



Research Center Harvest in the construction of collective knowledge. A historical look (2006-2014)¹

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Abstract

Objective: This work characterizes the historiographic contributions to bibliometric research on the history of education based on the study of the VENDIMIA Research Centre.

Originality/Contribution: Makes visible that, from the beginning, under a research project of several Colombian research groups in dialogue with other Ibero-American groups, it has contributed to the construction of collective knowledge, influencing the socio-educational transformation and contributing from the academy to Latin American integration.

Method: This is a documentary and historiographic research, which takes as a framework of reference the research networks with the method of the social history of education developed by the Society for the History of Latin American Education, SHELA.

Strategies, information collection: The study establishes the period from 2006 with the creation and first group meeting, until 2014, when the last event and meeting of the centre was held, therefore, national and institutional normative sources were used with the VENDIMIA network, minutes documents, research projects, publications in books and bulletins, reviews of events, lines of research, pedagogical experiences and interviews of opinion.

Conclusions: This network experience with research groups allowed us to consolidate a practice that managed to impact the academic program of the Doctorate in Educational Sciences of RUDECOLOMBIA, by promoting a central line of research that nourished the theses and postdoctoral projects.

Keywords: Academic networks; Investigation groups; PhD in education; bibliometric; Education History.

CENTRO DE INVESTIGACIÓN VENDIMIA EN LA CONSTRUCCIÓN DEL CONOCIMIENTO COLECTIVO. UNA MIRADA HISTÓRICA (2006-2014)

Resumen

Objetivo: El presente trabajo caracteriza los aportes historiográficos para la investigación bibliométrica de la historia de la educación a partir del estudio del Centro de Investigación VENDIMIA.

Originalidad/Contribución: Visibiliza que, desde el origen, bajo un proyecto de investigación de varios grupos de investigación colombianos en diálogo con otros grupos iberoamericanos, ha contribuido a la construcción de



un conocimiento colectivo, incidiendo en la transformación socio-educativa y aportando desde la academia a la integración latinoamericana.

Método: Esta es una investigación documental e historiográfica, que toma como marco de referencia las redes de investigación con el método de la historia social de la educación desarrollada por la Sociedad de Historia de la Educación Latinoamericana, SHELA.

Estrategias, recolección de información: El estudio establece el periodo de 2006 con la creación y primera reunión grupal, hasta el 2014, cuando se realiza el último evento y reunión del centro, por tanto, se utilizaron como fuentes normativa nacional e institucional con la de la red VENDIMIA, documentos de actas, proyectos de investigación, publicaciones en libros y boletines, reseñas de eventos, líneas de investigación, experiencias pedagógicas y entrevistas de opinión.

Conclusiones: Esta experiencia de red con los grupos de investigación permitió consolidar una práctica que logró impactar en el programa académico del Doctorado en Ciencias de la Educación de RUDECOLOMBIA, por el impulso a una línea central de investigación que nutrió las tesis y proyectos posdoctorales.

Palabras clave: Redes académicas; grupos de investigación; doctorado en educación; bibliometría; historia de la educación.

O CENTRO DE INVESTIGAÇÃO VENDIMIA NA CONSTRUÇÃO DO CONHECIMENTO COLETIVO. UMA VISÃO HISTÓRICA (2006-2014)

Resumo

Objetivo: Este artigo caracteriza os contributos historiográficos para a investigação bibliométrica em história da educação a partir do estudo do Centro de Investigação VENDIMIA.

Originalidade/Contribuição: Mostra que, desde o início, no âmbito de um projeto de investigação de vários grupos de investigação colombianos em diálogo com outros grupos ibero-americanos, tem contribuído para a construção de um conhecimento coletivo, influenciando a transformação socioeducativa e contribuindo desde a academia para a integração latino-americana.

Método: Trata-se de uma pesquisa documental e historiográfica, que toma como marco de referência as redes de pesquisa com o método da história social da educação desenvolvido pela Sociedade para a História da Educação Latino-Americana, SHELA.



Estratégias/ coleta de dados: O estudo estabelece o período de 2006 com a criação e primeira reunião do grupo, até 2014, quando se realiza o último evento e reunião do centro, portanto, foram utilizados como fontes os regulamentos nacionais e institucionais com o da rede VENDIMIA, documentos de atas, projetos de pesquisa, publicações em livros e boletins, resenhas de eventos, linhas de pesquisa, experiências pedagógicas e entrevistas de opinião.

Conclusões: Esta experiência em rede com os grupos de investigação permitiu a consolidação de uma prática que conseguiu ter impacto no programa acadêmico do Doutorado em Ciências da Educação da RUDECOLOMBIA, pelo impulso a uma linha central de investigação que alimentou as teses e os projetos de pós-doutoramento.

Palavras-chave: Redes acadêmicas; grupos de investigação; doutoramento em educação; bibliometria; história da educação.

Introduction

The purpose of this work focuses on highlighting the contributions of the research groups that were integrated into the network called VENDIMIA in 2006. In twelve years of existence, academic training activities, events, research and publications were carried out, focused on forming a centre of research excellence. The organization corresponded to the initiative of several research groups that at the time was led by members of the group “History and Prospect of the Latin American University”, HISULA. Therefore, this publication summarizes the academic-research trajectory of the VENDIMIA centre which, since March 2006, was organized under a call from Colciencias. The proposal was presented, at the time, to be included in the celebration of the ten years of the RUDECOLOMBIA network and to be integrated into the research groups of the Doctorate in Educational Sciences of RUDECOLOMBIA, because the events had been constituted a window to make visible and integrate the lines of research and the thesis proposals of this doctorate.

It is highlighted how, throughout that time, this network of national and international research groups managed to impact Colombia and Latin America, fundamentally due to the centre’s guidelines aimed at the training of its members, research, socialization of thesis projects of the Doctorate in Educational Sciences, RUDECOLOMBIA, and publications. The central line of the centre was established, and has been maintained, in the development of collective knowledge with social return to support the construction of the nation from interculturality from the territory.

The research axes have been marked from the interests of the groups, but maintaining the central support of the call for the research project: “Education, political culture and interculturality in the regions and in the nation projects in Colombia and Ibero-America. 18th to 21st centuries”.



The analysis is framed in the social history of education, supported by the following sources: 1). National legislation, university regulations, agreements. 2). Documents in minutes of meetings of the centre, conclusions of the events carried out and documents of the accreditation of CADE/Uptc, RUDECOLOMBIA. 3). Results of the research projects that originated from the framework project with pedagogical experiences. 4). VENDIMIA Publications. 5). Surveys of CADE/Uptc graduates and teachers. We highlight the minutes of the RUDECOLOMBIA curricular committee, which on December 3, 2019 approved resuming and continuing with the VENDIMIA process as the means that identifies the networking of the research groups of the Doctorate in Educational Sciences program, which is achieved through the new direction of the network and the Doctorate in Educational Sciences, in 2023.

In short, due to the maturity and research experience of this network of research groups at the centre, it is hoped that the institutionalization process will begin in each of the participating institutions through specific projects linked to the research framework project, to support the processes of integration of the groups of the participating institutions from the independence given by the network of researchers, constituted as an International Research Centre. It is concluded that VENDIMIA, in the first instance, has had a real impact on the students of RUDECOLOMBIA, as a means of academic dialogue between the academic committees of the Doctorate in Educational Sciences (CADE) and, second, that the problem raised with the respective questions towards the 21st century, are still valid with the characteristic of networks having become a central axis for the construction of collective knowledge to provide solutions to territorial problems from the vision of Latin American integration.

The transformations and impacts of academic networks: Vendimia

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On March 30, 2006, the director of the History and Prospective research group of the Latin American University, HISULA, based on the aforementioned call, invited the following national groups to participate: University Curriculum (University of Caldas, Manizales); RUECA (University Quality Assessment Network, University of Cartagena, Colombia); Society, Politics and Connected Stories (EAFIT University, Medellín); Public Policies and Governance (ESAP, Bogotá); Organizations and Public Management (ESAP, Bogotá); Curriculum and University (University of Nariño, Pasto); History, Education and Development (University of Nariño, Pasto); History of the Colombian University (Technological University of Pereira). Thus, these groups, which we consider founders of VENDIMIA, presented themselves to the Colciencias⁵

5 See the Framework Agreement prepared by the universities represented in Vendimia, on March 28, 2006, signed by the rectors of the universities UPTC (project leader with Hisula), EAFIT, Cartagena, Nariño, Caldas, ESAP, UTP.



