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*“Educación,
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EDITORIAL

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Estimados lectores:

La educación, la sociedad y los negocios son tres ámbitos que a menudo se consideran separados, pero que en realidad están estrechamente relacionados entre sí. En este primer número de nuestra revista, presentamos una selección de artículos que exploran estas interconexiones y proponen soluciones innovadoras para analizar los desafíos que enfrentamos en estos ámbitos.

En el ámbito educativo, se evidencian artículos que proponen temas como la prevención de la depresión en adolescentes, la prevención de la violencia escolar y las estrategias de lectura para mejorar la comprensión lectora en alumnos de primaria. Los mismos, muestran cómo la educación puede ser una herramienta poderosa para mejorar la salud mental, el bienestar de los estudiantes y para fomentar un entorno escolar seguro y productivo.

En el ámbito de la sociedad, se podrá acceder a una contribución que explora la relación entre la escuela y la sociedad, y cómo la teoría y la práctica pueden ser vistas desde el análisis del currículo. Además, presentamos un artículo que destaca la importancia de la irreverencia y el humor en la crítica social, utilizando el pensamiento cubano como ejemplo.

En el ámbito empresarial, presentamos una investigación que valora el impacto de la implementación de las Normas Internacionales de Información Financiera (NIIF) en la transparencia y comparabilidad de los estados financieros de las empresas. De igual forma, se pone a disposición de la comunidad científica, un trabajo sobre cómo el TikTok puede ser utilizada como herramienta para ampliar el valor de la marca de una empresa.

En resumen, los artículos de este primer número de nuestra revista destacan la necesidad de profundizar en los desafíos educativos, sociales y empresariales de manera integrada y colaborativa. Esperamos que las contribuciones inspiren a nuestros lectores a reflexionar sobre estas interconexiones y a considerar nuevas soluciones para abordar estos desafíos de manera efectiva.

¡Disfruten de la lectura!"

01



EDUCATIONAL

ORIENTATION ESTRATEGY FOR THE PREVENTION OF DEPRESSION IN ADOLESCENTS

ESTRATEGIA DE ORIENTACIÓN EDUCATIVA PARA LA PREVENCIÓN DE LA DEPRESIÓN EN ADOLESCENTES

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ABSTRACT

The prevention of depression due to its incidence and repercussion for the development of adolescence is not only the task of health but should be a priority for educational institutions. The research presented is the result of a master's thesis led by the University of Holguín and the University of Guantánamo, whose object of study was the process of educational orientation for the prevention of depression in students of the "Pedro Díaz Coello" Polytechnic. It takes place in the period between September 2022 and March 2023 as part of an institutional research project. The sample was selected based on different inclusion criteria, it was made up of 30 adolescents between the ages of 16 and 18. The systemic approach established the logic of the research and allowed the consequent design of an educational orientation strategy, based on the regularities found in the diagnosis in order to transform the current state. The purpose of the educational strategy designed is to achieve adequate educational guidance for adolescents, teachers and families for the prevention of depression.

Keywords:

Depression, educational orientation, prevention, adolescence.

RESUMEN

La prevención de la depresión por su incidencia y repercusión para el desarrollo de la adolescencia no solo es tarea de la salud, sino que debe ser prioridad para las instituciones educativas. La investigación que se presenta es el resultado de una tesis de maestría liderada por la Universidad de Holguín y la Universidad de Guantánamo, cuyo objeto de estudio fue el proceso de orientación educativa para la prevención de la depresión en estudiantes del Politécnico "Pedro Díaz Coello". La misma se concreta en el período comprendido entre septiembre 2022 y marzo de 2023 como parte de un proyecto de investigación institucional. La muestra fue seleccionada a partir de diferentes criterios de inclusión, la misma quedó constituida por 30 adolescentes con edad comprendida entre 16 y 18 años de edad. El enfoque sistémico estableció la lógica de la investigación y permitió el consecuente diseño de una estrategia de orientación educativa, a partir de las regularidades encontradas en el diagnóstico con el fin de transformar el estado actual. La estrategia educativa diseñada tiene como finalidad lograr la adecuada orientación educativa a los adolescentes, docentes y las familias para la prevención de la depresión.

Palabras clave:

Depresión, orientación educativa, prevención, adolescencia.

INTRODUCTION

From the academic field, numerous studies insist on affirming that childhood depression constitutes a priority issue in the attention to childhood and adolescence. Consulting the health statistical yearbooks allows us to know that these reflect the prevalence of depression in the child and adolescent population (Lozano-Blasco & Cortés-Pascual, 2020). In conversations with teachers, they express that frequently the presence of minors with depression in schools is recurrent, the causes are diverse, but all of them have notable consequences from the personal point of view, since they not only affect their learning but can also influence the affections, the activity and their motivations with a notable implication in the future.

Consulting the criteria of Agüero, López and Mayedo (2021) allows us to know that depressions are present in numerous psychopathological situations along with other syndromes, as an accompaniment or as a form of reaction to various organic diseases, including paralysis, diabetes, or as a consequence of situations such as social incidence or the break of affective ties of the students with their families or with other people around them.

The consultation of statistical data considers that depression will be in the year 2025 the second cause of disability in the world. It currently ranks first among mental disorders (17.3%) followed by self-inflicted injuries, which carries a very high economic weight. To the figures mentioned above, it must be added that the decrease in productivity, the impact on the family and those derived from such a high comorbidity with other psychiatric and non-psychiatric pathologies (Garrido, 2016).

According to the criteria of Agüero, López and Mayedo (2021), the personal impact of social isolation, the decrease in social interaction and the postponement of goals and projects caused by COVID-19, determine that this disease becomes one of the main study centers for health and educational institutions, as well as a constant concern from different social spheres and points to the need to resort to various ways for its prevention.

Consultation of research on this subject allows us to know that from the academic point of view there is an attempt to address the concept of depression; it is observed that its evolution is related to the historical development of affective disorders and the positions that affirm that their characteristics are different from depressive disorders. The postulates on which they are based, in the first place, is on the fact that depression, when related to affections, are described as emotional experiences or feelings associated with a mental state, that is, the researcher Garrido (2016) describes them as observable behavior patterns that are the expression of feelings or emotions, subjectively experienced, such as sadness, joy, and anger.

Depression is one of the most prevalent mental health problems in society. The WHO estimates that around 300 million people worldwide suffer from depression, affecting twice as many women as men. On the other hand, in Spain depression affects almost 4% of the population, which represents almost 2 million people (WHO, 2020). This can start at any age, although most frequently the symptoms begin to manifest between the

ages of 15 and 45, and although the symptoms are generally similar, they may vary throughout the life cycle, predominating the behavioral ones at early ages, and the symptomatic ones at more advanced ages, in correspondence with dental development.

This research coincides with the authors Agüero et al. (2021) when stating that depressive disorders affect people of any age, economic condition and cultural level and entail a great cost for the individual, the family and the community in general. Although there are numerous studies on the prevalence, diagnosis and prevention of depression in adults, few have been carried out among the child and adolescent population.

The results of these studies are also variable, due to the diagnostic difficulty at this age, the diagnostic criteria used or the interview techniques used. Given the peculiarities of depression in childhood and adolescence, it is important to have professionals specialized in child and adolescent mental health who have training and experience in managing the disorder at these ages, as well as having the necessary resources for its diagnosis and prevention from counseling and guidance to the family. (Navarro et al., 2017).

In the case of adolescence, the variability of childhood depression is very wide, both in the number of symptoms and in their intensity, as well as in the temporal evolution. This variability will depend on the characteristics of each adolescent, which in most cases not only influences biological aspects, but also the incidence of environmental factors. (Navarro et al, 2017).

The onset of depressive illnesses in adolescence may be difficult for the student to identify. Teachers sometimes report that parents comment that they feel more tired than normal at home, having to make a greater effort to fulfill the activities that until then were carried out without effort and showing a decreasing interest in them. (Navarro et al., 2017).

In the treatment of depression, the communication of teachers with the family is important, because it allows finding answers to certain behaviors that occur in the classroom. It is the opinion of numerous researchers that the observation of the behavior of adolescents reveals that in some cases the onset is abrupt and the adolescent who went to bed in a normal state wakes up the next day

without wanting to get up and with various manifestations of depression.

In conversations with parents, many teachers know that students often report certain organic complaints such as headaches, heavy digestion, and lack of appetite or sleeping difficulties. That is why teachers in the face of these findings should alert parents that these are an alarm signal, they indicate that they must act quickly, in the worst case; some parents ignore these reactions and do not seek medical attention or an adequate educational orientation (Méndez-Garrido & Monescillo-Palomo, 2003; Leyva, 2021).

The aforementioned connotes the importance of attention to depression due to the incidence it has on student performance, as stated by Torres-Zapata et al. (2023), they express that sometimes educational institutions find it useful to measure the academic performance of students to know the scope of educational objectives, however, this may be affected by various factors, such as depression, academic burnout, academic stress and low student self-esteem. The aforementioned demonstrates the importance of using novel ways for the prevention of childhood depressions and that it is necessary to prevent depression from the potentialities of educational institutions.

MATERIALS AND METHODS

This research is developed with a mixed approach, whose object of study was the process of educational orientation for the prevention of depression in students of the "Pedro Díaz Coello" Polytechnic. The study was led by the Holguín University and the collaboration of the University of Guantánamo, in the period between September 2022 and March 2023; it is part of the Master's program in Educational Guidance of this educational institution and is the result of an institutional research project.

The universe was made up of the total number of teachers who work with the Sign Language Interpreter Technician, students and their families. The sample was selected based on inclusion criteria such as: high level of depression through the application of the *Beck Depression Inventory*, availability of networks and technological resources for communication, residents of the city of Holguín, willingness to participate in the study, aspect that favors work and communication with families. The sample was made up of 30 adolescents aged between 16 and 18 years of age. The information obtained through the *Beck Depression Inventory* served as a reference for the design and application of a program.

Theoretical methods such as analysis-synthesis, abstraction-deduction, transition from the abstract to the concrete and historical-logical were applied which allowed to establish the background of the research and summarize the essential theoretical foundations for its achievement. The

systemic approach guided the logic of the research and the consequent design of an educational orientation strategy with an increasing level of complexity, adequate to the regularities found in the diagnosis in order to transform the current state.

The documentary review made it possible to recognize the relevance and relevance of the topic at a national and international level, to establish the conceptual references to identify the particularities of childhood depression in adolescence, as well as the theoretical-methodological requirements for the use of art therapy in the prevention of this pathology, which led to analyze the alternatives that can be used depending on the educational orientation to reduce anxiety, sadness and demotivation as symptoms associated with childhood depression, while achieving relaxation and psychological well-being in adolescents studied.

The results of the diagnosis corroborated the existence of manifestations of childhood depression in adolescent students of Sign Language Interpreter Technician. It concludes with the determination of insufficiencies in the knowledge of teachers and families to identify and prevent the manifestations of depression.

From the factual point of view, the diagnosis made allows us to know that sometimes the potential of educational guidance for the prevention of childhood depressions is not used, these elements allow us to identify as a research problem, the prevalence of depression in students of the Middle School Technician Interpreter in Cuban Sign Language and the existence of insufficient educational orientation actions for their prevention.

RESULTS AND DISCUSSION

The results of the diagnosis and the theoretical systematization carried out during the investigative process, allow the design of the educational orientation strategy for the prevention of depression in adolescents, it offers ways, actions and sequence between the stages that comprise it, which allow the integration of its content, which is why it is declared as a general objective: To promote educational orientation in the prevention of clinical manifestations of depression in adolescents.

The strategy consists of four stages:

1. Diagnosis.
2. Preparation.
3. Implementation.
4. Evaluation.

The frequency of the work is monthly, it will be carried out in groups, only under exceptions it will be worked individually according to the needs of the students and the diagnosis made by the educational psychologist at the

beginning of the work and the feedback that is carried out through the visit to homes and exchange with them and their parents.

Regarding personal, material and spatial resources, it is necessary that there is coordination of all the professionals, social agents and agencies, the family and the community, to make it a task for everyone to whom everyone contributes to achieve the goals proposed objectives. There will be community facilities, which include schools, parks, galleries, museums, theaters, and specialized rooms, in all cases, the spaces will be pleasant and functional for holding the sessions.

The established schedule will be 60-minute periods, with one activity per month, with duration of six months including the closing activity and the evaluation of the results that will be carried out in groups, based on the criteria of the participants and personnel involved. The strategy is composed of four stages, they are:

Stage 1: Diagnostic.

