

Book presentation



Theoretical-methodological foundations of doctoral training

Fundamentos teórico-metodológicos de la formación doctoral

Fundamentos teóricos e metodológicos do treinamento de doutorado

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The book *Theoretical-methodological foundations of doctoral training*, published by Editorial LiberCiencia in 2024, is a collective work that synthesizes the main advances and challenges of doctoral training in Cuba, within the framework of international trends. This work, compiled by Vilma María Pérez Viñas and Arturo Pulido Díaz, is the result of the sectoral project "Improvement of doctoral training and its contribution to development", code PS223LH001-015, associated with the Sectoral Program of Science, Technology and Innovation "Higher Education and Sustainable Development", directed by the Ministry of Higher Education of Cuba. Researchers from three Cuban

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universities participated in this project: the University of Pinar del Río "Hermanos Saíz Montes de Oca", the University of Oriente and the University of Cienfuegos "Carlos Rafael Rodríguez".

The work compiles the results of documentary research on the theoretical and methodological references of the doctoral training process, in general at the international level and, in particular, in Cuba.

The text is organized in two fundamental parts, which complement each other to offer a comprehensive view of the epistemological and practical aspects of doctoral training. In the first section, entitled *The epistemology of doctoral training in terms of development*, the historical and conceptual background that has shaped this type of training in Cuba is explored in depth, with emphasis on its relationship with the Ibero-American context. In this part, contributions such as those of Vilma María Pérez Viñas and Maricela González Pérez, who explore the national and international foundations of doctoral training, and the comparative analysis of Jency Niurka Mendoza Otero, stand out. Noemi Rizo Rabelo, Haens Beltran Alonso and Eduardo René Concepción Morales, which offers an interesting comparison between the doctoral systems of Europe and America. In addition, a theoretical-practical proposal for the internationalization of doctoral programs is presented, led by Arturo Pulido Díaz, Vilma María Pérez Viñas, María Elena Fernández Hernández and Isnery Delgado Alonso, which highlights the need to adapt these programs to international standards to promote academic mobility and global recognition.

The second section, entitled *The praxis of doctoral training in terms of development*, focuses on the operational and methodological aspects of doctoral programs. Here, topics such as the efficiency indicators of doctoral programs in Cuba, analyzed by Rosario León Robaina and Sonia de la Caridad Ruiz Quesada, as well as the benefits of the thesis workshop as a tool to support the doctoral process, discussed by Maricela González Pérez and Tomás Castillo Estrella, are addressed. A collective article is also included that describes a technology for preparing for entry into doctoral training, designed to facilitate access and guarantee the success of those interested in pursuing a doctorate. These methodological proposals not only reflect the experience accumulated in Cuba, but also offer a useful frame of reference for other similar contexts, where doctoral training faces challenges related to sustainability, interdisciplinarity and educational innovation.

From a broader perspective, the book is part of the growing concern about the need to transform doctoral training into a dynamic, flexible process aligned with the demands of sustainable

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development. In this sense, the compilers emphasize the importance of internationalizing programs, strengthening collaboration between universities, and linking doctoral research with the specific problems of society. These aspects are key to ensuring that graduates of doctoral programs are not only capable of generating new knowledge, but also of applying it effectively to solve economic, social, and environmental problems.

The book is not only an academic contribution, but also a strategic guide for managers, academics and public policy makers interested in improving advanced training processes. The work manages to coherently integrate theoretical and practical principles, presenting a rigorous and well-founded analysis, backed by research that reflects the experiences and lessons learned in the Cuban context. At the same time, it is projected as an inspiring text, which invites us to rethink doctoral training from an innovative perspective committed to social well-being.

In conclusion, *Theoretical and Methodological Foundations of Doctoral Training* is an indispensable contribution to understanding and improving doctoral training in development contexts. Its emphasis on integrating international trends with local specificities makes it a key reference for the academic community. This book not only analyses the challenges of the present, but also offers a hopeful and practical vision for the future of Higher Education.

It can be consulted from the following link: <https://rc.upr.edu.cu/handle/DICT/4182>

Conflict of interest

The author declares not to have any interest conflicts.

Authors' contribution

The author designed and wrote the presentation of the book.



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