Centres of Excellence with the research project “Education, political culture and interculturality in the regions and in nation projects in Colombia and Latin America. 18th to 21st centuries”. Although the topic was not selected, because it was not a priority for the country, the member groups decided to continue with the proposal, financing it with their own means.

Once the groups were identified, they were invited to work together under the initial idea of building a nation from the Colombian region. The criterion of interdisciplinary was considered to achieve this objective and for this reason groups were linked from politics to the curriculum framed within history and philosophy.

At that time, the Doctorate in Educational Sciences of RUDECOLOMBIA began a process of opening towards other national academic-research communities. The ESAP and EAFIT groups agreed to start this short-term process, in its beginnings, to present the proposal to Colciencias.

The work was arduous and incessant for three months. Electronic media was used to keep us in a continuous 24-hour debate. We thought and rethought theoretical and methodological concepts from interdisciplinary to organize a joint research work that would have a national and Euro-American impact.

Of course, the origin of the name VENDIMIA was no less important. On a work afternoon, at the house of Juan Camilo Escobar, in the city of Medellín, Adolfo León, who always has the exact word to describe each moment, said: “this is a vintage.” After a brief discussion we decided to propose this name to the recent organization of researchers that would make up the Centre of Excellence. After preparing a working document, through the Internet, we met at the Pedagogical and Technological University of Colombia and finally at Diana Elvira Soto Arango’s house in Bogotá to finalize reviews and study the minimum detail of the documentation required by Colciencias.

This is how, in the nine years of the centre’s existence, the VENDIMIA seminars were continuously organized and constituted with their own autonomy as a means of meeting academic communities. It must be said that this period of time was maintained due to the support of the groups, and because behind the initiative was a society of national and international academics who had opted to create a new form of investigative work that would favour the academic development of their members, which 186 included supporting doctoral, postdoctoral, youth and research seed training.

The framework project has been maintained over time and its breadth has been such that the eight events held demonstrate the variety of topics that have impacted, initially, as a means of training its members, but later as a meeting point to present the progress of the theses projects for the Doctorate in Educational Sciences of RUDECOLOMBIA and the postdoctoral work that is supported under the legal framework of the UPTC|⁶.

6 Agreements 064 of October 31, 2008 and 061 of August 26, 2009, of the Superior Council of the Pedagogical and Technological University of Colombia. It began with support from the research group “History and Prospective of the Latin American University”, Hisula, in 2011. The international competition was held on March 10, 2011. Eleven works from four countries were presented: Brazil, Colombia, Latvia and Mexico. First place was obtained by José Rubens Lima Jardimino (Brazil).

The events have become the meeting point to continually review, through self-regulation, this academic-research network project⁷. In such a way that the Statutes that were approved in 2009 institutionalized the organizational form of the first board of 2007, made up of Diana Elvira Soto Arango, president; Juan Camilo Escobar, vice president; María Teresa Álvarez, secretary; Dr. Diana Lago, prosecutor; Adolfo León Maya Salazar, Álvaro Acevedo and Raúl Munévar, members. In November 2014, the project was transformed to become an International Research Center, under the presidency of Dr. Alba Nidia Triana. Because it is relevant, we highlight the mission of the “VENDIMIA Center of Excellence” from the perspective of the work of a research network that promotes the training of researchers at different levels and presents research developments on “education, political culture and interculturality in the regions and in nation projects in Ibero-America in the 18th to 21st centuries to understand, theorize and intervene in the actors of socio-educational cultures”⁸.

So the VENDIMIA research centre became a reference network for bibliometric studies⁹ in the history of education. For this reason, it is necessary to properly assess that bibliometric—a methodology that allows us to know the teleological meaning of products: where the articles go, what they are, what their impact is, who, when and where they publish, the impact factor and indexing—will allow us to subsequently make an effort to complete VENDIMIA’s contributions to the topic of the history of education, from the research groups that comprise it, and in this case we highlight the HISULA-Uptc¹⁰ group (Tunja, Colombia), HEDURE-ULA¹¹ (Táchira, Venezuela) and FOPROFI-UFOP¹² (Ouro Preto, Brazil). Emphasis should be placed on these results since they have benefited not only researchers directly but also academic communities in general, by accounting for scientific advances, the relevance of research, intersubjective evaluation and, in particular, they have served to bridge the enormous difference that exists between bibliometric studies aligned with hegemonic models and efforts made from decolonial perspectives.

The contributions of the RUDECOLOMBIA network in this direction are commendable¹³; Established in 1996, it brings together in the first instance seven public and regional universities of Colombia: University of Caldas (retired in 2011), University of Cartagena, University of Cauca, University of Nariño, Pedagogical and Technological University of Colombia, Technological University of Pereira, University of Tolima; Later, the Universities of Atlántico (2000), Magdalena (2009), Quindío (2009) and Cundinamarca (2011) joined. Academic productivity is classified into the following general themes, organized in collections:

- 7 Diana Elvira Soto Arango, “University networks in Colombia. New historical conception for the university”, *History of Latin American Education Magazine*, no. 15 (2010).
- 8 Diana Soto Arango, “Historical approach to the Colombian university: Higher studies in the colonial period”, *History of Latin American Education Magazine* vol. 7 (2005).
- 9 Nubia Y. Gómez Velasco, Diana E. Soto Arango and José Rubens Lima Jardimino, *Policies and measurement in science and technology in the Colombian university 1992-2014* (Tunja: Editorial Uptc, 2018).
- 10 Hisula, *History and Prospective research group of the Latin American University, of the Pedagogical and Technological University of Colombia*.
- 11 Hedure, *History of Education and Representations research group at the University of Los Andes*.
- 12 Foprofi, *Teaching Training and Profession research group at the Federal University of Ouro Preto, with certification from CNPq- National Council for Scientific and Technological Development, Brazil*.
- 13 José P. Mora García. “Discourse communities in the history of education in Latin America, case study: Venezuela (1998-2008) (doctoral thesis, Universitat Rovira i Virgili, 2009).



1. Memories Acts of RUDECOLOMBIA; 2. History of the Colombian University; 3. The Enlightenment in Colonial America; 4. Latin American Educators; 5. History of the Latin American University; 6. Curriculum Area; 7. Doctoral Theses; 8. Educators in Latin America and the Caribbean from the 20th century to the 21st century, which is subdivided into specific topics that have given rise to networks of researchers such as Training of Educators in Normal Schools; Teachers from indigenous, rural, African and Afro-descendant peoples; and Pedagogies, peace and resilient populations, which has been integrated into a larger network called Coopero. In addition, the *History of Colombian Education Magazine* (University of Nariño) is published; History of Latin American education magazine; History of Latin American Education Bulletin; 13. Bulletin of specific conferences Groups HISULA (History of the Latin American University) and ILAC.

Lines, projects and publications. Meeting point in Vendimia

Although VENDIMIA was not supported by Colciencias in its development, its conceptual part was marked by that institution¹⁴, as it is the governing body of research policy in Colombia.

Therefore, VENDIMIA was registered as a “Research Center of Excellence in Education, Social and Human Sciences”, made up of research groups from the Doctorate in Educational Sciences of RUDECOLOMBIA, recognized and measured by their academic production in Colciencias and by institutionalized research groups in other countries.

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Within this context, the first networking experience was carried out with the Society for the History of Latin American Education, SHELA (1994), an academic society with personal participation, that is, to endorse individual research. The second network experience was with RUDECOLOMBIA (1996), whose institutional participation seeks to endorse an academic program that corresponds to the Doctorate in Educational Sciences.