Objective: Diagnose the manifestations of depression in adolescents and their families, as well as the preparation of teachers in educational guidance to prevent them.

Action:

Determine the knowledge that teachers have related to educational guidance to prevent manifestations of depression.

Execution period and place: First week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

The action was carried out with 12 teachers, which made it possible to recognize that there is a deficiency in the elements of educational guidance despite the fact that they state that this is part of their professional functions; they agree that it is necessary to prevent the manifestations of depression in adolescents of this institution, they also have notions about depression, but they do not have sufficient knowledge about the main clinical manifestations and the ways to prevent them.

Action:

Determine the manifestations of depression that adolescents have.

Execution period and place: Second week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher and adolescents.

Responsible: Researcher.

This action was carried out on the established date and had the participation of 30 adolescents. The researcher disclosed the most significant results referring to the manifestations of depression obtained from the applied instruments. The main clinical manifestations of depression are recorded.

Action:

Determine the knowledge that the family has to prevent depression in their children.

Execution period and place: Third week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher and families.

Responsible: Researcher.

This action was carried out with 23 families out of the 30 chosen as a sample because in the remaining 7 there is no evidence of depression in adolescents. The main criteria were directed at the importance of preventing depression due to the consequences it produces, and the need to achieve greater preparation for the family regarding this issue.

Action:

Exchange with those involved about the results of the individual and group diagnosis.

Execution period and place: Fourth week of October 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and managers.

Responsible: Researcher.

Once the results obtained with the application of the selected instruments were discussed, we proceeded to obtain the approval of those present in the analysis to become consciously involved in the transformation of the situation described regarding depression, for which unanimous disposition was achieved. Enthusiastic expressions of support for the proposal were emitted:

Action:

Obtain the approval of adolescents, families, and teachers to become consciously involved in the production of the desired transformations, both cognitively and behaviorally.

Execution period and place: First week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

This action was executed through exchanges that fostered the awareness of the subjects involved to achieve the desired transformations in adolescents regarding depression. The educational strategy, its objective, budgets, stages and actions were explained in detail, which

received the approval of those present that spoke out for doing what was within their power to make the plan work correctly.

Stage 2: Preparation.

Objective: To promote the preparation of teachers in the domain of the particularities of educational guidance for the prevention of depression in adolescents of the polytechnic.

Action:

Prepare teachers on elements that constitute educational guidance.

Execution period and place: Second week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers.

Responsible: Researcher.

This action had the participation of 12 teachers, in addition to 5 managers who interact directly with the adolescents chosen as a sample. It was developed in a grade meeting, where the participants were able to acquire information about educational guidance to prevent depression.

Action:

Assessment of the manifestations of depression in adolescents and its prevention from the potential offered by educational guidance.

Execution period and place: Third week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

This action was carried out through exchanges with teachers, adolescents and their families where the results of the diagnosis applied to adolescents were exposed. It had the participation of the people involved and was carried out on the scheduled date.

Action:

Discuss with the family the factors that influence depression and the main clinical manifestations, as well as the possible ways to eradicate, reduce or prevent them.

Execution period and place: Fourth week of November 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families.

Responsible: Researcher.

Debates were held with the family through Family Education Schools to obtain their reflections on the manifestations of depression that are evident in their children.

This action was carried out in the fourth week of November and included the participation of all the families.

Action:

Reflective meeting about the possible factors that generate depression.

Execution period and Place: First week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and families

Responsible: Researcher.

This action is executed in the first week of December and has the participation of adolescents and teachers who interact with them. It was developed through a debate in which each adolescent reflects on these rules and issues their criteria in this regard.

Action:

Development of activities to prevent and reduce depression in adolescents.

Execution period and place: Second week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher

Responsible: Researcher

This action contemplated an execution period from the second week of December to the second week of January, since various activities were carried out aimed at teachers, adolescents and their families with the aim of achieving adequate preparation to prevent manifestations of depression in adolescents from the educational orientation.

Stage 3: Implementation.

Objective: Stimulate the development of basic learning that promotes healthy lifestyles.

Action:

Analysis of the clinical manifestations of depression that occur in adolescents.

Execution period and place: Third week of December 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and adolescents.

Responsible: Researcher.

This action was carried out through a workshop in which the teachers participated, where the main manifestations of depression identified by the adolescents, their families and by them were addressed.

Action:

Development of activities that enable healthy lifestyles.

Execution period and place: Fourth week of January – second week of February 2023, “Pedro Díaz Coello” Polytechnic Center.

Participants: Researcher, teachers, adolescents and family.

Responsible: Researcher

This action was carried out on the scheduled dates and included the participation of adolescents, families, teachers and managers. Among the planned activities, we can mention: Teacher preparation workshops, educational talks and situational complexes for adolescents and Family Education Schools, all aimed at preventing clinical manifestations of depression from an educational orientation.

Action # 1. Educating the participants

Way of working: group

Objective: to provide information to students and parents about the importance of art therapy for the treatment of childhood depression.

Procedure

After greeting the participants, a fragment of the prologue of the book “The Little Prince” by Antoine de Exupery is read, “Flying planes is a chance to be closer to the stars, but you and I know that the only way to reach them and to be able to possess them is to desire it very much. Antoine knew it, he was a dreamer and dreamers know the truth of children, the first and most real of all truths. Since I knew that wishing is having and having is creating...”

After reading, they are asked why do you think the author expresses “that wishing is having and having is creating”? What do you think about it? Do you consider that being happy is a personal decision? Do you know the keys to be happy and never feel anguished? The responses of the participants are listened to, then it is introduced that to be happy you have to want it, it is only necessary to be alive, find the purpose of your life.

It is suggested that with the work that they are going to undertake they will learn important learning for their lives, at this moment the expectations of the subjects involved are clarified, then they will inform the participants of the etiology of childhood depressions and the specific manifestations in adolescence, it is suitable to advise them on the conduct to follow during the treatment and it will facilitate the way for the other treatments to be used.

The role of the teacher is psychoeducation to favor the preparation of the participants so that they contribute with the psychological changes that the adolescent must experience to face the treatment, the expectations of adolescents and parents and the barriers that can prevent comply with them, parents are directed to make a record

of the adolescent's reactions, which will be updated at each home visit.

Action # 2. Creating the guidelines for an efficient work

Way of working: group

Objective: explain the characteristics of the program, emphasizing the importance of the involvement of the participants for success.

Procedure

After greeting the participants, a fragment of the book Reflections for Life “The Falcon's Flight” is read.

“Your future is in your hands. You just need to start ... So ... what is success? It is to start by having a dream. It's committing to your dreams. It's having confidence in you. It is something that does not appear by chance ... It is recognizing your achievements ... It is falling in love with what you do ... It is realizing that you are choosing at every moment. It is recognizing your own abilities and strengths. It is never stopping, until you achieve your dreams. It is knowing for what purpose we do things. It's not looking back. It is to act with enthusiasm; it is to travel through unknown paths. It's trying something you've never done. It is knowing that we are not alone.

It means never giving up ... It means enjoying every moment ... It means having clear goals. It is having perseverance to achieve your dreams. It is to be prepared to see the opportunity. It's having a positive attitude. It is to develop creativity. It is using the imagination ... It is doing things as well as possible, but doing them. It's acting like you've already achieved your goals. It is to have clarity of purpose. It's not making trouble for little things. It is leaving a mark so that others can follow ...”

After the reading, the students are asked about these reflections for life, their opinions are listened to and they are asked:

Would you be willing to develop your creativity and use your imagination fully to feel fulfilled and happy? The answers are listened to and the work guidelines are explained to the adolescents and parents.

Action # 3. Children's music therapy

Way of working: group

Objective: to explain the importance of music therapy in the treatment of depressions.

Procedure

After greeting the participants, a modern song is played and the members are asked to listen to it well and write down those expressions or phrases that call their attention, at the end of the song they are asked to comment on the phrases or ideas noted down, afterwards, the importance

of using music therapy and the ways in which it can be used to feel good and happy are explained to them. At the end, the participants are suggested to compose a song on a real topic or created by them; the song must be brought to the next work session. Parents are oriented to help their children in the musical creation, but without imposing their criteria.

Acción # 4. Music and its healing power

Way of working: group

Objective: to use the potential of music in the treatment of depression.

Procedure

After greeting the participants, they are asked if they could compose the song oriented in the previous work session, the proposals are listened to and they will be informed that the songs created will be part of a choir that they themselves will create in the community, but that it is a task that they will not do alone, because they have their relatives and specialists who will help them. It will be hard and difficult work, but in the end they will see how good and satisfied they will feel.

Then they must structure the process of preparing the choir in correspondence with the aptitudes, motivation and disposition of the students, the place of work is selected, as well as the frequency and hours, it is explained to them that it is to enjoy and that they should not feel pressured at any time and should feel this activity as positive. In this activity, the student will learn the importance of fulfilling his role within a social group, he will learn about punctuality, he will learn to issue his criteria and he will recognize himself as an individual who can fulfill and participate in social tasks, he will feel useful and important to him and the other people.

The participation of the family and their exchange with the students is important, supporting them in fulfilling their schedules or tasks related to the choir, and talking about the positive aspects of the work and praising them in each progress they have.

Action # 5. A necessary job

Way of working: individual

Objective: to achieve the participation of the family in the treatment of depression.

Procedure

Working with the family is important, which is why it will be necessary to visit the students' homes, to find out their progress, as well as the evolution or deterioration of the clinical picture, in case a setback is detected, recommendations will be made to the family, regarding the use of some expressions of art therapy, it is important to use this

visit to point out the support of the family in fulfilling the schedules or tasks related to the choir. The positive aspects of the work should be highlighted and discussed. This visit is an important moment to assess the progress and achievements of the work.

Action # 6. Art close to all

Way of working: group

Objective: present the results of the work of the choir.

Procedure

After a long work of preparation of the choir, in coordination with the social agents, a place for the presentation of the achievements of the students will be selected. It is suggested to their parents that they record the presentations of their children, mainly of the song created by them, so that they edit short videos that they can share with their friends or upload to social networks, as a sample of their progress, what is pursued is to add others to the work while the student feels happy and satisfied with what he has accomplished.

Action # 7. The colors of joy

Way of working: group

Objective: to provide information to students about the importance of using paint to treat childhood depression.

Procedure

After greeting the students, they are shown a painting of..., they are asked to look at it carefully and comment on what impression the painting makes on them, then they are asked if they like to paint or just appreciate art. Students' responses are listened to and they are asked to search for information on social media about the painting. Then it is presented that painting is a magical journey into the unknown to another reality, it is a ticket to landscapes, times and people recreated by others. They are asked if they would like to create a work of art, if they would like to paint with the colors of life.

Students are provided with a paint loader to hold the material on which they are going to paint, each one is assigned paints, cardboard or oil in correspondence with the resources available, then it is recommended that they first they must close their eyes and imagine joy, after visualizing it they must mentally shape them, the second step is to locate and orient what they want to paint in space-person-time, draw a line on the cardboard that will separate the sky and the earth, it is important that they understand that the upper part is the sky and the lower part is the earth, later they must go giving shape to what they visualized until it is finished, it is suggested to go through the places and stimulate their work, when verifying that the work is once finished, it is recommended that they sign the work

in front with their name like any artist, for later recognition, once finished.

Finally, expose all the works by means of a hanger, where they will be able to contemplate all the paintings and comment on how they have turned out. They always praise their colleagues with positive comments. The important thing is that they have fun and manage to paint joy with colors. This work will serve the therapist as a diagnosis to work individually with adolescents or when visiting their homes.

Action # 8. An exhibition of young art

Way of working: group

Objective: to expose the results of the painting workshop developed for the treatment of childhood depressions.

Procedure

The teacher, in coordination with the nearest school, will be assigned a place for the exhibition of the works, after consulting the students, since only the works of those who give their consent will be exhibited, but it is explained to them that when exposing their paintings they are making their vision of joy, but also feelings and emotions that many do not know about, that is why it is their decision, it is a step in the recognition of the disease, a sign of healing and recovery.

Action # 9. An exhibition of young art

Way of working: group

Objective: to expose the results of the painting workshop developed for the treatment of childhood depressions.

Procedure

The teacher, after coordinating with the community or with the school, will create a space where the students will exhibit their works, it is important that they comment on their experiences and experiences during creation, what is pursued is that they find a way to express their emotions. A digital catalogue will be created that will be disclosed in visible places or will be socialized on social networks, with a brief review of its authors.

