approval for a follow-up project by Movetia that generated additional synergies between the two contexts and universities.

⁵ It is incomprehensible for the Swiss-Colombian team that eventually PHBern's management (Hochschulleitung) did not approve to use the remaining funds from the Leading House grant for the publication of the 2 books.

⁶ This situation was changed by SERI in 2023, since then SERI allows to use part of the grant for working hours of assistants at Universities of Applied Sciences and Teaching Education.

3. List of project related publications

Scientific Publications

1. Rodríguez, H.M. y Stienen, A. (2026). Educación inclusiva y migración. Una mirada crítica. En Ocampo, A. (coord). Handbook de la educación inclusiva en Latinoamérica. CELEI (Chile)
2. Rodríguez Gómez, H.M., Restrepo Gil, A. y Stienen, A. (2025). La escolarización y la migración. Grietas y umbrales de la inclusión. Actualidad Psicológica. AÑO L - Nº 548, pp. 12-14.
3. Reyes de la Cruz, V., Rodríguez-Gómez, H.M. (2025). Movilidad Humana, territorios-frontera e interculturalidad. Retos para la educación. Revista Internacional Magisterio. # 127. pp. 24-29.
4. Rodríguez-Gómez, H.M.; Restrepo Gil, A. y Villalba, L. (2024), Educación inclusiva desde un enfoque diferencial y de género: a propósito de los gestos y el tacto pedagógico en un contexto migratorio (Inclusive education from a differentiating and gender approach: about gestures and "tacto pedagógico" in a migratory context). El Cardo, # 20. DOI: 10.33255/18511562/1740
5. Stienen, A.; Ramírez Osorio, Y; Estrada Chauta, J.C. (2024). Dilemas y paradojas de una "escuela inclusiva" en un contexto migratorio complejo (Dilemmas and Paradoxies: an 'inclusive school' in a complex migratory context). El Cardo (20), S. 1-28. 10.33255/18511562/1768
6. Stienen, A., Rodríguez Gómez, H.M. (2024). Planetares Lernen in der Migrationsgesellschaft. Eine akademische Kooperation in der Hochschulbildung von Lehrpersonen zwischen der Pädagogischen Hochschule Bern, Schweiz und der Universidad de Antioquia in Medellín, Kolumbien. In: Le Breton, Maritza; Burren, Susanne; Bachmann, Susanne (Hg.) Differenzkritische Perspektiven auf Fachhochschulen und Universitäten. Beiträge zur Regional- und Migrationsforschung (S. 179-207). Springer Nature. 10.1007/978-3-658-44988-9_10.
7. Stienen, A.; Rodríguez Gómez, H.M. (2024). Enfoque crítico de una educación global/planetaria en la formación superior de educadores. Una propuesta desarrollada a partir de una cooperación académica entre Colombia y Suiza. In: Un Mundo Otro (S. 288-314). Santiago, Chile: Ediciones Universidad Tecnológica Metropolitana.
8. Rodríguez Gómez, H.M.; Stienen, A. (2023). Cooperación Sur y Norte globales en pedagogía y antropología: la orientación planetaria en la formación de profesores. Global South-North cooperation in pedagogy and anthropology: a planetary orientation in teacher education. El Cardo (19), S. 1-23. 10.33255/18511562/1735

Conference papers

1. Angela Stienen, Stefanie Strulik, Hilda Mar Rodríguez Gómez, Andrés Restrepo Gil: *Transnational Pedagogical Expeditions. Contesting Knowledge through Formative Research in Teacher Education*. International Sociological Association, 5th Forum of Sociology: Knowing Justice in the Anthropocene. Rabat, Morocco, July 6 - 11, 2025.
2. Angela Stienen, Stefanie Strulik: *Transnationale Räume der Wissensproduktion in der Lehrpersonenbildung. Formative Forschung zwischen den Migrationsgesellschaften Kolumbiens und der Schweiz*. Jahreskongress SGBF-SGL: Bildung in einer diversen und komplexen Welt, Luzern, 2-4 of July 2025.
3. Angela Stienen, Stefanie Strulik, Hilda Mar Rodríguez Gómez: *Transnational Spaces of Knowledge Co-Production in Teacher Education between Colombia and Switzerland*. Conference Academic Network of Global Education and Learning-ANGEL: Research in Global Education and Learning: For Democracy, Peace, Human Rights, Sustainability, and Global Social Justice, Berlin, 4-6 of June 2025.
4. Hilda Mar Rodríguez, Angela Stienen, Andrés Restrepo: *Educación inclusiva e intercultural para la escolarización de migrantes en Colombia*. Ciclo *Distinguished Lectures* 'Otras imaginaciones, Otra educación inclusiva'; Centro de Estudios Latinoamericanos de Educación Inclusiva (CELEI), on-line, 22 de julio 2025.
5. Andrés Restrepo, Hilda Mar Rodríguez, Angela Stienen: *Educación y migración. La escuela como centro de acogida, bienestar y garantía de derechos*. Congreso de la RED FEIAL Interculturalidades y Educaciones