The third network experience corresponded to VENDIMIA, in 2006. Participation was carried out by registering research groups united by a general research theme, corresponding to the framework project “Education, political culture and interculturality in the regions and in the nation in Colombia and Latin America. 18th to 21st centuries”. Thus, the registration of each group was carried out through a research project related to the general theme. Particularly, HISULA enrolled in this research centre with a framework project titled “University, political and citizen culture in nation projects in Colombia, 18th to 21st centuries.” In this framework project, doctoral and master’s theses have been registered, as have the researchers’ projects¹⁵. The fifth cohort of the Doctorate in Educational Sciences, from the Pedagogical

14 A Centre of Excellence is a national network of research groups of the highest level, articulated around a common work program in a scientific and technological area considered strategic for the country. Research groups from the academic and productive sectors and technological development centres will work within the research centres of excellence. A scientific research group is a group of people who come together to carry out research on a given topic, formulate one or several problems of interest, draw up a long or medium-term strategic plan and produce results of knowledge and innovation on the topic of interest (Memories International Meeting of Researchers, Colciencias, 2005).

15 Under this research proposal, the classes of the Doctorate in Educational Sciences of CADE UPTC, 5, 8, and 16, were formed, supported by the research project “The University in the formation of the nation.” Project co-financed by the Research Directorate, DIN.

and Technological University of Colombia (CADE-UPTC), RUDECOLOMBIA, was convened under this theme as a line of research.

We consider that the most relevant event—in addition to presenting the research advances in the eight seminars-workshops—occurred in 2011, when several national and international research groups joined together in the international research proposal that was presented to the European Union on March 24, with the theme “Eduaccess. Vulnerable populations”, a proposal that formed an Interinstitutional Framework Program (PMI) whose purpose was to establish joint projects to improve the quality, relevance and access to higher education (HE) in Latin America (LA) for vulnerable populations: peasants, indigenous people and African Americans. Social and educational exclusions are defined as interrelated categories that arise, logically, from economic conditions and power relations over disadvantaged population groups.

The following research groups participated in this proposal for Colombia: History and Prospective of the Latin American University, HISULA (classified in A1), coordinated by Diana Soto Arango, and the Rural Education group, classified in D, coordinated by Alba Nidia Triana, leading the proposal from the Pedagogical and Technological University of Colombia. The History, Education and Development group (classified in B), coordinated

by Gabriela Hernández Vega, from the University of Nariño. The Curriculum, university and society group (classified in B) coordinated by Liliana del Basto. The Educational Communication research group (category A), coordinated by Olga Bedoya, from the Technological University of Pereira. The participating foreign institutions were: University of Havana (Cuba); University of San Carlos of Guatemala; Agricultural University (Honduras); University of Aveiro (Portugal) and Pablo de Olavide University (Spain).

As is evident, it was a dynamic Centre of Excellence in its research activity, which prioritized its internationalist vision. Specific lines of research were established, all covered by the line of nation building, a topic around which the seminars, workshops and therefore the publications revolved. A first research trend 189 to highlight is that referring to the construction of the nation from the university, followed by the construction of the nation from interculturality, then from governance and finally from Freemasonry.

The formulation of the problem with the initial questions gave rise to the development of the previous lines of research. The starting point was a question followed by a mutually related statement. The question was formulated as follows: Taking into account the Euro-American context, how has it been formed since the 18th century, how is it manifested today and how is Colombian political culture projected in relation to the globalization of enlightened ideas, the rationality of modern politics, interculturality, educational institutions, social practices in different regions of the country, and in relation to the various nation projects in the history of Colombia?

As for the verification - clearly possible to point out in the present -, it had to do with the precarious existence of governability and legitimacy in the relations between rulers and the governed, between institutions and civil groups, on the one hand, and expressions of opposition in Colombia on the other. To demonstrate the finding, which is in turn the problem, and indicate the correspondence it has with the question, we start from the relationship that exists, in history and political theory, between governability (the ability

of rulers to respond to demands of the governed) and legitimacy (the broad and majority consensus that the governed bring to the actions of the leaders)¹⁶. It is also necessary to formulate, in the previous terms, another question: Have the Colombian State and governments from the post-independence era until today also reflected a precarious governability and little legitimacy, while the civil wars of the 19th century and the expressions of violence in the 20th century can be thought of as a constant characteristic of the functioning of the political order in Colombia?

Behind the lines expressed, a paradox is evident, since wars and violence have been ways of doing politics that include and exclude at the same time. The peasants of the 19th century did not regularly discuss the political projects of their leaders, hence their low public profile, but during the war they had access to the exercise of politics.

The inhabitants of the Colombian cities and countryside in the 20th century also did not reach their status as “high intensity” citizens¹⁷, but they have ended up forming multiple groups that generate violence that intervene in the order of power relations.

The paradox deepens because the political history of Colombia seems to demonstrate that the factors that destabilize and delegitimize governments, according to political theory, have on the contrary been favourable to the system. War and violence historically constituted functional elements for the precarious governability and the poor legitimacy of the Colombian political order. In this sense, we share the considerations of Maria Teresa Uribe when she says:

In Colombia, violence and war are not silent as Arendt thought, they have words, stories and speeches and, in turn, politics has a Resource for its exercise in weapons and spilled blood. The most significant thing is that both seem to coexist without excluding each other.¹⁸

Now, within the framework of the approach to the research problem, is it possible to ask about the relationship that educational institutions have with the finding expressed at the beginning? What type of link exists between academic-pedagogical practices, the globalization of enlightened ideas and study plans, which since the 18th century have attempted to strengthen the ties that unite them to the State and politics, with the problems of governability and legitimacy?? How have educational curricula, plans and contents been determined, from what concepts of nation and in what education-state-society relationships have they been defined, and what has been the effect of this determination in the formation of the political culture of the Colombians?

16 In Norberto Bobbio, Incola Matteucci and Gianfranco Pasquino (dirs.), *Dictionary of politics (Mexico: Siglo XXI, 2002)*, vol. II, 862, the term legitimacy is defined as “the attribute of the State that consists of the existence, in a relevant part of the population, of a degree of consensus such that it ensures obedience without it being necessary, except in marginal cases, to resort to by force”. And by governability, it is understood that “integration of two fundamental components: capacity and resources of governments and rulers on the one hand and demands, support and resources of citizens and social groups on the other” (vol. I, 704).

17 The concept comes from the political scientist Guillermo O'Donnell, “State, democratization and citizenship”, *Nueva Sociedad*, no. 128 (1993), cited by Maria Teresa Uribe, “The discomfort with political representation in today's Colombia”, *Political Studies*, n°. 6 (1996): 16.

18 Maria Teresa Uribe, “Politics in the war scenario: Complexity and fragmentation in Colombia”, *Legacy of knowledge*, no. 11 (2003): 15.

We think that there is not only one link but multiple ones, that the relationships between education and the State become complex if we understand that the State is not only the conjunction of the Classic branches of power but also the systemic set of elements that make up political culture, that is That is, the collective mentalities and imaginaries, the practices of the subjects, the forms of sociability of the various groups (civil and military, secular and religious) and the torrents of ideas that circulate through the varied media that have been renewed for three centuries. to proliferate texts, images and voices. We thus have a first triad of relationships between education, the State and political culture in which the problem posed is inscribed.¹⁹

On the other hand, it is necessary to ask one more question: How does interculturality, understood as forms of cultural mixing and social context, intervene in and with which political actors have sought to establish national projects since the 19th century, in most cases? less legitimacy and governability in Colombia? What has been the relevance of education to these multicultural contexts? In the first instance, we could say, as a hypothesis, that to answer the previous question it is necessary to observe local and regional politics.

What appears coherent and harmonious in the nationalist discourses of politicians, that is, in the political imaginaries, ends up being, in local and regional realities, an “incoherent” and singular political practice in which our problem is significantly revealed. : precarious governance and poor legitimacy produced largely by the lack of understanding, knowledge and critical training about the origins and character of the elements that have historically shaped the political culture of statesmen and citizens in general.