Action # 10. Representing life

Way of working: group

Objective: to dramatize situations of the daily life of the students that can be causes of childhood depressions.

Procedure

After greeting the students, this activity begins by telling a story "A very rich man always made fun of the poorest, he was vain and even cruel at times, he was known by all for his ability to combine dreams with reality, this caused him

to end up with serious financial problems, worse: he involved other people, harming people he did not want to hurt.

Unable to pay the debts that accumulated, he came to think of solutions. One afternoon he was walking down a street when he saw a house in ruins. "That house over there, it's me," he thought. At that moment, he felt an immense desire to rebuild that house. He discovered the owner, found a way to get bricks, wood, cement. He worked with love, without knowing why or for what. But he felt that his personal life was improving as the reform progressed. After a year, the house was ready. And his personal problems solved. After hearing the story. The students are asked if they think that what has been damaged can be reconstructed, then they are asked to turn this story into a play, and what is needed to carry out the play is coordinated among all of them.

Action # 11. Theater and controlled breathing

Form of work: individual

Objective: train the students to control breathing for the treatment of childhood depressions.

Way of working: individual

This action takes place in a quiet place, with adequate lighting where the student feels comfortable and protected, pleasant music is put on and they are asked to relax, the student must be aware of the barriers and limitations that prevent the effectiveness of the treatment, the ultimate goal will be for him to completely relax his muscles. It is explained to them that this is not prior training for theatrical performance, but rather a way of coping with depression and other pathologies that may affect them in their future life.

Stage 4: Evaluation.

Objective: Obtain value criteria to make appropriate decisions, related to educational guidance in the prevention of manifestations of depression in adolescents.

Action:

Execution period and place: Third week of February 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers and adolescents.

Responsible: Researcher.

This action was carried out through meetings of the grade claustro and assemblies of integrity where the opportunity of the actions and the importance of the prevention of depression were exchanged.

Execution period and place: Fourth week of February 2022, "Pedro Díaz Coello" Polytechnic Center.

Participants: Researcher, teachers, adolescents and family.

Responsible: Researcher.

This assessment was carried out in the integrality assemblies and in the exchange with the family where the modes of action of the adolescents were analyzed; in addition to the application of instruments, which allowed us to verify that there were decreases in the clinical manifestations of depression despite not being eradicated. The following actions follow from them:

- Carry out analysis in the grade to verify the evolution of the strategy and design new actions if necessary.
- Analyze the conditions, the process and the results of educational guidance in the prevention of depression in adolescents.
- Assessment of the transformations produced in adolescents according to their different performance scenarios.
- Establishment of differences between the real result and the desired one.
- Determine adjustment actions if necessary.
- Decision-making regarding the introduction of new actions to refine the strategy.

In accordance with the transformations produced in adolescents when applying the educational strategy and with the criteria issued by teachers, adolescents and families, it was decided that these actions will continue to be enriched to obtain more satisfactory results in terms of depression prevention in adolescents.

By enriching the educational strategy with new actions, it was recommended to apply it in other grades and in other schools due to the importance of preventing clinical manifestations of depression in adolescents.

CONCLUSIONS

During the investigative process, the use of research methods at the theoretical and empirical level were essential for the diagnosis and to determine the essential theoretical foundations for the elaboration of the educational strategy for the prevention of depression in adolescents, for its subsequent application in the "Pedro Díaz Coello" Polytechnic Center, mainly from the sociocultural changes that occur in the Cuban context after the Covid 19 pandemic.

The systemic approach guided the logic of the research and the consequent design of an educational orientation strategy with increasing level of complexity, attending to the regularities found in the diagnosis in order to transform the current state.

In this way, the proposed strategy achieves adequate educational guidance for adolescents, teachers and families for the prevention of depression in the educational institution studied. The results derived from the application of the educational strategy are considered favorable when introducing changes in the cognitive and behavioral sphere of adolescents, as well as the internalization of the role that teachers and families have in guaranteeing a full and healthy life.

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02



THE RELATIONSHIP

SCHOOL-SOCIETY, THEORY-PRACTICE SEEN FROM THE ANALYSIS OF THE CURRICULUM

LA RELACIÓN ESCUELA-SOCIEDAD, TEORÍA-PRÁCTICA VISTA DESDE EL ANÁLISIS DEL CURRÍCULO

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ABSTRACT

In this article five possible perspectives, not exclusive, are exposed to approach the curriculum, which answer the question what the curriculum is and what its nature is. This approach leads to the conclusion that delimiting it is to restrict its complexity and richness as a social practice, specifically in the field of formal or schooled practice, since it expresses the School-Society, Theory-Practice relationship and the role of its actors in the dynamics of educational institutions.

Keywords:

Curriculum, programme, educational practice.

RESUMEN

En el presente artículo se exponen cinco perspectivas posibles, no excluyentes, para abordar el currículo, las cuales responden al interrogante qué es el currículo y cuál es su naturaleza. Este abordaje lleva a concluir que delimitarlo es restringir su complejidad y su riqueza como práctica social, específicamente en el campo de la práctica formal o escolarizada, pues expresa la relación Escuela-Sociedad, Teoría-Práctica y el rol de sus actores en la dinámica de las instituciones educativas.

Palabras clave:

Currículo, plan de estudio, práctica educativa.

INTRODUCTION

The curriculum, in some way, will always be the object of concern of those people who are dedicated to teaching in educational institutions. In contrast, although Coll (1991) points out the complexity of the concept, he does not stop to describe each of the aspects in which the curriculum is involved. Beyond seeking to structure a definition of what the curriculum is, it describes its functions, managing to specify how the project that directs over school educational activities specifies its intention and provides adequate and useful action guides for teachers who have direct responsibility for its implementation. *“The curriculum is a guide for those in charge of developing it, a useful instrument to guide the pedagogical practice, an aid for the teacher”* (Coll, 1991).

This conception of the curriculum is based on the idea that certain aspects of personal growth considered important within the framework of the culture of the group will not take place satisfactorily or will not take place at all unless specific help is provided to start up the teaching activities specially designed for this purpose (Coll, 1991).

It is under this concept of curriculum that we will work based on the curricular analysis. Another important point when talking about the subject is that at the same time the concretion of the function of the school itself is being described, that is, that the curriculum is inserted within a context and social and historical moment in which it acquires meaning and form, it is a school phenomenon that expresses determinations that are not strictly school.

Within the curriculum of an educational institution, different forces with interests affect what Gimeno (1991) calls “external subsystems”, which determine the characteristics and design of the curriculum; this being the aspect of the social function that characterizes the curriculum as a praxis where a dialogue is established between the agents involved in the institution.

In this way, two elements of the curriculum are differentiated:

- The praxis of the curriculum
- Theorization of the curriculum.

The latter deals with the conditions for carrying it out, contributing to the concretion of the curriculum within the praxis in a given context. It is here where the curricular analysis makes sense; both its contents and its forms are basic to understand the mission of the educational institution, verifying if the curricular proposal satisfies the social needs to which it intends to respond. In other words, the curricular analysis appears as a condition to know and analyze what the school is as a cultural and socialization institution in concrete terms.

Curricular analysis becomes essential within educational institutions as it forms part of different aspects that largely

shape the reality not only of the institution but also of the same dynamics within the classroom, which is why it is impossible to define the curriculum as if it were a thing (Gómez-Ortega & Cáceres-Mesa, 2022; Díaz Barriga Arceo & Barrón Tirado, 2022; López Jiménez, 2023; Gutiérrez-Romero, 2023).

One way, among others possible, chosen to approach the study on the curriculum was to begin by reviewing the contributions made by highly recognized authors and theorists in the current academic community such as Gimeno Sacristán (1991); Kemmis (1988); Stenhouse (1984); Magendzo (1996), among others, which led to the identification of some perspectives or points of view to understand the nature of the curriculum, without the pretense of excluding other ways of approaching it, but always recognizing the need to make it thematic as a mandatory condition to intervene in the different educational practices.

Some points are recognized that persist in this path chosen to approach the undertaken study and that invite to continue inquiring about the curriculum, among which two are pointed out: one, that the existence of perspectives, theories, models and approaches on the curriculum arise with the appearance of the field of the curriculum as a specialized and institutionalized professional field in the educational bureaucracy of the State, when it regulates education; and two, that in a certain way, pedagogical and educational theories are also theories related to those of the curriculum, since they refer to it in some way when they show their ideas about how to organize educational activity and the question of what to teach; one of these examples is presented from the pedagogical ideas of Comenius in the 17th century, with his work *La Didáctica Magna*.

After making this approach to the proposals of the aforementioned authors and assessing their contribution to the construction of an idea of curriculum, five perspectives are then presented, clarifying that this approach to the curriculum is provisional, since the very nature of the curriculum entails a permanent dialogue with the historical-cultural-social context that implies changes in educational practices. It is also clarified that the way in which the perspectives are presented is not related to their importance, they are all offered as an alternative to think about the curriculum.

METHODOLOGY

To carry out the elaboration of this article, the theoretical method was carried out, which is used repeatedly from the elaboration of the research design, from the study of the state of the art on the scientific problem, to the interpretation of the data and verified facts and the corresponding conclusions and recommendations. Theoretical

methods in all educational research require a close correspondence with the first two levels of the theory that precedes them, which must be concerned and dealt with by every researcher. However, this has not always happened since they are usually declared in the design, limiting to the definition of each one without detailing how it was applied, that is, its usefulness.

DEVELOPMENT

When trying to structure the definition of curriculum, one must be aware of the complexity and breadth that has been attributed to this concept, only from this perspective it is possible to have a sufficiently broad overview of the role of the curriculum within school education. Different authors have given their own definition, each one with different nuances and aspects where the curriculum is inserted. From this perspective, Gimeno (1991) describes five formal areas from where the curriculum can be analyzed.

1. The point of view on its social function, as a link between society and the school.
2. Pretended or real educational project or plan, composed of different aspects, experiences, contents, etc.
3. The curriculum is spoken of as the formal and material expression of that project that must present its content, orientations, sequences to address it, etc.
4. It refers to the curriculum those who understand it as a practical field.
5. It also refers to those who exercise a type of academic and research discursive activity on all these topics.

Gimeno (1991), makes aware of the complexity, breadth and differences between conceptions of curriculum by examining some habitual conceptions.

1. Scope and sequence. This concept assumes that there is a clear distinction between educational ends and means, by restricting the concept of curriculum to educational plans, leaving out the realities. This concept places the curriculum in the guiding role of both instructional and evaluative decisions.

2. Syllabus. It is a plan for a complete course. It includes the goals and/or justification of the course, the topics, the resources used, the established subjects and the recommended evaluation strategies. It represents the plan for a course, both related to the means and its ends

3. Table of contents. By equating the curriculum with the content outline, it is assumed that the content of the teaching is equivalent to the curricular plan.

When the sole purpose of education is to convey information and teaching is to cover content, this definition may be sufficient. However, when education and teaching have another purpose then the table of contents fails to

answer questions regarding the objectives and teaching methods.

4. Textbook. Traditional texts present the content, without much guidance on what is important to learn or how to teach. It is more appropriate to describe contemporary texts as instructional systems. These include a teacher's guide, student study guide or practice manuals, tests, slides, lab items, and supplementary teaching materials.

5. Study plan. It leads to a vision of the curriculum as a series of plans that the student must follow.

6. Planned experiences. Many progressive educators hold that the curriculum is more than a set of documents. It comprises a whole set of experiences towards students, planned by the school.

The curriculum as a praxis means that different actions are involved in its configuration within specific conditions, each of these elements play an important role within the curricular framework and their relationship should not be established in a linear manner, but rather be understood as something built on a crossroads of influences (which Gimeno calls external subsystems) and fields of activities that also represent the fields of the curriculum.

This complexity and breadth of the curriculum is expressed in the five types of curriculum described by Posner (2005), contributing directly or indirectly to school dynamics and the academic development of students.

1. The official curriculum. It is documented in scope and sequence tables, syllabus, curricular guides, tables of contents, and list of objectives. Its purpose is to give teachers a basis for lesson planning and student development, and administrators a basis for monitoring teachers and holding them accountable for their practices and results.

2. The operational curriculum. It understands what is really taught by the teacher and its importance is communicated to the student and administrator. Teachers tend to interpret it in light of their own knowledge, beliefs, and attitudes.

3. The hidden curriculum. It is not generally recognized by school developers although it may have greater depth and impact on students than any other official or operational curriculum. Hidden curriculum messages are related to issues of gender, class and race, authority and school knowledge, among others.