en América Latina. Diálogos, tensiones y alternativas. Eje 3: Movilidad Humana, Territorios-Frontera e Interculturalidad. Popayán (Colombia), agosto 14-16 de 2024.

6. Hilda Mar Rodríguez, Andrés Restrepo: *Partir, desplazarse y llegar: las adaptaciones de una IE a las exigencias de los movimientos humanos*. Seminario de Migraciones, Género y Educación. Pedagogías de la esperanza: caminos para la justicia social, organizado por FAS (Fundación Autónoma Solidaria de la Universidad Autónoma de Barcelona), Universidad de Baja California, Universidad de Antioquia, octubre 27 de 2023.
7. Hilda Mar Rodríguez Gómez, Andrés Restrepo Gil, Laura Villalba Mojica: *Tacto pedagógico y competencias interculturales para repensar el derecho a una educación inclusiva*, V Bienal Latinoamericana y Caribeña en Primeras infancias, niñeces y juventudes, Cinde, Universidad de Manizales, 17 al 21 de julio 2023.

Non-scientific publications

1. Rodríguez, H.M y Restrepo A. (2024). De olas, mareas y metáforas. <https://bit.ly/OlasMareas>
2. Molina, G., Stienen, A. und Bildung Bern (2024). Kolumbianische Gewerkschaft: gefährliches Engagement für gute Bildung. pp. 20-21. Berner Schule/école bernoise 03/24, Bildung Bern/formation Berne. <https://www.bildungbern.ch/uploads/publikationen/Berner-Schule-03-2024.pdf>
3. Fischer, S. (2024). Bildung für Frieden und soziale Gerechtigkeit. pp. 29-30. vpod bildungspolitik 238. https://vpod.ch/site/assets/files/0/01/17/670/238_vpod-bp-kl.pdf

Diploma thesis

1. Manyelay Gaviria Sánchez (2024). La migración en la escuela: Un enfoque desde la emocionalidad de las niñas y los niños del grado Transición 4; Universidad de Antioquia, Facultad de Educación.
2. Paula Castañeda Vallejo (2024). La Escuela como escenario y territorio donde se viven y se perciben los cambios de miradas de lo que significa ser maestra; Universidad de Antioquia, Facultad de Educación.
3. Alejandra Martelo Álvarez (2024). Prácticas de acogida con niños y niñas migrantes en la Institución Educativa Héctor Abad Gómez; Universidad de Antioquia, Facultad de Educación.
4. Nina Lara Evard (2025). The value of bilingual education for Emberá children in an urban context: A qualitative study in Medellin, Colombia. Bachelor Thesis, PHBern, Institute for Primary Education.
5. Michelle Maria Marti (2025). Schule als Schutzraum: Friedenspädagogik zwischen Hoffnung und Herausforderungen in Medellín's Bildungssystem. Bachelor Thesis, PHBern, Institute for Primary Education.

Research Slam and Latin American Week organized by the Leading House at U St. Gallen

The Swiss PI participated in both events with a presentation (*May 12, 2023, and October 22, 2024*)

International Workshop organized by the Swiss-Colombian team at PHBern

Title: Planetary Perspectives on Knowledge Production. Challenges and Potentialities for Teacher Education.
Bern, PHBern, May 9 -10, 2025. (Concluding conference).

Bern, January 2026

Angela Stienen & Hilda Mar Rodríguez Gómez, project coordinators