This first observation leads us to propose the study of a historical tension in which the different elements announced above enter: education, statesmen, intellectuals, political culture, interculturality, regions and nation projects. This study would in turn allow us to understand the reasons for the difficulties in establishing a governable social and political order in the history of Colombia, in which its main components were credibility, consensus and legitimacy, characteristics of a democratic framework of relations. of power. Consequently, if it were possible to know and understand the historical character and sources of the political culture of social actors and statesmen, in the different specific contexts where it is defined by the action of regional forms of cultural mixing, one could think of the transformation of the political cultures of the rulers and the governed and of the nation projects that seek to intervene in the development of the country. At this moment it is possible to explain the need and relevance of the project presented here: ***Education, political culture and interculturality in the regions and in the nation projects in Colombia. 18th to 21st centuries.***²⁰

Nor should we forget that investigations have an impact on events, but if these investigative advances are not published they are not made visible. Aware of this situation, the VENDIMIA groups organized the “VENDIMIA Notebooks Collection”. Therefore, for the reasons already argued, no less important is the VENDIMIA editorial project, which collects

19 Regarding the globalization of Enlightenment ideas and their relationship with study plans and jurisprudence programs in university institutions between 1760 and 1850 in Colombia, see Juan Camilo Escobar V. and Adolfo León Maya S., “Otras ‘luces’ on the early political history of Colombia, 1780-1850: Gaetano Filangieri and ‘The route from Naples to the West Indies’, *Co-herencia* vol. 3, no. 4 (2006).

20 Harvest Project presented to Colciencias in May 2006.



the work on the progress of research that is presented at each of the scheduled events. To date, volumes 1 and 2, presented in 2010, and volume 3, with other books resulting from the research of the framework project and the eight bulletins of each academic event, have been published.

Harvest and the construction of knowledge

The methodology used in VENDIMIA is manifested in the construction of knowledge through seminars and workshops with the purpose of training the members of the centre and having established itself as a meeting point for teachers, researchers and students of the Doctorate in Educational Sciences of RUDECOLOMBIA, through the events called VENDIMIA Workshop Seminar, with the aim of sharing, from similar themes, research advances and advancing new understandings of the Latin American political-educational reality.

But let's see how VENDIMIA's contributions to the realization of the eight events and the three published volumes influenced the transformation of the network. The groups met at the I VENDIMIA Workshop Seminar, with the theme "Concepts and methods for history and nation building"²¹, in Villa de Leyva, from October 4 to 6, 2007, under the coordination of Diana Soto Arango and Juan Camilo Escobar. In this first workshop seminar, the objective was to train the members of VENDIMIA by conceptualizing and reaching theoretical-methodological agreements on "Concepts and methods for history and nation building." The discussions and contributions generated in the different working groups during this first workshop seminar were finalized at the closing, on October 6, in the following points:

- 1) Establish VENDIMIA as a "Research Centre of Excellence", which brings together research carried out by the groups that comprise it, in the areas of education, social and human sciences, based on the framework project defined, as follows: "Education, Social and Human Sciences" and with the Framework Project: Education, political culture and interculturality in the regions and in the nation projects in Colombia. 18th to 21st centuries. The signatory groups were the founders of VENDIMIA.
- 2) Advance in the conceptualization of VENDIMIA, understanding that it is made up of several groups that articulate academic-financial efforts to carry out a long-term research proposal.
- 3) Keep the proposal alive through the RUDECOLOMBIA Network under the theme that began to bring together doctoral thesis projects and professors' research. In this context, the postdoctoral program that was approved at the Pedagogical and Technological University of Colombia²² was cited and promoted. Likewise, cohort 16 of the RUDECOLOMBIA Educational Sciences Doctorate program, which opened at the CADE of the Pedagogical and Technological University of Colombia, with the training line "University and nation", was established under the framework project of "The university in the construction of the nation", supported by the VENDIMIA

21 Diana Soto Arango and Juan Camilo Escobar coordinated the academic part, while the administrative-logistical organization was in charge of CADE UPTC, under the coordination of Margoth Guzmán.

22 The proposal had been presented a year earlier before the Council of Rectors of RudeColombia, record September 1, 2005, but it was only made viable through the Vendimia framework project assumed by the Hisula group.

framework project and which was approved by the DIN Research Directorate at the Pedagogical and Technological University of Colombia.

- 4) The question and objective were reformulated as follows: PROBLEM. In what way has Education influenced the formulation of national projects in their relationship with the problems of governability and legitimacy, which have existed between rulers and governed in the relationship between institutions, civil groups, and expressions of opposition in Colombia? GENERAL OBJECTIVE. Determine the influence that Higher Education has exerted in the formulation of national projects and its relationship with the problems of legitimacy and governability that have existed among rulers.

This first event marked a route of academic-administrative functioning for those that would be organized later. The policy that was established with the protocol, from that time, focused on the group report, work tables, presentation of books, meeting of group directors, plenary assembly of all researchers and a cultural and cultural event was added. a tourist visit. In addition, in parallel, in the afternoon sessions, activities to support doctoral thesis were carried out. The financing of the event was assumed with the registrations, and the research project "Latin American Educators"²³ with the work team of the History and Prospective research group of the Latin American University, HISULA and the CADE of the UPTC. Each group coordinator covered 193 their travel and living expenses. The twelve international guests were paid with the aforementioned research project, Colciencias, Icetex, and the universities of origin. The event covered the entire accommodation and subsistence costs.

Thus, in accordance with the methodology, the academic organization of the tables was guided by two coordinators and assisted by a secretary. The thematic development of each table lasted four hours, divided as follows: the first part was dedicated to the presentation of the theme, with two central conferences, each lasting 25 minutes, and four counter-presentations selected by the coordinators, each lasting 15 minutes. minutes each. The second part, the remaining two hours, were dedicated to work in workshops by groups organized among the attendees around the particular theme and the guiding questions defined by the table coordinators; The workshops ended with the socialization of contributions, findings and concerns.

Likewise, the corresponding report was carried out, which was evaluated at the end of the seminar-workshop, demonstrating effectiveness and approval among the participants. The four working groups, where 65 researchers participated, had as their central objective to know the research advances on each proposed topic. All participants attended these tables. This is how four tables were organized to explain those themes that would bring us together to train us in the research route of the framework project, as indicated in the closing document "First VENDIMIA Workshop Seminar", November 9, 2007, by Diana Elvira Soto Arango.

The working groups were: 1. "Connected stories methodology. Prosopography: Interdisciplinary and Transdisciplinary"; 2. "Interculturality and forms of miscegenation"; 3. "University, region and nation"; 4. "Political culture, governance and legitimacy." The tables ended with a discussion about progress, conclusions and perspectives.

23 Hisula group project, approved by call in Colciencias (2006).



In the conclusions, the operating route for 2008 was outlined with the schedule and activities, ending with the approval of the means of publication of the research results presented at the academic events, which was called Cuadernos de VENDIMIA, and Dr. Diana Elvira Soto Arango to start this publication. We analysed that the academic proposal was viable but there was no financial support. Finally, in this event at the general assembly, a board of directors was appointed for this network of researchers who had the prospect of becoming a research centre.

With the proposed evaluation of replicating the academic organization and seeking solutions to the financial aspect, the II International VENDIMIA Workshop Seminar, 2008, was immediately scheduled and scheduled, with the theme of “The construction of the nation in Latin America. century XIX”²⁴, held at the El Duruelo hotel in Villa de Leyva from November 12 to 14, 2008, under the coordination of Diana Soto Arango and Juan Camilo Escobar and with the support of Margoth Guzmán, director of the CADE of the Pedagogical University and Technological Institute of Colombia. In this second meeting, the research progress of each group was reported, considering that said progress was centred around the dialogue established with twenty international academic peers from Germany, Argentina, and Brazil. Spain, Mexico and Venezuela. The above was framed in the conception of internationalization proposed from the origins of the Doctorate in Educational Sciences program of RUDECOLOMBIA, as it came from the Society for the History of Latin American Education (SHELA).