4. The null curriculum. It is made up of subjects of study that are not taught, and on which any consideration must focus on the reasons why they are ignored.

5. The extra curriculum. Includes all those experiences planned outside of school subjects. It contrasts with the

official curriculum by virtue of its voluntary nature and its ability to respond to student interests.

The appearance of the five types of curricula in an institution is simultaneous, affecting the characteristics of the educational environment of the institution and contributing significantly to the development of students and the institution. The analysis of the school reality cannot be understood, without being aware of the multiplicity of the curriculum, any analysis that aims to fully understand the dynamics of an educational institution should not be limited to a single aspect that involves the curriculum, because these are not isolated elements within the educational environment, but rather elements that interact with each other, shaping the dynamics of the school context -institution, classroom-, in addition to determining the path that student learning and development should follow.

For Coll (1991) there are four sources of the curriculum that specify the intentions and the action plan to follow in education, these sources give meaning and are a guide for curricular design, their analysis allows establishing the bases that the designers used for preparation of the curriculum.

1. Psychological Analysis: Provides information regarding the factors and processes that intervene in the personal growth of the student, thus helping to plan the pedagogical action more effectively.

2. Internal structure of the disciplines: It helps to separate the essential knowledge from the secondary ones, to find an internal structure and the relationships that exist between them, their contributions being decisive to establish a sequence of learning activities that facilitate significant assimilation as much as possible.

3. Sociological analysis: It allows to determine the cultural forms or contents whose assimilation is necessary so that the students can be an active member of the society and agent, in turn, of cultural creation; it also makes it possible to ensure that there is no break between the student's school activity and their extracurricular activity.

4. Pedagogical experience: It provides new points of view and offers alternatives, but it integrates the experiences that have been successful, this forces the curriculum to be permanently open to modifications and corrections that derive from its contrasting.

Next, the three aspects in which the curriculum is developed will be addressed, its design, development and evaluation, each one of them implies an important process for the concretion and success of the curricular map, so the relationship between them must be understood in a narrow and bidirectional way allowing not only the concretion in the practice of the curriculum but also an opportunity for improvement and refinement in its evaluation.

As teaching and learning are intentional processes and activities, its planning is essential, since if it appears impossible to determine the purpose of such processes as well as their development, which in turn would limit the possibility of analysis and transformation.

The curricular design appears as a decision-making process for the elaboration of the curriculum, prior to its development that flexibly configures the instructional space where it will be put into practice.

The design activities appear in an intermediate space between the intentions and purposes that are pursued and the educational practice; this marks an important relationship between the process of design and development of the curriculum, that is, that the curricular design requires the analysis of the educational practice to be structured, allowing to adequately configure the practice of the teacher's work.

Curricular design appears as the instrument in charge of guiding the actions of teachers by providing information on what, when and how to teach and evaluate; always open to the possibilities of modification and correction that arises from its concretion and development, becoming a process of progressive enrichment (Coll, 1991).

The form, structure and representation of ideas, actions and contents are known as the curricular model, this model serves as a guide when putting the curricular project into practice, each one of the curricular models starts from a practical and theoretical perspective that it guides the reflection and plantation of the decision-making of the curricular design, without ever losing sight of the contextual variables and the real conditions where it intends to be installed.

The usefulness of curricular models resides in their ability to provoke reflection on the practice, on the contextual conditions in which it is carried out, on the nature of the contents that it incorporates and with respect to whom it is directed. Román & Díez (2003), develop a classification of four types of models.

Academic model: This model is focused on the contents as a way of knowing that they are structured in subjects to be internalized; the structuring, organization and sequencing of the contents and the subjects, determine in turn, other types of models: disciplinary, interdisciplinary, integrated, multidisciplinary. Within these contents, the basic elements of culture are present in one way or another, whether as capacities, skills, values, attitudes, methods, procedures or activities; all knowledge developed unintentionally is part of the unofficial or hidden curriculum.

Technological model: Focuses its design on specifying the desired purposes or results; these results are structured through objectives that can be general, specific or operational, the concretion of the contents through the

tasks or activities will have the purpose of achieving said objectives generating observable, measurable and quantifiable behaviors.

This model, also known as behavioral, starts from a perspective of teaching and learning as adjustable and measurable processes, its psychological theoretical foundations are based on a behavioral approach whose key idea is based on the stimulus-response-reinforcement paradigm.

Imperative model: It is nourished by different perspectives that perceive the teaching and learning processes as complex, changing activities, difficult to control and technically predict, the conception of teaching of this model is inserted in a reconceptualization of culture and reconstruction that allows the development of activities values and social ideals.

This conception of teaching determines the consideration of the flexible and contextualized open curriculum, focusing its design, development and evolution on the teaching-learning process and not only on the results.

Starting the reflection of the curricular design from the imperative model; the design must guarantee the construction of objectives in the form of capacities the contents must be presented as problems that will be acquired through methods, activities or broad procedures, always contextualized based on the previous knowledge of the students; in turn, the evaluation, instead of focusing only on the final quantitative results, will be given in a quantitative, formative way present throughout the teaching-learning process.

Socio-critical model: The socio-critical model is based on the understanding of the student as a free and unique subject with specific characteristics and needs; the learning of socially significant content is prioritized within constructive activities, taking advantage of conflictive situations that promote negotiation and dialogue, thereby generating shared learning that develops cooperative, solidarity, and liberating values in students. The socio-critical model perceives the official curriculum as an instrument for reproducing relationships and inequalities; unlike, it considers the use of a contextualized, negotiated, and agreed curriculum to the characteristics and needs of the agents involved.

b) Curriculum Development

It is important not to lose sight of the fact that the curriculum is ultimately a well-structured educational proposal that acquires value when it is contrasted with the reality in which it is embodied, that is to say, that it is in educational practice and in the activities in which the ideas, intentions are concretized and values acquire meaning.

Gimeno (1991), defines the curriculum as the bridge between theory and action between intentions and projects and reality, which is why it becomes essential to analyze the practical structure in the development of the curriculum.

Understanding the curriculum as a well-articulated proposal that determines the characteristics of the elements that are involved in the teaching-learning process, the teacher and the students play a very important role in its realization, although the curriculum specifies the intentions and guides the actions of teachers in their didactic practice, to the extent that teachers appropriate the curriculum through the autonomy that it gives them in the construction of activities and tasks that specify the contents and intentions of the curriculum, the teacher acquires great responsibility in its design instructional.

Coll (1991), understands the process of curricular design and development as two closely linked aspects, pointing out that to the extent that a curricular design manages to be implemented and generalized and is really used by teachers in their daily practice, the development process and by therefore their improvement and enrichment will be assured.

c) Curricular evaluation

Evaluation, as well as other aspects of school education, such as the conception of learning, teaching, the role of the teacher and the student have been in constant evolution.

The evolution of the conceptualization of evaluation within education and educational or non-educational institutions appears linked to the appearance and development of paradigms or psycho-pedagogical approaches (behaviorism, constructivism, sociocultural), as well as changes in the political and social context, (Rosales, 1990).

For Stufflebeam (1985) the evolution of curricular evaluation during the 20th century distinguishes five stages:

- The pre-tylerian period.
- The Tylerian era.
- The time of innocence.
- The era of realism.
- The age of professionalism.

The decade of the forties witnessed the warlike, technological, scientific and economic and social model competition between the US and Russia, better known as the cold war; in 1957, Russia launched the first satellite into space, Sputnik, an event that turned on the alert lights of the US government, seeing itself at a disadvantage in scientific and technological development with respect to Russia, soon the North American government began the development of reforms to its educational system, as well

as the economic impulse to national projects in curricular reforms (Stufflebeam, 1985).

In this context, the evaluation appeared as the necessary instrument to judge the effectiveness of educational policies, as well as the use of economic resources. By 1942 Ralph W. Tyler presented the first curricular model of evaluation (Tylerian model) conceptualizing evaluation as the process of determining to what extent the objectives have currently been achieved through the curriculum and teaching programs, establishing the level to which the students have reached, changes in behavior and how close they are to those defined in the objectives.

For Tyler, the evaluation should maintain a recurring nature, its function should be to provide feedback on the development and operation of the program seeking to maintain consistency between the defined objectives and the work done.

However, despite these great conceptual and methodological contributions, the Tylerian model in its development was limited exclusively to assessing the final achievement (Stufflebeam, 1985).

This reduction in the conceptualization and methodology of the evaluation failed to meet the expectations that were expected from it, its results were of little use to curricular designers and to identify the factors that contribute to identifying the effectiveness of the programs.

From this disappointment of the conceptualization and methodology of the evaluation, authors such as Cronbach and Scriven redefined the conceptualization of evolution, guiding it towards decision making; for Cronbach, the purpose of the evaluation must be to collect and use the information to carry out decision-making around the best implementation of the plan or program; in turn, the evaluation must contemplate two moments: the formative evaluation developed during the implementation or curricular development process and the summative evolution that must be carried out at the end of the implementation of the plan (Stufflebeam, 1985).

The conceptual contributions of Cronbach and Scriven gave rise to a series of models that started from these evaluative principles, one of which was the CIPP model construction developed by Stufflebeam. The CIPP model is based on the conception of evaluation as the process of identifying, obtaining and providing useful and descriptive information about the value and merit of the goals, the planning, the realization and the impact of a determined object, in order to serve as a guide for decision making, solve responsibility problems and promote understanding of the phenomena involved and improvement (Stufflebeam, 1985).

The main purpose of the evaluation will be to provide useful information for the decision-making process; the

evaluation methodology is constituted through four types of evaluations.

- Assessment of the context.
- Evaluation of inputs.
- Evaluation of processes.
- Evolution of the product.

Curricular maps are visual tools that allow organizing what is going to be taught in an educational center, taking into account each subject or thematic area, age period and period of the year, be it months, quarters or semesters.

The curricular map is presented in the form of a table and thanks to its simple structure, it is very easy to understand and consult on future occasions.

A curriculum map is an educational tool in which the contents of the curriculum of a school year are presented visually. This is an element that can help teachers and educators to find inconsistencies or overlaps in some elements of their plan, or find points for improvement in it.

First perspective: Álvarez Méndez (1987), presents two models to approach the curriculum from the point of view of didactics. That is, of the teaching-learning process: The curriculum understood as a project and as a process, as opposed to the curriculum understood as the planning of instructional purposes to be achieved.

In the second model focused on the objectives, it is interesting to highlight the importance of the prescription and anticipation of the expected results of teaching, which are contemplated in the objectives that are given in advance, even long before the didactic process begins to function. Thus, the contents, methods, techniques, technical resources and the evaluation must be means to achieve the predetermined objectives.

From this model, it can be said that the curriculum basically refers to the predetermined objectives, which are the constitutive and sufficient elements of the program, in such a way that the entire educational process is only a means to achieve them. In this perspective, teaching is a technical-instrumental activity that must be efficient to achieve the predetermined objectives. The curriculum, as a list of certain objectives in the educational field, is also a control system, and it is from them that the teachers responsible for teaching and the students are evaluated. The technological-instrumental attractiveness is high, especially when what is pursued is economic profitability as a consequence of applying a technical rationalization to teaching.

The development of the curriculum, in this model centered on objectives, gave rise to the taxonomies of objectives that become the fundamental concern for the programmer of the curriculum, under the assumption that

well-formulated objectives, with the requirements of their technical demands, are the essential condition, since they are the axis around which all the other components of the curriculum are structured (content, strategies, resources, etc.).

Undoubtedly, as a reaction to this reductionist and simplistic conception of the teaching and learning processes, the alternative model of the curriculum as a project and process arises, based on the influence of Action-Research models whose characteristic is to implement the complex teaching process. Learning, as a pedagogical intervention project, aimed at solving the practical issues of teaching-learning and as a process that permanently tries to improve the practice of teaching. Thus, what enters as an essential and basic issue is the teaching process, without forgetting that this remains in practice linked to learning.

Álvarez Méndez (1987), points out that the model as a project and as a process is grouped around some concrete actions of the teacher, inspired by the thought of Stenhouse (1984), as well as:

- The teacher must base his teaching on the open debate to problematize the contents of the programs and other aspects of learning that intervene in the curricular development to provoke reflection, and adoption of a position in front of them and to stimulate the research of the students.
- The teacher recognizes the context and this is a reference for teaching the program to be developed.
- The teacher should not take advantage of his privileged position of legitimized authority in the school to assert his points of view.
- The teacher has responsibility for the quality of their students' learning.

