

Evolution of Education in Cuba in the XX century. Present and future in the XXI century

Alfredo Cardero Montoya

Liaison and Communication Officer | Cuba

Andean Road Countries for Science and Technology

From 1902 to 1959, the basic structure of Cuban Democratic governance was established in Cuba (Saney, 2004). Military dictatorships have disrupted the democratic process several times during those years, and this has been a result of the lack of democracy's representation system to ensure national sovereignty or people's need for independence.

The situation was quite poor during the pre-Revolution era. This situation is reflected, for example, in the phrase of the eminent Cuban pedagogue Enrique José Varona, who established the first educational system in Cuba. Although the education sector never enjoyed extensive resources, it should be recognized that a public, free and compulsory primary education system was established.

However, towards 1953, with a population of 6,5 million inhabitants, there were in Cuba half a million children without schools, a million illiterate, a primary school that reached only half of the school population, a middle and upper education that reached only the urban population and 10000 teachers without a job.

Education during the Revolution Period

The new organization and specialization of the ministry of education and with the aim of eliminating illiteracy and bringing new education across the island, to allow access to primary education was one of the measures to that end. By December 1959, approximately 10000 new classrooms were built, and schooling rose to almost 90% in the age of 6 to 12 years. More than 69 military installations of the recently overthrown dictatorships were converted, with a capacity of 40000 students (De Quesada, 2011).

The comprehensive reform of the teaching was declared in 1959 and determined that the primary objective of education was the full development of the human being. The contingent of volunteer teachers was constituted with 3000 people who departed to educate the peasants who lived in remote places.

Other notable campaigns included in the national literacy campaign were: Vanguard Teachers "Brigade Frank Pais", who worked in the provinces of Oriente (east part of the country); the Villas and Pinar del Rio; and Education plan for peasants "Ana Betancourt" at the beginning of 1961, who dictated cutting and sewing classes in Havana on June 6th, 1961.

The Nationalization of Education Law was issued which abolished private education and old teaching methods and established a revolutionary education (Cruz-Taura, 2008).

Today, some of the most visible improvements of the educational plans implemented are:

- A TV and videos per classroom.
- Electrification of all schools.
- Extension of computer learning, including teaching for the blind.
- Creation of Educational channels.
- Universalization of education.
- Round tables and open grandstands.
- Comprehensive teacher training.
- Creation and formation of a generation of social workers.
- Art teaching centers.
- Course of integral improvement of young people.
- At least one computer connected to the internet is available to all schools.

A relevant information on the level of Cuban education is the international study on primary education carried out in 2008 by the Latin American Laboratory for Quality Assessment of Education and sponsored by UNESCO, which shows that Cuba obtained the best results among the 12 countries in the area in which it was carried out, also manifesting the high rate of net schooling with the country counts, which reaches almost 100% of the students, and the shortage of students who repeat course, showing a downward trend, with a decrease of up to 0,5% compared to the previous course.

This article must be useful to those who are interested in the history of education and its impact on society in general. The main objective of this report is to examine how educational system has changed during these periods and what factors have contributed to the changes were not caused by any one factor but rather due to the influence of various factors such as the economic conditions, political situation, and social trends.

REFERENCIAS BIBLIOGRÁFICAS

Cruz-Taura, G. (2008). Revolution and continuity in the history of education in Cuba.

De Quesada, R. A. (2011). Cuba: Education and Revolution. *Monthly Review*, 63(3), 136. In *Cuba in Transition: Papers and Proceedings of the Eighteenth Annual Meeting of the Association for the Study of the Cuban Economy (ASCE)*. Miami, FL (Vol. 18, pp. 168-180).

Saney, I. (2004). *Cuba: A revolution in motion* (pp. 21-35). Fernwood Pub.

JOURNAL OF LATIN AMERICAN SCIENCES AND CULTURE

Vol. 1 – 2019

Universidad Privada del Valle - Bolivia

<https://doi.org/10.52428/2788891.v1i1.41>

Fuentes de financiamiento: Esta investigación fue financiada con fondos del autor.

Declaración de conflicto de intereses: El autor declara que no tiene ningún conflicto de interés.

Copyright (c) 2021 Alfredo Cardero Montoya



Este texto está protegido por una licencia [Creative Commons 4.0](https://creativecommons.org/licenses/by/4.0/).

Usted es libre para Compartir —copiar y redistribuir el material en cualquier medio o formato— y Adaptar el documento —remezclar, transformar y crear a partir del material— para cualquier propósito, incluso para fines comerciales, siempre que cumpla la condición de:

Atribución: Usted debe dar crédito a la obra original de manera adecuada, proporcionar un enlace a la licencia, e indicar si se han realizado cambios. Puede hacerlo en cualquier forma razonable, pero no de forma tal que sugiera que tiene el apoyo del licenciante o lo recibe por el uso que hace de la obra.

[Resumen de licencia](#) - [Texto completo de la licencia](#)