From its beginnings, VENDIMIA considered it relevant that the reflections, presentations and debates were analysed and compared, establishing connections with similar stories from other latitudes. In this way, the forty Colombian participants created links with twenty researchers from Germany, Argentina, Spain, the United States, Mexico and Venezuela. The event was financed by the research group Enlightenment in Colonial America (ILAC), with contributions from the Higher Council for Scientific Research (Spain), the CADE-UPTC Pedagogical and Technological University of Colombia and the CADES of the Doctorate in Educational Sciences, which came together through the organization of the work tables.

Within the training for VENDIMIA members, the workshop on “Historical prosopography in national construction studies” stands out. In this workshop²⁵ it was possible to establish how the military career was a determining fact in the political-social promotions of the members of the royalist and American sides. The second workshop, “Historiography on the construction of the Ibero-American nation, 19th century”, allowed us to compare and conceptualize this topic with other countries.

The third workshop, “Political culture, education, governance and legitimacy, 19th to 21st centuries”, presented the progress of the theses of the Doctorate in Educational Sciences of RUDECOLOMBIA and the research of the VENDIMIA group. Likewise, two panels were held, one on “Women in nation building” and another on “Latin American educators, 19th century.” The event was financed by the research project “Latin American Educators”, from the History and Prospective research group of the Latin American University (HISULA), which was presented to Colciencias.

24 “The construction of the Ibero-American nation. 19th Century”, *Specific Bulletins for Hisula Congresses*, n°18 (2009).

25 Juan Marchena coordinated with a methodological matrix that studies the group of Independence soldiers.

As another of the advances of VENDIMIA's collective work, it was planned to guarantee the connection of research advances and the publication of the results of the events. For all these reasons, the III VENDIMIA International Seminar Workshop was scheduled, with the theme of "The construction of the nation in Latin America. XIX century". The event was held at the El Edén hotel in Villa de Leyva, between November 7, 8 and 9, 2009, under the coordination of Nubia Agudelo and Diana Soto Arango. Thanks to the discussions raised between the different theoretical-methodological visions, VENDIMIA became a means to facilitate the exchange and conceptual advancement of our research framework topic. Researchers from other countries contributed not only their academic experience but also notable intellectual generosity to the advancement of our theses and research projects.

For the VENDIMIA groups, the contributions of what we already called "the annual meeting" were decisive for the year 2009. In this case, having conceptualized the organizational nature and having planned the "Research Centre" that we aspired to realize within the criteria of a research network in this III international meeting of VENDIMIA, specialized in the topic of nation building. Thus, the assembly of the research groups approved the statutes to organize themselves in the VENDIMIA Research Centre. In addition to being the meeting point for students, with the presentation of the progress of the thesis projects, the CADE-UPTC Graduate Meeting was also organized during this third seminar.

The IV Seminar Workshop was developed under the theme "Construction of the nation: The university of the future in Ibero-America." The international seminar was coordinated by Alba Nidia Triana and Diana Soto Arango, under the general secretary of the young researcher Carolina Tovar, in Villa de Leyva, from November 9 to 10, 2010. Taking into account that the line of nation building consolidated, the table on "Freemasonry in the construction of the nation" was presented, which together with another specific event would later result in a book on this topic: *Freemasonry in the Independence of America. Three centuries of foundation of symbolic Freemasonry (1717-2017)*, edited by Diana Elvira Soto Arango, Miguel Ángel Puig-Samper and José Pascual Mora García (Tunja: UPTC, 2018). The book was also made up of four additional contributions to the subject, available to critics, and two significant annexes that explain in themselves the work in the composition of this work. The contributions were: "Diego Francisco Padilla and Freemasonry", by the Reverend Father Fernando Campo del Pozo, Augustinian Recollect; "Juan Germán Roscio, the freemason and civilist of the independence processes in Venezuela", by José Pascual Mora-García; "José Fernández Madrid and Juan Fernández de Sotomayor, Freemasons, intellectuals and heroes in the formation of the Colombian nation", by Jairo Solano Alonso; "Unsuspected facets of José Mejía Lequerica", by Carlos Paladines Escudero. And the annexes: "The Serenissima Grand National Lodge of Colombia, based in Cartagena de Indias and its influence on the social environment", by Ildelfonso Baldiris Silva; "Review of the event IX Colloquium of Social History and Sciences: 'Freemasonry in American Independence'. Cartagena de Indias - Santa Cruz de Mompo, March 20 to 23, 2014", by José Pascual Mora García (Rhela vol. 20, no 31, 2018).

In 2011, the V International Workshop Seminar within the fifteen years of RUDECOLOMBIA took place, from August 24 to 26, at the University of Santa Marta, under the coordination of Liliana del Basto, president of VENDIMIA, and the organization of CADE. from the University of Tolima. There, work on the progress of RUDECOLOMBIA students'

theses was supported and socialized. This event presented the difficulty that was assimilated to that of the fifteen years of the RUDECOLOMBIA network, therefore, in the specific VENDIMIA tables the central theme of “Nation Building” was not evident and the information was not systematized to edit the books following the three volumes that were published up to that date. However, VENDIMIA continued to be in the students’ imagination the meeting place to learn about the work of other students in the network.

In 2012, the VI VENDIMIA International Seminar Workshop was held, under the theme of “Education and nation building in Latin America and the Caribbean. History and prospective”, in Tunja and Villa de Leyva, from November 7 to 9, under the direction of Alba Nidia Triana. At this event, the assembly of the VENDIMIA Research Center groups appointed the new board of directors, under the presidency of José Rubens Jardimino. The VENDIMIA Center of Excellence presented a board of directors and the respective regulations for the registration, permanence and exclusion of groups in VENDIMIA. The guidelines, established since 2008, allowed this project and its commitments to crystallize). On November 8, 2012, the assembly of the VENDIMIA groups was held, through which the board of directors was appointed: president, José Rubens Jardimino (Brazil); the Vice President was not appointed; secretary, José Enrique Cortez of the USAC of Guatemala; treasurer, Aracely Forero (Colombia); members, Justo Cuño (Spain), Liliana del Basto (Colombia), Diana Lago (Colombia); editorial coordination of Cuadernos de VENDIMIA, Diana Elvira Soto Arango (Colombia). It was agreed that the presidency would be rotating and would be exercised by the researcher who was responsible for the organization of the VENDIMIA event. Article 18 of the statutes approved on November 10, 2009 was modified.

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The VII International VENDIMIA Workshop Seminar, whose theme was “Teacher training and public policies in nation building”, was held at the University of Ouro Preto, Brazil, from May 27 to 30, 2013, with the coordination of José Rubens Jardimino. It was precisely at the aforementioned VI VENDIMIA assembly when the decision was made to hold the seventh meeting in Brazil. José Rubens Lima Jardimino, at that time president of the VENDIMIA Center, was chosen as coordinator. The historic city of Ouro Preto (a UNESCO World Heritage Site) hosted the event, within the framework of the XI – Symposium on Teaching Training and Profession (SIMPOED) held annually by the Department of Education of the Institute of Human and Social Sciences (ICHS) of the Federal University of Ouro Preto (UFOP). On this occasion, academic researchers from America and Europe met to present and debate topics related to education in the fields of history, present and prospective, educational science, pedagogy, evaluation, curriculum and didactics, in the search for greater pedagogical, cultural, social and political perspectives. For this purpose, the coordinators of each research group at the VENDIMIA Centre organized the symposiums corresponding to the research topics, so that each group could analyse and debate the ongoing research, becoming a space to communicate progress and so on. results of the work of all member researchers.

The responsibility for the organization, evaluation and preparation of the summaries of the works presented at the symposium were the responsibility of each group, with its respective coordinator. The following central lines of work stood out: the first, to analyse the influence of university reforms and movements in the cultural-educational transformation, in the training of political leaders, in the leadership of scientific-technological changes, in the formation of the nation, and the university’s ability to lead the changing society of the

21st century in Latin America. Fifteen papers were presented from the following institutions: The Pedagogical National and Guadalajara universities (Mexico), the Andes universities (Venezuela), and Valencia universities (Spain). And for Colombia, the Industrial de Santander universities, Corporación Universitaria del Meta, Pedagogical and Technological of Colombia, Cooperativa de Colombia, de Cartagena, de Colombia and RUDECOLOMBIA.