This first perspective of the curriculum, in its two models, is taken as a common reference to the program understood as Teaching Contents. In addition, these proposals are still valid today in some educational organizations, which take the curriculum as basically referring to the didactic, thus covering the concepts of teaching / learning, study plan, program and resources.

Second perspective: the curriculum is a crossroads of various practices of an eminently social nature and pedagogical concern gravitates around it. Gimeno Sacristán (1991), states that from the second half of the 20th century, the movements around educational reforms in Europe, the US and Australia, generated many questions that led to a review of the concept and role of curriculum, and this is how diversity of ideas are found, such as meanings that refer to the curriculum as practice; to curriculum theory as a meta-theoretical concept; to the curriculum as a theory of teaching; to the global problem of schooling.

In the context of this debate, the socio-critical approach to the curriculum appears which starts from the perspective of a critical sociology applied to the educational phenomenon. This vision maintains that the curriculum, by participating in the school environment, must be observed and analyzed in that social context which contains patterns of reason, norms of practice and conception of knowledge. Thus, the problem of thematizing about the curriculum consists, then, in questioning it in the sense of how it occurs in the context of the ideological configurations of social distribution of knowledge and power found in the school.

The meaning of McCutcheon (quoted by Cherryholmes, 1987) also appears who picked up the idea of Zais (1976), who proposes by curriculum what students have the opportunity to learn at school, whether explicit, implicit or null. The explicit curriculum is made up of everything that the school offers through "certain explicit and public purposes" (Eisner, 1979, p. 74); the implicit curriculum is the set of expectations that "are profoundly more powerful, long lasting than what is intentionally taught or what the explicit curriculum of the school expresses" (Eisner, 1979, p.75); and the null curriculum, which is made up of what *"the school does not teach... and which may be as important or more important than what it teaches"*. (p. 83).

This perspective places the curriculum in the problematic field of the practice of the selection of contents, in the presentation of these and in the reasons why others are excluded or ignored and, likewise, presents the curriculum as the world of possibilities to which students see themselves as an opportunity to learn, since they learn both from what is intentionally offered to them and from the opportunities that are excluded. On the other hand, Cherryholmes (1987), advances in pointing out that the curriculum is also the study of what is valued, underestimated and excluded in the different practices in the school, which is given priority in the educational practices in the school.

Understood in this way, the curriculum as what students have the opportunity to learn, it is presented with several characteristics such as:

- A guide to plan school life.
- A guide to evaluate life in school.
- A set of situations, experiences within the school structure and organization, in such a way that even what happens in school administration is no longer just administration, but rather it is part of what is taught and students learn. Similarly, transactions between students are learned and are part of the null curriculum.
- Pedagogical theories, fundamentally, are gravitating and intervening with intentions proper to the field of the curriculum, affecting its practice.

From this perspective of the curriculum, progress is being made in understanding that its nature is a social practice made up of behaviors, beliefs, rationality schemes, values, didactics, ideologies and administrative-economic policies that determine, in turn, the theorizing about the curriculum same concept is being elaborated.

In this same perspective, Gimeno Sacristán (1991); and Gimeno Sacristán & Pérez (1996), point out that the curriculum is part of multiple practices, classified into subsystems, partly autonomous and partly interdependent, which generate multiple varied forces that affect pedagogical action, which is also given by the own contexts in which it is based, such as the classroom, the personal, the social, the historical of the school and the political that presents the patterns of authority and power.

Returning to Gimeno Sacristán (1991), he distinguishes eight areas related to curricular practice, of which some basic ideas can be pointed out in light of the General Education Law 115 (MEN, 1994):

1. The area of activity political-administrative. It regulates under different schemes of political intervention the spaces of autonomy in decisions and in management. It is one of the external determinants of curriculum development. In the General Law of Education 115 (MEN, 1994) and Decree 1860 (MEN, 1994), identifies the School Government as the source of organization of the political-administrative activity of the educational institution.

2. Scope of participation and control in the preparation, development and evaluation of the curriculum. It varies according to the administrative and democratic tradition of each context. Today, in the General Law of Education 115 (MEN, 1994), the decisions on the configuration of the curricula, among these the programmatic contents, their evaluation, etc., are in school government bodies which treats, within the framework of the Law, to keep a balance in the powers of decision on the different forms and curricular spaces.

3. The ordering of the educational system, in structures of levels, modalities, cycles, grades, etc., mark some guidelines to order and pre-configure the path (the curriculum) that young people and children must follow in the educational institution. The General Education Law 115 (MEN, 1994) determines for these purposes, objectives by grades, by cycles and by levels.

4. Media production system. They are the materials, didactic resources, etc., that help us to specify the curriculum. If you analyze what media are used, you can discover the dynamics that move around interests and pedagogical styles that conceal a series of conditions that affect the development of the curriculum. The resources are mere neutral instruments, but the uses that are made of them, for example the book and notebooks, give us indications

of the teacher's training, of the ways of exercising power, of carrying out the teaching-learning processes, among others other aspects.

5. The system of Cultural, Scientific, Technological, Artistic Creation, etc. Under the condition of understanding that the curriculum is a selection of culture. This instance affects in a determining way the selection and diffusion of the different knowledge. The importance of this system influences the fact that, due to the socialization function (reproduce-transform), it is necessary to organize the action and base the creation of culture under pedagogical, epistemological and methodological paradigms. This work is carried out fundamentally under the agreements in the groups of teachers, especially those who work in related areas or in the same area. Law 115 provides for the organization of the Academic Council and the academic organization through area coordinators.

6. Technical-pedagogical subsystems. The training of teachers is definitive in the development of the curriculum, since they basically create languages and traditions, conceptualize, systematize knowledge and information and create the pedagogical styles that they use to organize curricular practice and influencing the same school organization. Today it is recognized that the teacher training subsystem is critical for the development of curricular practices and that is why Law 115 provides mechanisms to qualify their actions, improve the quality of teacher training from the scientific-pedagogical perspective and from the self-management of their own development as a professional.

7. Innovation Subsystem. It is to understand that if society has a dynamic of profound changes that occur very often over time, the school must be qualitatively renewed, in such a way that there are accommodation processes thought critically to social needs. If the pedagogical technical subsystem is made up of creative professionals, with scientific training, with sensitivity to the needs and problems of the environment, innovations have a field of great probability, especially if teachers act in well-coordinated groups and with leadership focused on processes of change, thought with an educational sense and not in isolation. One of the dangers of innovations is unplanned change. The General Education Law 115 (MEN, 1994) foresees and encourages Curricular Innovation and has created funds to finance school groups that are proposed and promised as innovative experiences.

8. Subsystem-Practical-Pedagogical. It is the didactic activity; it is what is commonly called "teaching to..." It is the exchange between teacher and students mediated by the academic tasks of the teaching-learning process.

Understanding the curriculum as a crossroads of the practices of all these areas or subsystems is to understand it in its complexity that results from diverse interactions.

The curriculum is prefigured, configured and intended to be objectified as a project that is presented as the result of decisions on various determinants, such as economic, social, cultural and pedagogical foundations, but in its development, there is a real and daily context in which in which interests and actions that exist and subsist in people (actors) are at stake, even despite the project, and that affect it in its realization

In this approach, the evaluation as a curricular component, as a whole, has the function of self-regulating the interactions that occur between the project that prefigures and configures as design and the practice, as its development. This implies, as a consequence, assuming that it is naive to reduce the curricular exclusively to the pedagogical and the didactic, as it seems to be the basic tendency of the first perspective, mentioned above.

Third perspective: the Curriculum as Cultural Mediation. Taking up and enriching the constitutive elements of the second perspective, this third understands the curriculum as an instrument of action and social intervention in school settings, and as a powerful enabler to configure cultural projects of society in general.

The curriculum is, then, the process of selection, organization and transmission of culture in the school environment. When it is referred to as the selection of cultural contents, the relationship with intellectual and procedural contents to be learned and with axiological contents that are oriented to the realization of a global educational-cultural project for their students and, ultimately, for society. Therefore, these cultural contents as contents of the curriculum are a logical condition for teaching processes to take place in the school, which are structured or organized under psycho-pedagogical keys to offer themselves as a cultural-educational project in the Institution.

Kemmis (1988) points out that the curriculum is an educational project of a school for its teachers, for the students, for the community and for society as a whole; and following Gimeno Sacristán (1991); and Gimeno Sacristán & Pérez (1996), the curricula emit a balance of interests and forces that gravitate on how the educational system is presented in a historical moment, and it is through these interests and social forces that the aims of education are achieved formally schooled.

Somehow, the curriculum reflects the conflict between the different interests within a society and the dominant values that govern the pedagogical and educational processes. In school, in general, a position is adopted against interests and there is a selective orientation towards culture, which is specified and transmitted through the school curriculum. Consequently, the analysis of the curriculum is a necessary condition to know and analyze what the school is (its proposal) as a cultural and socialization institution (reproductive and transformative function) in concrete

terms. And it can also be derived that curricular innovations are analyzed within a social structure and a historical context, which provide them with the framework of socially defined needs to change it.

Understanding the curriculum in this perspective, it can be said that in the school the contradictions that cause movements in its management towards new balances in its actors and in society are stimulated intentionally or not.

At present, from the perspective of critical sociology applied to education, much interest has been placed in revealing how the function of selection and organization of cultural contents by the curriculum, in the school, is linked to the mechanism and function of distribution. social of knowledge, especially that which is considered valuable; in such a way that, as Apple (1986) points out, the results of the school (among these, school success and failure) are also created by it, while the curriculum as an instance of cultural mediation reflects content selection, social forms and practices, consciously or unconsciously, in accordance with an ideology of the dominant groups in society.

From the post-structuralist perspective, we can say that the curriculum is also a question of power and that curriculum theories, insofar as they seek to say what the curriculum should be, cannot avoid being involved in questions of power: Selecting is a power operation; privileging a type of knowledge is an operation of power; highlighting, among the multiple possibilities, an identity or subjectivity as an ideal is an operation of power.

Curriculum theories are not, in this sense, situated in a "purely" epistemological field of competition between "pure" theories. They are actively involved in the action of guaranteeing consensus, of obtaining hegemony. They are situated in a social epistemological field. They are in the center of controversial territory.

No curriculum, as obsolete it may be, is ideologically neutral. The absence of valuable content is also another content and the practices that are done in school to keep students within insignificant curricular content (valued in this way by the ruling class) is also a hidden curriculum, which is necessary to decipher and reveal when evaluated. According to Apple (1986), the hidden curriculum is the set of values, attitudes, models, canons, norms, guidelines that are not explicit in the declarations of aims and objectives of the teachers and the institution, but are effectively taught and those who are not used to speaking publicly.

Fourth perspective: the curriculum is itself the problem of solving the question of the representation of the social processes of reproduction. The curriculum cannot be defined but understood as an educational problem. We reveal this fourth perspective in Lundgren (1992), an Australian

researcher at Deakin University, on representation as a central problem in educational theory.

For this purpose, the author points out several assumptions that need to be clarified, such as:

1. Context of production. Production implies, on the one hand, the production of the necessities of life and of material objects; on the other, of the production of symbols, of norms, of valuation systems; and, finally, the production of conditions (organization) of society in which it can continue. Social production, then, includes mental and physical work as a proper condition of production.

2. Context of Social Reproduction. Social production is made both from its material base and from its culture; that is to say, it reproduces the conditions of the labor force in all its sense and the systems of representations: symbols, skills, values and knowledge. Education, especially school education, has to develop the processes of transmission and reproduction of culture in the new generations.

3. The content of our thought or our mental representations are a reflection of our socio-cultural context.

4. The subjective cognitive reconstruction of the world that surrounds us acts on our tasks, actions and modifies, consequently, the objective realities of our social and cultural context.

5. When the processes of social production (context of production) are separated from those of reproduction, as a consequence of the complexity of the social and cultural dynamics, caused by the growing industrialization that intervenes intensely in the organization of work, which refers to how to represent the reproduction processes at school.

Ludgren (1992), with these assumptions, critically and interestingly points to the curriculum as the problem of representation and turns it into the central problem of Educational Theories. The relationships between production and reproduction contexts will be indirect and communication between them is established through some institutional texts that express what the school selects, organizes, classifies and distributes under didactic-pedagogical codes to solve the problem of representation. Also included are the set of principles that, in the form of a curricular code, show how knowledge, skills, and values should be selected, organized, and transmitted.

This perspective or conception of curriculum contains two phases: one, which refers to the process of designing or formulating the text to be reproduced; and another, to its development. Each phase is historically conditioned by external and internal factors to the same educational institution, which confirms the curriculum as a problematic field of Educational Theory and Practice.