The second line for the research project “The university in the training of rural teachers in Guatemala and Colombia”, which from the life stories of the teachers sought to demonstrate whether their political and ideological affiliation could influence the development of educational practice and local social impact and change of mentalities regarding values of solidarity and tolerance in the decades from 1950 to 1970 and the first decade of the 21st century. Ten papers were presented from Colombia, Guatemala, Brazil and Venezuela. This line of research presented at VENDIMIA was the basis for developing the framework project on “African and Afro-descendant rural teachers”, the results of which would be presented at an event that, on this topic, would be organized at the USAC in San Carlos de Guatemala, under the coordination of Oscar Hugo López and Diana Soto. Precisely, under the signing of a first protocol of activities, this line of research would be consolidated, leading to the formation of the network and the holding of the first colloquium in Jamaica, in May 2014.

The third line, for the university's pedagogical strategies to provide accessibility to rural teachers as a vulnerable sector of the educational sector that has difficulties in entry and retention in the university institution. Thirty-one presentations from the following institutions were registered there: UNISINOS and PPGEDUC/UNEB (Brazil), Universidad de San Carlos (Guatemala), Universidad de los Andes (Venezuela), Universidad Nacional (Costa Rica) and UPO (Uruguay). From Colombia, Industrial University of Santander, Armenian Sectional Gran Colombia University, University of Cartagena, La Salle University of Colombia and Pedagogical and Technological University of Colombia.

The VIII International HARVEST Seminar Workshop was held at the Pedagogical and Technological University of Colombia, and the Tunja Convention Centre, under the coordination of Alba Nidia Triana, on November 6, 7 and 8, 2014. This event included introduced the topic of Normal Schools as a new line of research, supported by the research project “Teachers and Normal Schools in Colombia during the 19th and 20th centuries”, as well as the postdoctoral work carried out by José Rubens Lima Jardimino on this topic within the research group “History and Prospective of the Latin American University” (HISULA) of the Pedagogical and Technological University of Colombia. Coordination was carried out by Justo Cuño, José Rubens Lima Jardimino and Claudia Figueroa, and fifteen presentations were presented by researchers from Brazil, Colombia, Guatemala and Mexico. Likewise, the other line that was consolidated within the groups was that of “African and Afro-descendant teachers in Colombia, Brazil, Guatemala, Venezuela and Equatorial Guinea, 20th and 21st centuries”, supported by a framework research project.

The line that was continued was that of the University, but on this occasion under the specific theme of student movements. This table was coordinated by Álvaro Acevedo and Diana Elvira Soto Arango. Researchers from Spain, Colombia, Mexico, Guatemala and Venezuela participated. On the other hand, the topic of accreditation and self-evaluation was introduced, coordinated by Diana Lago from CADE in Cartagena. The assembly of the groups decided the appointment of the new board of directors under the presidency of Alba

Nidia Triana; vice president, Justo Cuño; secretary, Diana Elvira Soto Arango; treasurer, José Cortés; members, Aracely Forero, Diana Lago and José Pascual Mora.

In this way, VENDIMIA has carried out eight events, published three volumes and specific bulletins for each of the academic events.

Among the books in the VENDIMIA collection we have *The Construction of the Ibero-American Nation. 19th to 21st centuries. Concepts and methods for the history and construction of the nation*, under the editorial direction of Diana Soto Arango, Justo Cuño Bonito, José Tomás Uribe and Olga Acuña. The scientific committee of the VENDIMIA I and II Notebooks was made up of seventeen researchers from renowned universities in Latin America. The edition was financed by CADE-UPTC, HISULA, CADE-University of Cartagena, CADE-Universidad de Nariño, CADE-Universidad de Tolima.

The edition is divided into four parts, in the first of which the authors address The concept of nation: Olga Yanet Acuña, "Citizenship and construction of the nation"; Justo Cuño Bonito, "Speech of the hero in the first Colombian States (1810-1815)"; Liliana Margarita del Basto Sabogal, "Genesis and development of the concept of the public"; Margoth Guzmán Munar, "Interculturality, University and Nation"; and Carlos Rincón, "Liberation, failure and construction of the nation." The second part is dedicated to the experiences of nation-building in Latin America, whose authors and chapters are: Antonio de Pedro Robles, "Science in the Nation project in the emancipation process"; Jesús Paniagua Pérez, "Criollismo in the formation of Latin American nations"; José Pascual Mora García, "Freemasonry in the construction of the Venezuelan nation"; Jairo Alonso Solano, "Colonial establishments in the province of Cartagena in the 16th to 18th centuries"; and Jorge Tomás Uribe, "The wise Francisco José de Caldas and his geographical vision in the construction of the Nation." The third part, dedicated to the topic of the projects and processes of construction of the Nation, was discussed by: Álvaro Acevedo Tarazona and Néstor Fabio Valencia Llano, "The agrarian policies of the Colombian nation state"; Modesta Barrios, "Women in the Residence Halls of Colombia (1945-2000)"; Wilma Nury Blanco Ruiz, "Women in the construction of the nation"; Patricia Cardona, "The written nation or the way of materializing the Colombian nation (1886-1895)"; William Pacheco Vargas, "The Pedagogical University of Colombia in the construction of the Colombian nation (1950ff)"; Pedro Alfonso Sánchez Cubides, "Neoliberal reforms in higher education Colombia (1990-2007)"; and Diana Soto Arango, "Current news about Independence in the light of school textbooks in Colombia." The fourth part is made up of two reviews of the VENDIMIA I and II seminars (2007-2008)²⁶.

Volume III, *The construction of the Ibero-American nation. 19th-20th centuries. Comparisons and connections*, published in 2013, had Diana Elvira Soto Arango and Armando Martínez Moya as editors.

Likewise, the HISULA group has developed several institutionalized investigations at the Pedagogical and Technological University of Colombia, derived from the VENDIMIA framework project and which have given rise to different publications, among others, *Political cultures and resilience in education*, authored by Diana Elvira Soto Arango, Marlén Rátiva and Pascual Mora. This book, published in 2023, was funded by the research project "Political

26 Cf. José Pascual Mora García, "Reseña Cuadernos Vendimia", *Heurística* vol. 14, 2011.

cultures and imaginaries of teachers of Bachelor of Philosophy, Social Sciences (UPTC), and ENS-(UPTC) in the training of educators” (SGI Code. 2406, which is derived from the VENDIMIA framework project).

Nine bulletins have been published, one for each academic event, including, in 2009, “The construction of the Ibero-American nation. Siglo XIX”, by Diana Elvira Soto Arango and Juan Camilo Escobar, and “III International VENDIMIA Workshop Seminar. Nation Building in Latin America, 19th and 20th Centuries: Comparisons and Connections.

Thus, within this analysis we can indicate that VENDIMIA first became a training centre for its members and then a national scientific community whose events became the meeting point for students of the RUDECOLOMBIA network. In this way, the work tables were organized by the themes of the thesis and it was the great opportunity to learn about the work of the Doctorate students in 199 Educational Sciences, and to learn about the research trends with their theoretical and methodological references. VENDIMIA also allowed the analysis of new lines of research that have later been consolidated into thematic networks. It can be said that VENDIMIA met its objectives in three aspects: research, training and promotion of new thematic research networks. In short, we can establish that with the eight events organized, the central objectives of VENDIMIA were continued: to train its members and present the progress of the research projects. At each of the events there was a meeting of the directors of the research groups whose purpose was to trace the academic route for each year.

And from all this a big question remains: what were the aspects that influenced the development of an initiative with visible results?

It is time to highlight that VENDIMIA was financed with its own resources and the support of Icetex; Likewise, that the official entity that promotes the research in Colombia did not consider the topic or the objectives of VENDIMIA relevant, which has been, without a doubt, the most innovative experience of regional impact supported by the networking of researchers and students of master's degrees and the Doctorate in Educational Sciences from RUDECOLOMBIA.

Impact and visibility

It is necessary to assess the relevance of VENDIMIA in contributing to the national and international scientific community of the advances of a research project of regional impact, which in turn jointly trains a group of teachers-researchers-postdoctoral and doctoral students. It can be said that VENDIMIA achieved objectives in three aspects: research, training and high-level academic training, such as doctorates, and in postdoctoral research processes.



The issue of internationalization linked to academic networks was always a prospective proposal outlined by RUDECOLOMBIA and taken up by VENDIMIA (2007)²⁷ in the direction proposed by Diana Soto Arango²⁸.

The legal historical balance starts from a first period, when university networks in Colombia were legally established, within the new conception of the university that was linked to research, from Decree 080 of 1980 to the Constitution of 1991. The second period, starting with Law 30 of 1992 with its impact on the need to present requirements for the accreditation of master's and doctoral programs, a fact that motivated the construction of academic networks until Decree 1295 of 2010 that regulates the Qualified registration and within these the programs in agreement.²⁹

Today we are in that same direction, synchronizing with decree 1330 of July 2019, which emphasizes the dynamic interaction between the concepts of efficiency, regional deployment and university autonomy. In Colombia, according to Law 30 of 1992, Art. 13, "Doctoral programs focus on the training of researchers at an advanced level based on the disposition, capacity and knowledge acquired by the person in previous levels of training. The doctorate must culminate with a thesis"³⁰. These programs are in line with law 1188 of 2008 and its regulatory decree 1001 of 2006; the same as in decree 1330, where it is stated:

The purpose of a doctoral program is to train researchers with the ability to autonomously carry out and guide academic and research processes in a specific area of knowledge and to develop, strengthen or deepen knowledge, attitudes and skills typical of this level of training. The results of the students' research at this level of training must contribute to the advancement of knowledge, in accordance with what is contemplated in the National System of Science and Technology or whatever takes its place.³¹

Internationalization becomes a necessary condition of doctoral training, it builds commitments and responsibilities with the scientific and discursive communities at the national and international levels. Doctors are autonomous researchers, critical people and capable of contributing, through scientific study, to improving the quality of life in different sociocultural contexts. In this sense, internationalization is not only limited to the construction of

27 From the beginning, with the organization of the first event in 2007, international researchers and groups were admitted. This is how, at this time, the following recognized, endorsed and classified groups entered in each of their countries:

- Group "Nucleus of interdisciplinary studies and research on higher education" - NUPIES (Brazil). Coordinator: Dr. Celia Haas. He joined in 2009.
- Group "The classical and humanistic tradition in Spain and Latin America." General Subdirector of Research Projects of the Ministry of Education and the Government of Castilla y León. University of León (Spain). Ref.: HUM2006-09045-C03-01/ FILO. Coordinator: Dr. Jesús Paniagua. He joined in 2007.
- Group "History and theory of the teaching profession", registered and certified by the National Council for Scientific and Technological Development - CNPQ (Brazil). Coordinator: José Rubens Lima Jardimino. He joined in 2007.
- Research Group "HUM 209. Historical-cultural integration, development and human rights in Latin America", Pablo de Olavide University - Colegio de América. Coordinators: Juan Marchena and Justo Cuño Bonito. He joined in 2007.
- "Hedure" Group, University of Táchira (Venezuela). Coordinator: Dr. José Pascual Mora. He joined in 2008." DIN. Vendimia Center of Excellence, Circular 05, Cartagena, Bucaramanga, Ibagué, Pasto, Pereira, Tunja, May 23, 2011 (RHELA, no 16, 2011).

28 See Diana Elvira Soto, "University networks in Colombia", op. Cit.

29 Ibid., 243.

30 Congress of the Republic, Law 30 of 1992, Art. 13. Official Gazette no 40 700, December 29, 1992.

31 Decree 1330 of 2019, Art. 2.5.3.2.6.6.

knowledge, concepts, theories and research procedures, but must also help to design and constitute favourable living environments, creation of optimistic attitudes towards change, collaboration and criticism.

The issue of internationalization has been one of the pivots proposed by Dr. Diana Soto Arango:

It is relevant to establish the internationalization practices of the university. Establish whether within institutional policies the internationalization of the university campus has been promoted with the presence of foreign students and professors, making the institution attractive as a point of research and academic stay for these foreigners; Likewise, if it has been impacted within the institution with the experience of teachers and students 201 who have brought new styles of university academic life. Fourth, taking into account that in the 21st century the university is located in a new paradigm of multicultural contexts that are proposed as central axes by UNESCO (2009), OECD (Dec. 2013) and the ANC guidelines (2009-2014) and public policies such as the Agreement for the Superior 2034 and those already proposed from the report of the Mission of Wise Men of July 21, 1994, it is necessary that the doctoral program in education for the Pedagogical and Technological University of Colombia and the RUDECOLOMBIA network Establish the navigation chart with an academic route of the program that indicates paths within the internationalized curriculum, designed from the local but with an international scope and at the same time that the curriculum is internationalized in university life. [...] In short, the relevance of the work focuses on establishing this quality factor through self-assessment in a historical-legal and prospective context, characterizing internationalization and bilingualism as a transversal axis of the flexible curriculum of the Doctorate in Sciences of Education, in the new socio-academic-cultural scenarios, to design the navigation chart of the program that leads us to present an impact on the socio-educational realities of Colombia and in the international context to make it visible not only in Colombia but in Latin America and in the world for leadership in educational research.³²

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So internationalization

“[...] it is not a luxury for the exclusive use of industrialized countries, elite HEIs or rich students. Nor is it a simple option to consider among the possible paths that some systems or some HEIs could take. In an increasingly interconnected world, internationalization has become a requirement for all universities that aspire to prepare competent young people to work as global professionals and capable of living as global citizens. Regarding the internationalization of teaching and learning, the first steps that the country should adopt are the transformation of the curriculum of each HEI into a global curriculum and the intensive learning of English and another foreign language.³³

The urgent need for mobility of teachers and students is a desideratum. In this sense, VENDIMIA has been an incentive for the Doctorate in Educational Sciences of the RUDECOLOMBIA network, which has maintained significant achievements in productivity and quality for more than twenty years of the program's existence (1998-2019); The balance that Dr. Diana Soto Arango makes as of October 2019, includes more than three hundred and fifty doctors who graduated from the network, of which, more than eighty belong to the

32 Diana Elvira Soto A., Research project, 2015:5.

33 Jamil Salmi, "The challenge of thinking about a policy of internationalization of Higher Education in Colombia", in Reflections for the Policy of Internationalization of Higher Education in Colombia, ed. Carlos Mauricio Nupia (Bogotá: MEN / Colombian Observatory of Science and Technology - OCyT, 2014), 18.

CADE-UPTC and in 2023 this program at the Uptc had one hundred and fourteen graduates and the network in general had graduated 49% of the doctors in education in Colombia³⁴.

Colombia's accreditation in the OECD (2018) was a new challenge to the need for the internationalization of knowledge; Today, the problem of knowledge production is global, how to insert oneself into an-globalized standards without losing regional cultures. Jamil Salmi pointed out:

*At the level of national development policies, the OECD (2012) observes that the generation and application of global knowledge is essential to innovate and increase the competitiveness of national economies. No country can achieve this if its intellectuals do not actively participate in international networks and are not dynamically involved in international collaborative research.*³⁵

The percentages of internationalization due to student and academic mobility must increase, and VENDIMIA is committed to this premise; In Latin America these percentages are low if we compare them with other contexts.

*[...] the OECD indicates that today's student generation is the most mobile in the history of higher education. The number of young people studying in countries other than their origin has doubled in the last decade, reaching almost 4 million and representing 4% of new students. China, South Korea and India send the largest contingent of foreign students (OECD, 2013). In contrast, the Latin American region does not seem to follow this pattern, showing a lag in terms of: student and academic mobility, alliances with foreign universities, mastery of foreign languages and global curricula.*³⁶

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Among the recommendations to promote internationalization, the highlight is to make the processes of validation of degrees between Colombian and foreign universities more flexible, given that today the complaint persists that a Colombian, to validate fourth or fifth level degrees, has to wait a year or more to achieve it. The recommendation goes exactly in the direction of stimulating international training and exchange of intellectual capital.