Fifth Perspective: Curriculum as a configurator of educational practice. Gimeno Sacristán (1991), raises the

perspective of the Curriculum as a configurator of educational practice and conceptualizes that from this perspective the curriculum focuses on the Theory-Practice dialectic as the integrating scheme of the problems of school educational practice. Reid (1980), cited by Gimeno Sacristán (1988) considers that *“the curriculum places us before practical problems that we can only solve through appropriate action”*. (p.56).

From a critical perspective, in the socialization functions of the school, curricular practice is situated with an intentionally complex, ideological, active and historical role. In the curricular discourse, and among this the one related to the teaching-learning or didactic process, the problem of the contents is integrated with that of the methods; that of the processes of teaching with that of learning, likewise the phenomena of the classroom with those of the context; and that of technical-pedagogical decisions with those of administrative policies and power systems in the institution.

From this perspective, which Gimeno Sacristán (1991) calls “The bridge between theory and action”, curricular practice is located as a research practice that tries to focus on the problems that arise in and from educational practice and also tries to solve it with the intervention, above all, with teaching as a practical activity. On the other hand, a curricular theorization materialized in a design cannot be oblivious to the complex determinations that pedagogical practice is subject to, that is, the curriculum must be devised around the real and concrete problems that occur in the institutions. schools, such as those of teachers and students and those that affect the community in general.

The conception of a curriculum as a configurator of a school social practice requires scrutinizing the conditions in which it is produced and should contribute to a better understanding of educational phenomena and to commit to the intervention of reality to transform it. Stenhouse (1984), regarding the curriculum, conceives it as a field of communication between theory and practice, a relationship on which and in which the teacher must be an active researcher.

On the interrelation of theory and practice, two large fields full of meanings arise; on the one hand, that of the intentions and the concrete reality of the school and, on the other hand, the ideas for the practice and the conditions of the reality of that practice when it is being developed.

Magendzo (1996) states that, from the point of view of democratic contexts, the essential condition for the field of curricular theorization is to take care that the discourses that are produced are not covert discourses of ideologies that legitimize interests that are not recognized they argue, in order to reproduce the social system, hindering the conditions that would lead to achieving autonomy. On the contrary, with the intention of improving practice, the

curricular framework should serve as an emancipatory instrument, to lay the foundations for more autonomous and democratic actions in the school.

This perspective enriches the approach of the curriculum as an institutional cultural project, since it rescues the school micro-spaces as spaces of action where the liberating and creative action of new ways of being cultural is promoted in the communities and school groups, in counterbalance to options that only make cultural reproduction possible.

Advancing in the perspective of the curriculum as a configurator of educational practice, the curriculum can be understood as a series of hypothetical procedures with which knowledge and culture are communicated in the school. The general ideas about education that are generated at school become working hypotheses that have to be verified by the curricular action that is developed by teachers with their students. Thus, the working hypothesis is a curricular action, not only because of what it implies as a research and/or experimentation process, but also because it has implications in terms of educational and pedagogical theory. The assessment made of the curricular action is given based on reflective criteria of educational order and according to educational purposes.

In the context of this perspective, Stenhouse (1984); and Kemmis (1988), suggest that the curriculum is a research process that prefigures educational practice, because it plans and organizes it, in such a way that the curriculum becomes a working hypothesis open to questions and verification by the educational community, and within which knowledge is built and managed. In this sense, the curricular as configuration of an educational practice is a proposal that clearly specifies a set of contents and methods and has the range of a suggestion regarding what in the classroom can be valuable and is possible to teach and learn. Thus, the curriculum becomes a hypothesis of educational work.

CONCLUSIONS

The analysis of these five curricular perspectives leads to the conclusion that to define it is to limit its complexity and richness, since it can be observed how the concept of curriculum has been progressively expanding and acquiring new contents and different meanings depending on the theoretical position from which the different authors who study and develop it start.

In short, the curriculum is a historical construct, both in its theory and in its practices, and it is each educational community that must define it according to how they explain the school-society, theory-practice relationship and the role of its actors in the dynamics of educational institutions.

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03

CHOTEOS AND MEMES:

IRREVERENCES TO POWER FROM THE CUBAN THOUGHT

CHOTEOS Y MEMES: IRREVERENCIAS AL PODER DESDE EL PENSAMIENTO CUBANO

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ABSTRACT

The objective of this work is to assess the mark that choteo and memes have left in Cuban popular culture as one of the most legitimate forms of resistance and criticism of the Cuban political and social status for more than 100 years. Analysis of the thought of important figures of our political saints, and the meaning of a current form of protest such as the meme, will bring us closer to drawing, distinctive features of an identity that moves in the subjective approach.

Keywords:

Meme, thought, imaginary, culture.

RESUMEN

El objetivo del presente trabajo consiste en valorar la huella que han dejado en la cultura popular cubano el choteo y los memes como una de las formas más legítimas de resistencia y crítica al status político y social cubano desde hace más de 100 años. Análisis del pensamiento de importantes figuras de nuestro santoral político, y el significado de una forma actual de protesta como el meme, nos acercarán a dibujar, rasgos distintivos de una identidad que se mueve en el plano de lo subjetivo.

Palabras clave:

Meme, pensamiento, imaginario, cultura.

INTRODUCTION

The Cuban nation has been going through a very difficult economic, political, cultural, and ideological context in recent years, recently exacerbated by a set of causal and coincidental events – the result of the unfortunate connection of internal and external blockades that mutually attempt to make our lives complicated–, which invite us to an accurate reflection of the Cuban, so that together, among all of us, try to get out of the dilemma (Sarmiento, 2016; Suárez, 2018).

Thinking about the various reactions of the people to first understand if it is possible, and then faces their sad reality, both intimate and social; we cannot ignore the legacy of great intellectuals who for more than 100 years formulated sociological diagnoses about their country and possible solutions.

The objective of this research is to assess the convenience and contemporaneity of nationalist thinkers as Mario Guiral Moreno, Carlos de Velazco, José Sixto de Sola, Jorge Mañach Robato, among others, by establishing integrities and shortcomings of the Cubans as a social corpus, moral, civic and spiritual and, in turn, to elaborate like few others, to those eminent Cuban intellectuals their theoretical contributions that allow us to understand what we have been, what we are and what we will continue to be, regardless of the solution we give to our problems: Cubans.

At the same time, we establish the ideological and cultural coordinates on the part of the current alternative forms of irreverence, which, like memes, present such a protest that brings us closer to drawing distinctive features of an identity that moves in the subjective plain.

In this sense, in the difficult moments that the nation is experiencing today, the personality of Cubans, above all, the simple Cuban, the humble, the worldview of the reality that surrounds him, his unchanging ability to react to the problems they face invite us to a serious and unprejudiced reading of the aforementioned intellectuals, because the choteo and its grandchildren, in this case, the memes, have become obligatory weapons of a large part of the country's social conglomerate for their civic, noble, in some cases grotesque responses, but in others, an expression of sadness that emerges from reality.

Before going fully into the analysis of choteo and “memes”, or “memes-choteos” as we want to define it, it is good to clarify that today they circulate, the essential “memes-jokes” through the networks in all and from all possible directions. All ideological and spiritual tendencies have turned to them to illustrate their anger, their longing, their political views, their reasons or not, their questions and their idolatry.

And they do it by resorting to any necessary subterfuge in their way of criticizing, demonstrating, offending and demanding any issue. However, the “meme-choteo” does not come from anywhere, if it does so in a mocking, degrading, and irresponsible way, although by tendency, it is what almost everyone follows, it is not properly ethical.

DEVELOPMENT

Deeping into the virtues and defects of governance and political power in Cuba has been the task or concern of the most famous intellectuals of our nation, as well as of the popular imagination itself where choteo, mockery, and satire have been at the center of the debate. From both dimensions, that is, from the academic intellectuals, as well as from the popular imaginary, values are distinguished, but at the same time that attempts are made to correct attitudes that supposedly put us far from the values of the nations that we think are the “most civilized ones”.

According to Trujillo (2019), “*enlightened positivists, neo-Thomists, irrationalists, Marxists, patriots or politicians, ex officio, have contributed their intellectual worldview in relation to the elements that they consider to be Cuban identities*”: (p. 128) For this Cuban philosopher and professor, from Arango y Parreño to Ramiro Guerra, the virtues and shortcomings of Cubans were investigated, a topic that was privileged, and is privileged even depending on the political, economic or ideocultural context. On the other hand, no great Cuban who has reached key positions in the political administration of this island from colonial times to the present day has escaped learned elucidation or the popular imagination that censures or praises his performance.

In this way, José Antonio Saco in 1832 insisted on the tendency to laziness or other vices of those born here, preferably blacks people and the popular sectors, at the same time they objected to the Spanish colonial power for consenting it. While José Martí or Calixto García denounced angrily the slander and defamations that was spread from Spain and the United States about the capacities of Cubans for self-government. The *Vindication of Cuba*, by Martí, immaculate, very Cuban, and García's protest letter to Shafter are famous as acts of patriotic reaffirmation at the end of the 19th century.

But in the emergence and evolution of choteo and mockery as a means of irreverence to political power, the shortages in the structuring of our republican order from 1902 played an essential role. This political process required corrections to the historical deformations that were accumulating in the foundation of the profile of the Cuban. Overcoming the weakness of the republican structures and gradually dispensing with the dependence and guidance of the American “tutor” became a transcendental challenge not only for politicians but also for the

ideologues of independence in its various forms; at the same time, both overruns became on issues of criticism and satire from various angles of public opinion.

But before analyzing two of the authors who came closest to choteo and mockery from the intellectual springs of the bourgeois Republic, such as the books by Fernando Ortiz, *Entre cubanos. Tropical Psychology* (1911), and above all, *Cuban Decadence* (1924), which are evident antecedents of Guiral Moreno's and Jorge Mañach's meditations on choteo. Choteo and mockery appear in one way or another in the Cuban imagination and prose, as well as in his predominant historicist perspective. It is axiomatic; however, that Mañach did not renew his phenomenological points of view with the implementation of the postulates presented into this philosophical school by the Frenchman Maurice Merleau-Ponty from his book *Phenomenology of Perception* of 1945, in which the body of the subject becomes the axis of his presence in the world.

In this way, one of the authors who support the theoretical bases of the stealthy protest of Cubans and their response to reality is Mario Guiral Moreno, who, in 1914, when referring to the social subject who suffers, the one he carries on his back the weight of that mockery, especially that great mass that still exists:

"It is not often that to find a Cuban whose heart is open to hope, whose mind is predisposed to optimism. Ask the young man, the mature man, the old man, his opinion on the general state of the country, or on the progress of its business and interests, and as a rule, you will be satisfied that the situation is bad, that serious cataclysms threaten us, great misfortunes, that everything is paralyzed and the horizon is presented with gloomy characters. Even the popular Cuban songs reflect bitterness; they carry a seal of sadness and are impregnated with certain melancholy" (Guiral, 1914, pp. 128-129)

There are plenty of analyzes. It not only reveals the context of 1914, but also that of 1929-1933, that of the forties and fifties. That point of view could also have been written among 1965-1968, in the 1970s at the height of the special period throughout almost the entire 1990s and it has increased in recent years. Imagine yourself, creator of the "meme-choteo", how many contexts you can reveal.

The crux of the matter, it seems, is not to argue with the attitude of the people, but to question the reasons that cause this attitude, that spirit, that sadness. You cannot be optimistic if you have in front of you a reality with a world of comfort and well-being for few, and that excludes the majority of those enjoyments, but also, you confine the simple and elementary right to express an opinion, to challenge the exclusion and the discontent in the spaces that exonerate, and not only in those that are covered up.

And that was lived in Cuba, not only in 1914, but in 1929-1933, in the forties, in the fifties, and at various times after 1959. For this reason, on occasions it becomes somewhat sterile, the childish comparison of that before and after 1959, of course, for some aspects of life, you don't have to be naive either. In these comparisons it must be kept in mind that the people are a socio-historical category.

In any case, Guiral Moreno's critique focused on the marked and recurring presumption in the Cuban population of the first two decades of the Republican era, which as a result, conditioned the existence in those circumstances of a social memory limited by frustration, strictly epochal, beyond the time of delirium for the new: the Republic. The symbiosis of these factors enriched the trend towards choteo in the academic and popular imagination.

"Cultural centers, societies for literary purposes, recreational sites... enjoy unlimited popular favor among us, during the time it takes to chotearse, or be choteado; and the latter is almost inevitable in a town, which, like ours, has a sense of ridicule more developed than others". (Guiral, 1914, p. 130)

And it is that, after a century, our excessive enthusiasm for the outside, for the foreign, for the strange, that almost pusillanimous foreignness that typifies us in terms of relations with the great supremacies at a certain imaginaries levels, who do not hide their perception that without US or Soviet-Russian aid in the last hundred years, there is no progress for Cuba.

On the other hand, choteo, a category developed by our intellectual, Jorge Mañach, is an unfortunate psychosocial phenomenon, proof of the futility of the character of being Cuban in the early republican years, evidence of the imbalance of his sociability (Mañach, 1938). An example used by the nationalist thinker is the slave Francisco Landaluze, a character who kisses the sculpture of the white lady, and is also shown as an independent subject who throws a trumpet at a public speaker and who must change *"with the gradual advent of our maturity, with the gradual alteration of our social environment"*. (Mañach, 1938, p. 3)

Therefore, choteo is the essential feature of satire in the Cuban imaginary. In this way, it constitutes a mental attitude, a personality trait and a habit of disrespect that is made explicit through mockery and whose objective is to oppose to all order, hierarchy, authority or power. The systematization of this habit of not taking anything seriously implies an affirmation of the self on the part of the most oppressed in society, thinks, which see in the practice of this desacralizing exercise a sign of Independence.

The emancipation of the social being that enunciates the ridicule of the choteo can be synthesized in an aspiration not to be bothered by another subject, both a sign

of authority and a target of ridicule. For Mañach (1938), “*someone has said that the ideal of the Spaniards can be expressed with that traditional phrase: do what you really want.*” Therefore, he summarizes a conception of the personality of Cubans by saying that perhaps we have inherited that spirit from Hispanics, but that in Cubans it is less disturbing.” (p. 9)

Choteo is finally for Mañach (1938), an analogue of roughness, laziness, impredemption and tropical sensuality. Although *Indagación al choteo* has basically been considered an essay in social psychology, its author does not limit himself to describing the anomalous but also speculates about the causes of this satire which are, according to him, the insular nature and History “*must be affirmed that there are peculiar features in the Cuban idiosyncrasy that, sometimes originated and accused by the environment or by the social circumstances in which we have been developing, tend to facilitate that perversion of mockery that we call choteo*”. (p. 12)

From this perspective, History is for Mañach above all a history of the spirit, the precursor of a succession of styles that organize the expression of such breath. It is the immaturity of the Cuban republic and the youth of its independence, which facilitates, according to him, the conditions for the ignominy of sarcasm in its choteo version. This immaturity Mañach resembles, from the historical point of view, with the withdrawal of serious collective challenges.

We will continue this analysis with a reflection on the presence or not of choteo as a variant of satire, in some strips of the most recent Cuban literature and art. In a book on the history of Cuba that looks more like a guide for tourists, the Cuban speleologist and Captain Antonio Núñez Jiménez writes in a Castilian of doubtful quality, about Mañach and the choteo:

“Mañach, with the limitation that his position of bourgeois class, ultimately at the service of capitalism and its support, skirts some of the social and political essences of the choteo, but it does not manage to unravel the explanation of its true scope... In reality the choteo was systematically expanded against the social order established here, that is, against bourgeois society and the proof of this is how the choteo ends as the ideas of Marxism-Leninism gradually replace, from the 1930s, that weapon of the people. Faced with the heroic drama of Moncada, Granma and the guerrilla struggle in the Sierra Maestra, the Cuban does not chotea. In Girón the choteo is already a fossil element of Cuban sociology”. (Núñez Jiménez, 1984, p. 67)

This antithesis is imprudent: both Mañach and an ideologue of revolutionary power agree in opposition to choteo, the first from an enlightened Ortegian elitism, the second from a rustic Marxist orthodoxy. Even assuming that this opinion of Núñez Jiménez has become moldy — the book in question dates from 1984 —, and that the author’s

lack of intellectual qualities invalidates the value of what appears in it, time and facts prove that neither Mañach nor the choteo have had a good bibliographical acceptance in Cuban Marxist historiography, at least until the beginning of the 21st century.

I advance two judgments: Mañach for being a thinker who was renegade for a long time and excluded from the analyzes in the historiographical and literary order, and the choteo for being based on the mockery of authority and order, for the sensation of free will that would always accompany him. This does not mean, of course, that the influence of Mañach’s thought among the youngest Cuban intellectuals does not exist, nor that choteo has ceased to be the most representative form of satire in the Cuban.

If we follow Mañach and limit ourselves phenomenologically to the facts themselves, that is, in the case of the artistic imaginary, to literature and art, and in the case of the second, to language and an oral genre that is very much in vogue in Cuba, the joke: we have to recognize that satire in the form of choteo has not only not eclipsed Cuban sociability and art inside and outside the island, but has also become a typical form of expression. The omnipresent authority and the desire for freedom, understood as a rupture of an imposed order, are the targets of this satire.

Now, even though the policies of the governments that emerged from the 1959 Revolution received fertile ground to encourage certain egalitarian policies under which millions of Cubans lived and survived until some 30 years ago (1992), the puerile bureaucratization of the Cuban model has bothered the Cuban people, by the pretension of the bureaucrats’ elevation, not because of the visible and laughable and amoral damage that they have done to the credibility of the revolutionary project, but because of the arrogance and the lack of real dialogue with the social subjects that suffer the exclusions.

There is nothing more that bothers Cubans, that someone believes that they are above others, that draws popular anger with the energy that does not always manage to raise the inoperability of most of the management that advocates or pretends to advocate state ownership: this is perhaps the worst of evils or the main obstacle to the participation of the people in decision-making and in the implementation of an authentic and efficient socialist model of society, which today is far from the collective imagination of the nation, and that it is the favorite target of the new forms of irreverence and choteo: memes.

The meme is then, or what is the same, an internet meme, it is that conception, which through a feeling, expresses in the virtual media static and moving images, animated in videos, songs, audios, which is massively replicated by social networks. Due to its impact, it is something that goes viral, especially on the networks. Its origin is due to Dawkins (1976), when in his text *the selfish gene; he*

coined the meme as “theoretical unit of cultural information that is transmitted from one individual to another”. (p.192). This zoologist and researcher expose the idea that the meme is the mimic unit of information that can be transmitted.

Generally, it is something of a comic nature, a funny situation that can be related to an important event that happened in reality, or something that happened on the network of networks. Once it happens, the succession of memes appears almost instantly due to the imagination and inventive power of the user community, always ready to reflect their opinion, humorous or not, on anything.

Internet memes can be kept unchanged or develop over time, either by chance, or by reproduction, caricature or by adding new content. These images, or videos, or texts emerge as a form of social interaction, as cultural references or as a way of describing people’s real life situations. The speed with which they can spread globally and their social impact has attracted the interest of researchers and professionals in the communication industry.

From a conceptual representation, the meme constitutes a category built from axioms that, as we have already pointed out, are not entirely consistent with each other. Although there is a more or less accepted idea that defines them, it is a phenomenon that, due to its transdisciplinary nature, has been approached and worked on in multiple ways. In the same way, the taxonomies found in relation to the meme on the Internet present types and classes in which different terms are used to refer to similar notions.

It is, then, a generality that continues to be elaborated, and that especially in relation to online memes, surely due to their relative novelty, requires approximations and studies that in the future provide a much more solid conceptual framework.

We could end this work with some example of the current popular or academic challenges that are sent to political power in the form of a mockery of political power by the Facebook “memestery” or by intimate WhatsApp groups, there are thousands of alternatives, which, from those platforms they make up an imaginary of rejection of ineffectiveness or of what is considered administrative mismanagement, but nothing better, to end, than illustrating a pressing meditation on current Cuban choteo, than telling a story about “Pepito”, undoubtedly the character of the most popular mentioned story in Cuba. By trying to censure or ignore the authoritarian voice of the official discourse, the best example of choteo in recent decades, in the interior of Cuba, ended up being almost mute, that is, he chose low-voice orality, whispering, lack of written proof for fear of denunciation (Valdés, 2018, p. 61).

It is a thoughtless Pepito who best symbolizes it. Pepito is a child who, as a child, says what he thinks without reflecting and what he thinks and says amounts, almost always, to a comment on what is happening at that moment in the country. One day, says the popular voice, Pepito’s teacher wants to evaluate the political culture of her students in front of an inspector who comes to visit her. For this he shows the children a portrait of Donald Trump and asks them if they know who he is. No student responds and in such a situation she only manages to give a few clues: “Because of that man we are blocked, we go hungry; we don’t have electricity all day.” Pepito interrupts her to help her in front of the inspector and yells: — Teacher, I already know who he is, what happens is that like he is in the photo, without the latest model check shirts, I don’t recognize him.

A study of the forms that satirical humor adopts in the contemporary Cuban imaginary, would admit to better establishing the continuity or the break with the postulates of Mañach and his *Indagación del choteo* and, above all, to specify the possible existence of a typology of satire in Cuban art and society with many facts in common with the choteo that Mañach described.

CONCLUSIONS

When the nation is founded on a self-sufficient discourse and a furious presumptuous optimism, the great popular masses, ordinary people, the humble, at the level of common sense or emotional, object, challenge, disagree, and try to validate a feeling contrary to power. Only, and this can be debatable, those modern, thriving, developed, in constant and visible growth, or really satisfied societies raise an optimistic banner as an attitude of life. With this, we are not against optimism; simply that speaking on optimistic grounds in difficult contexts could become a boomerang and acts of demagogic simplicity.

Choteo a century ago and memes in the last decade have saved us as a people from the indifference of power. However, both subjective positions have limited our possibilities for cultural and civic growth. In both cases, disappointment as criticism has led us to immoralities without arguments. Choteo and meme, or meme-choteo should not remain forever an attitude of our social mentality against what bothers our individual freedom.

As individuals and citizens we must learn to grow from other forms of ideological symbolization of defense of rights, we must not settle for a simple “it’s ok with me if I don’t get bothered”, the frustration of the annoyance must be demanded as an interpersonal or macro social relationship, and for this, it is necessary to recognize the discipline as ordering of the law, and the democratically elected and socially supervised power as an instrument to restrain indolence and guarantee for the discipline itself.

Respect for difference must be the first condition for the construction of future civility, in a society that is still far from overcoming the mental class structure of authoritarianism, even when we feel the social and individual need for hierarchies and power structures.

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04



EL IMPACTO

DE LA IMPLEMENTACIÓN DE LAS NIIF EN LA MEJORA DE LA TRANSPARENCIA Y COMPARABILIDAD DE LOS ESTADOS FINANCIEROS DE LAS EMPRESAS

THE IMPACT OF IFRS IMPLEMENTATION ON IMPROVING THE TRANSPARENCY AND COMPARABILITY OF CORPORATE FINANCIAL STATEMENTS

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RESUMEN

Este estudio investiga el impacto de la implementación de las Normas Internacionales de Información Financiera (NIIF) en la transparencia y comparabilidad de los estados financieros de las empresas en Ecuador. Utilizando una metodología descriptiva y documental, se realiza un análisis en profundidad de las NIIF y su influencia en la presentación de los estados financieros. A través de la recopilación y análisis de datos de diversas fuentes, incluyendo publicaciones académicas, informes de empresas, documentos del International Accounting Standards Board (IASB) y documentos gubernamentales, el estudio demuestra que la adopción de las NIIF ha mejorado la transparencia y la comparabilidad de la información financiera. Esto ha beneficiado a los usuarios de los estados financieros, como inversores, en su toma de decisiones económicas. Sin embargo, el estudio también identifica desafíos en la implementación de las NIIF, incluyendo variaciones en la interpretación y aplicación de las normas y la necesidad de formación y capacitación adicionales para los profesionales contables. Se proporcionan recomendaciones para abordar estos desafíos y fortalecer la implementación de las NIIF. Estas recomendaciones incluyen promover la formación y capacitación en NIIF, reforzar el monitoreo y la supervisión de la implementación de las NIIF, mejorar la comunicación y divulgación de información sobre las NIIF, y facilitar la cooperación internacional en la adopción e implementación de las NIIF.

Palabras clave:

Normas Internacionales de Información Financiera, transparencia, comparabilidad, estados financieros, implementación de NIIF, capacitación contable.