*It also includes the simplification of the processes of validation and equivalence of degrees and credits between Colombian and foreign universities. Likewise, it is important to guarantee the integration of the dimensions of internationalization in teaching and research and, therefore, in the quality assurance processes of the (IES). The second element of responsibility of national bodies refers to financial support. Countries that significantly promote the internationalization of their higher education system dedicate resources to financing scholarships for study abroad, mobility scholarships for students and academics, and promoting the learning of foreign languages. Although the Ministry of Education has made efforts to offer mobility scholarships to Colombian universities, Colombia has not yet launched a strong scholarship program for the formation of high-level human capital abroad, as Brazil has done with its Sciences without Borders, or Ecuador with the Universities of Excellence program, or Chile with Chile Scholarships.*³⁷

34 High-quality accreditation Master Document, December 2022, and Cade Uptc information for 2023.

35 Salmi, op. Cit.

36 Ibid., 20.

37 Ibid., 22.

Policies such as the recent Bicentennial Doctoral Excellence Scholarship program support the training of researchers, professors and teachers at the doctoral level, although in Colombian universities it is worth highlighting that it will finance international internships, for the transfer of high-impact scientific knowledge. (Bicentenario Scholarships, 2019).

In 2020, with a prospective vision of international networks, we are committed to the Alliance with the COOPERO ERASMUS network led by Jaume del Campo, from the Autonomous University of Barcelona-Catalunya (Spain) and represented at the UPTC by Diana Soto Arango, José Pascual Mora García and members of HISULA; and at the University of Magdalena, by Iván Manuel Sánchez Fontalvo and colleagues from other universities.

In 2012 he joined the “Teacher Training” group of the USAC of Guatemala, under the coordination of Dr. Oscar Hugo López.

A necessary self-assessment with a perspective to 2034³⁸

To develop VENDIMIA's prospective we must, in the first instance, recover it and activate this network of researchers based on the initial project of 2006 and the questions we asked ourselves after one year of operation, to review what was achieved and decide what our path would be and with which questions we guide ourselves.

In the first evaluation meeting, on June 8, 2007, held by a committee appointed by CADE-UPTC, advised by Dr. Carlos Rincón (+)³⁹, the following were established, among other conclusions:

- Prepare an Abstract which must contain: what the problem is, what the object of study is, how it is going to be resolved, what there is about the topic, what is new that the project provides and some possible consequences that the project provides.
- Keep in mind that until 1930 power came from God and therefore the concepts of ***governability and legitimacy must be rethought***.
- A relationship is observed between the University and nation states. Therefore, it is necessary to carry out a study of the legitimation of discourses as an object of historical analysis.
- It is necessary to proceed by an inductive method to recognize which subprojects may be in the VENDIMIA project.

38 It corresponds to the State policy in Colombia of the document “Por lo Superior a 2034”.

39 Vendimia project evaluation meeting. Observations made during the meeting with Myriam Báez, Carlos Londoño, Carlos Rincón, Diana Elvira Soto Arango. Tunja, Uptc, June 8 and 9, 2007.

- The project aims to examine or study the relationships that have existed in Colombia between education and State policies in the nation-building processes. Taking into account that the project will cover part of the 18th century to the present, it will be resolved through case studies or text analysis, etc. The innovation will be university networking with teachers, students, etc.
- The methodology is networking. This will be developed in two moments: a general methodology of the VENDIMIA project, which has to do with networking and another specific one for each of the subprojects that are part of the groups that make up VENDIMIA.
- Write a proposal for the theoretical framework based on the relationship between State and nation.
- The final question was: What might be the relationships between the university and the nation-building project?



- It is proposed to focus the project around Education and State policies in nation building. 18th-21st centuries. What type of complex relationships were handled around this topic.
- It is necessary to prepare a list of projects with the general objective of each one. This way, some technical goals, others training, others educational, cultural heritage, among others, such as publications, can be broken down.
- Definitely, all specific objectives must be outlined towards education.
- The theoretical framework must have several categories: Educational reforms, construction of institutions, how State policies constitute institutions, changes in public Administration, nation building, intellectual elites, conceptualizing between education and State policies, political culture.
- Analyse whether formal and informal education, institutional or not, is taken into account.

The final proposal that was established to share with the other VENDIMIA groups was the following:

- The following title of the project is proposed: “Education and State policies in the nation-building processes in Colombia (18th-21st centuries).

Finally, guidelines were established on nation-building processes. Symbolic memory as the first instance, and the processes of constitution and relationship of cultural memory in second place. An example of what could be called discursive exercises.

In the symbolic memory, the proximity to the year 2010 was pointed out and, therefore, the need to carry out a study on imaginaries in Independence. These studies were initiated with the book, fruit of the debates at the VII Congress of SHELA, in São Paulo, Brazil, organized by José R. Lima-Jardilino, Leandro de Proença-Lopes and Valéria Andrade, *Independências e Universidades na América Latina: Tradições, Tempos e Território* (2011), published by SHELA and Editorial PACO, in Brazil. The HISULA group developed two research projects on this topic and published two books, *The Teaching of American Independence in Colombia and Spain (2009-2012)*⁴⁰ and *School Imaginaries on the Bicentennial of American Independence in Cundiboyacense Normal Schools (2009-2019)*⁴¹

Conclusion

This historiographical balance of the nine years of the VENDIMIA research centre, originated under a project of several Colombian research groups that, almost immediately, linked other international research groups for the construction of collective knowledge, represents a modality of creation of networks of researchers in Colombia that have influenced meth-

40 Diana E. Soto et al., *The teaching of American independence in Colombia and Spain (2009-2012)* (Tunja: CIEFED Subcommittee, Pedagogical and Technological University of Colombia, 2017).

41 Diana E. Soto, Diana Elvira, Nubia Gómez and Sandra Bernal (comps.), *School imaginaries about the Bicentennial of American independence in Cundiboyacense normal schools (2009-2019)* (Tunja: Universidad Pedagógica y Tecnológica de Colombia, 2022).

odological transformations in the work dynamics 205 of research groups oriented towards Latin American integration.

The research project became a theoretical and methodological model in the research processes of several groups and in the postdoctoral program that was created at UPTC and was supported by the HISULA group with the academic community of the Society for the History of Latin American Education (SHELA), which in turn allowed us to promote the creation of new research networks.

The eight academic events marked a new methodological route oriented towards the training, integration and visibility of the work carried out in the Doctorate program in Educational Sciences, RUDECOLOMBIA, and the participating research groups.

The publications marked a theoretical academic path, and although only three volumes were published, other publications of the framework project emerged from them.

The networks grow, become entangled and untangled, going through stages of crisis which, in the case of VENDIMIA, was the financial one combined with other factors such as the management crisis in RUDECOLOMBIA, which interrupted financial support to the centre, although the research project He continued to support thesis and other research work in the Doctorate in Educational Sciences of RUDECOLOMBIA, and the postdoctoral research stays and the research groups that comprise it.

In short, looking forward to 2034, with the Colombian State policy of “For the Superior”, the mission of the “VENDIMIA Research Centre” is resumed, from the perspective of the work of a research network that promotes the training of researchers and presents research developments on education, political culture and interculturality in the regions and in nation projects in Ibero-America in the 18th to 21st centuries to understand, theorize and intervene in the factors of socio-educational cultures. The RUDECOLOMBIA academic community hopes that, with the event from November 15 to 17, 2023, this rebirth of VENDIMIA will become a boost for research with social return in the territories of Colombia and Latin America.

Authors' contribution:

Diana Soto Arango: supervision, conceptualization, research, writing (draft and original); José Rubens Lima Jardimino: writing (draft revision); José Pascual Mora García: conceptualization, methodology, formal writing analysis (draft and original).

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