ABSTRACT

This study investigates the impact of the implementation of the International Financial Reporting Standards (IFRS) on the transparency and comparability of the financial statements of companies in Ecuador. Using a descriptive and documentary methodology, an in-depth analysis of the IFRS and their influence on the presentation of financial statements is carried out. Through the collection and analysis of data from various sources, including academic publications, company reports, documents from the International Accounting Standards Board (IASB), and governmental documents, the study demonstrates that the adoption of IFRS has enhanced the transparency and comparability of financial information. This has benefited users of financial statements, such as investors, in their economic decision-making. However, the study also identifies challenges in the implementation of IFRS, including variations in the interpretation and application of the standards and the need for additional training and education for accounting professionals. Recommendations are provided to address these challenges and strengthen the implementation of IFRS. These recommendations include promoting training and education on IFRS, reinforcing the monitoring and supervision of the implementation of IFRS, improving communication and disclosure of information about IFRS, and facilitating international cooperation in the adoption and implementation of IFRS.

Keywords:

International Financial Reporting Standards, transparency, comparability, financial statements, IFRS implementation, accounting training.

INTRODUCCIÓN

La contabilidad ha evolucionado considerablemente en las últimas décadas, en gran medida debido al proceso de globalización y a la necesidad de un sistema contable unificado y coherente que permita una comparabilidad más efectiva entre las empresas a nivel global. En este contexto, las Normas Internacionales de Información Financiera (NIIF) han emergido como una respuesta significativa y efectiva (Hopwood et al., 2010).

La adopción de las NIIF se ha convertido en una tendencia global, con más de 140 países que ya han incorporado estas normas en sus sistemas contables nacionales (Daske et al., 2008). Esto se debe a que las NIIF ofrecen un conjunto de normas contables de alta calidad, comprensibles, aplicables y comparables internacionalmente, lo cual es fundamental para asegurar la transparencia, la responsabilidad y la eficiencia en los mercados financieros internacionales (Epstein, 2009).

No obstante, a pesar de los esfuerzos por establecer un sistema contable internacional coherente y unificado, la implementación efectiva de las NIIF todavía enfrenta desafíos significativos. Existen variaciones en el grado de cumplimiento y en la interpretación de las normas, lo cual puede afectar la transparencia y comparabilidad que las NIIF intentan asegurar (Ball, 2006).

Por ello, esta investigación se centra en analizar cómo la implementación de las NIIF puede mejorar la transparencia y la comparabilidad en los estados financieros de las empresas. La investigación tiene relevancia tanto teórica como práctica, ya que los resultados pueden contribuir a un mejor entendimiento de las implicancias de las NIIF en la transparencia y comparabilidad de los estados financieros, y pueden proporcionar información valiosa para las empresas, los profesionales contables, los organismos reguladores y otros usuarios de la información financiera.

METODOLOGÍA

La metodología utilizada para esta investigación es descriptiva y documental. A través de esta metodología, se analizará cómo la implementación de las NIIF ha afectado la transparencia y comparabilidad de los estados financieros de las empresas. Se hará un análisis detallado de las normas que conforman las NIIF y cómo estas normas han influido en la presentación de los estados financieros.

La metodología descriptiva documental permite identificar, analizar y describir las características y particularidades de las NIIF, su adopción y su impacto en la contabilidad financiera. Este enfoque metodológico también permite identificar y describir las tendencias actuales y pasadas en la implementación de las NIIF.

Los datos para esta investigación se recopilarán a través de varias fuentes, incluyendo publicaciones académicas, informes de las empresas, documentos de organismos internacionales como el IASB y documentos gubernamentales. Se utilizarán palabras clave y frases para buscar en las bases de datos y recopilar la información relevante. Algunas de las palabras clave que se utilizarán incluyen "NIIF", "transparencia", "comparabilidad", "estados financieros", "adopción de las NIIF", "impacto de las NIIF", etc.

Se desarrollará una tabla comparativa para analizar y presentar la información de una manera clara y comprensible (Tabla 1). Esta tabla comparativa contendrá información sobre los diferentes aspectos de las NIIF, como su adopción, su implementación y su impacto en la transparencia y comparabilidad de los estados financieros.

Tabla 1. Análisis de Aspectos de las NIIF y su Impacto en la Transparencia y Comparabilidad.

Aspectos de las NIIF	Descripción	Impacto en la Transparencia	Impacto en la Comparabilidad
Adopción de las NIIF	Detalles de cómo y cuándo se adoptaron las NIIF.	Explicación de cómo la adopción de las NIIF ha mejorado la transparencia en los estados financieros.	Explicación de cómo la adopción de las NIIF ha mejorado la comparabilidad en los estados financieros.
Implementación de las NIIF	Detalles de cómo se han implementado las NIIF.	Explicación de cómo la implementación de las NIIF ha mejorado la transparencia en los estados financieros.	Explicación de cómo la implementación de las NIIF ha mejorado la comparabilidad en los estados financieros.
Impacto de las NIIF	Detalles de los cambios observados desde la adopción e implementación de las NIIF.	Explicación de cómo las NIIF han impactado en la transparencia de los estados financieros.	Explicación de cómo las NIIF han impactado en la comparabilidad de los estados financieros.

DESARROLLO

La implementación de las Normas Internacionales de Información Financiera (NIIF) y su impacto en la transparencia y comparabilidad de los estados financieros ha sido objeto de considerable interés académico y profesional. Esta sección proporciona una revisión de las investigaciones previas relevantes y establece el contexto para el estudio actual.

En términos generales, las investigaciones han sugerido que la adopción de las NIIF tiene un impacto positivo en la transparencia y comparabilidad de los estados financieros (Barth et al., 2008). Sin embargo, la magnitud y naturaleza de este impacto pueden variar considerablemente dependiendo de una serie de factores, incluyendo el grado de cumplimiento con las normas, las diferencias en las interpretaciones y las prácticas de implementación, y las características específicas del entorno institucional y de negocio (Ball, 2006).

Barth et al. (2008), llevaron a cabo uno de los estudios más completos sobre este tema, analizando el impacto de estas en la calidad de la información financiera en un amplio conjunto de países. Los autores encontraron que las empresas que adoptaron las NIIF presentaron una mayor calidad de la información financiera, medida en términos de la relevancia de la información, la oportunidad de la revelación y la comparabilidad de los estados financieros. Sin embargo, también observaron que este impacto positivo fue más pronunciado en los países con sistemas contables y legales más fuertes, lo que sugiere que la efectividad de estas normas puede estar condicionada por el entorno institucional específico.

En otro estudio importante, Daske et al. (2008), analizaron las consecuencias económicas de la adopción obligatoria de las NIIF en más de 26 países. Los autores encontraron que su acogida se asoció con un aumento en la liquidez del mercado y una disminución en el costo del capital, lo cual sugiere que estas pueden contribuir a mejorar la eficiencia del mercado. Además, encontraron que estos beneficios fueron más significativos en los países donde su adopción estuvo acompañada de esfuerzos para reforzar la supervisión y el cumplimiento de las normas.

En este sentido, se puede mencionar que otros estudios han examinado más específicamente el impacto de las NIIF en la transparencia de los estados financieros. Por ejemplo, Ahmed et al. (2013), encontraron que su implementación se asoció con una mejora en la transparencia de la información financiera, medida a través de una disminución en la manipulación de ganancias. Sin embargo, también notaron que este efecto fue más fuerte en los países con un mayor grado de cumplimiento con las normas y con sistemas de supervisión más robustos.

Por otro lado, la comparabilidad de los estados financieros bajo las NIIF también ha sido un tema central en la investigación contable. Nobes (2011), argumentó que, a pesar de la intención de las NIIF de mejorar la comparabilidad, existen desafíos significativos para lograr este objetivo debido a las diferencias en las interpretaciones y aplicaciones de las normas. Sin embargo, estudios empíricos, como el de De Franco et al., (2011), proporcionan evidencia de que las NIIF han mejorado la comparabilidad de los estados financieros entre empresas de diferentes países.

Finalmente, en cuanto a la adopción y aceptación global de las NIIF, varios estudios han explorado los motivos y factores que influyen en la decisión de las empresas de adoptar estas normas. Ramanna & Sletten (2014), analizaron este aspecto y encontraron que los factores políticos y económicos juegan un papel importante en la decisión de un país de adoptar las NIIF.

Estos trabajos anteriores, aunque proporcionan valiosos conocimientos, también dejan espacio para más investigación. En particular, existe la necesidad de un análisis más detallado y contextualizado de cómo la implementación de las NIIF puede mejorar la transparencia y la comparabilidad en los estados financieros de las empresas. Es en este espacio donde la presente investigación se sitúa.

Es así que, en el ámbito de Latinoamérica y en particular del Ecuador, la literatura existente sobre la adopción de las NIIF y su impacto en la transparencia y comparabilidad de los estados financieros es menos extensa, pero todavía proporciona algunas ideas valiosas. En términos generales, la implementación de las NIIF en América Latina ha avanzado a un ritmo desigual, con algunos países adoptándolas completamente y otros optando por una convergencia parcial o por mantener sus normas locales (Jermakowicz et al., 2014).

En el caso de Ecuador, comenzó su implementación plena en el 2010, aunque con ciertos ajustes y excepciones para adaptar las normas a las características y necesidades específicas del contexto ecuatoriano (Ochoa, 2015). Es así que el mencionado autor también destaca que este proceso ha enfrentado varios desafíos en el país, incluyendo como: la necesidad de formación y capacitación de los profesionales contables, las diferencias en las prácticas de negocio y la falta de infraestructura tecnológica para el cumplimiento de las normas.

En cuanto al impacto en el área de la transparencia y comparabilidad de los estados financieros en Ecuador, los estudios son limitados. Sin embargo, un trabajo de Cevallos & Martínez (2017), encontraron una mejora en la calidad de la información financiera de las empresas ecuatorianas tras su adopción. Esto sugiere que las NIIF pueden estar teniendo un impacto positivo en términos

de transparencia y comparabilidad, aunque se necesita más investigación para confirmar y profundizar en estos hallazgos.

Las Normas Internacionales de Información Financiera (NIIF), emitidas por el International Accounting Standards Board (2010), se establecen para proporcionar un marco global para la elaboración y presentación de los estados financieros. Las NIIF están basadas en una serie de principios fundamentales, que se orientan hacia la representación fiel y la relevancia de la información financiera.

El principio de la representación fiel se refiere a la necesidad de que la información financiera presente con exactitud la realidad económica de las transacciones y eventos de una entidad. Esto implica que los estados financieros deben estar libres de error y que la información debe ser neutral, es decir, sin sesgo en la selección o presentación de datos financieros (International Accounting Standards Board, 2010).

Por otro lado, el principio de relevancia sostiene que la información financiera debe ser pertinente para las decisiones económicas de los usuarios. Esto significa que la información debe tener valor predictivo y confirmatorio, permitiendo a los usuarios hacer predicciones sobre el rendimiento futuro de la entidad y confirmar o corregir sus expectativas anteriores (International Accounting Standards Board, 2010).

Por ello, uno de los puntos importantes, en lo que se refiere a la claridad y accesibilidad de la información financiera es la transparencia en la contabilidad. La transparencia es esencial para minimizar los problemas de información asimétrica entre los gestores de la empresa y los accionistas (Jensen & Meckling, 1976). En otras palabras, cuanto más transparentes sean los estados financieros, más fácil será para los accionistas y otros usuarios de la información financiera evaluar el rendimiento y las decisiones de los gestores.

En este sentido es importante mencionar a la comparabilidad, que, por otro lado, se refiere a la capacidad de los usuarios de los estados financieros de comparar la información financiera de diferentes entidades y periodos. Según la Teoría de Contabilidad Positiva, la comparabilidad es importante porque permite a los usuarios hacer evaluaciones relativas y tomar decisiones informadas (Watts & Zimmerman, 1986). Por ejemplo, un inversor puede usar la información financiera para comparar el rendimiento de dos empresas y decidir en cuál invertir.

Por consiguiente, la implementación de las NIIF está diseñada para mejorar la transparencia y la comparabilidad en la contabilidad financiera. Según el IASB, las NIIF se centran en proporcionar información financiera relevante y confiable que sea útil para los usuarios a la hora de

tomar decisiones económicas (International Accounting Standards Board, 2010).

Las NIIF impulsan la transparencia al requerir que las empresas revelen información sobre sus políticas contables, juicios y estimaciones significativas, eventos posteriores al cierre y otras áreas que podrían influir en la interpretación de los estados financieros (IFRS Foundation, 2018). De esta manera, las NIIF ayudan a asegurar que los usuarios de los estados financieros tengan una visión clara y precisa de la posición financiera y el rendimiento de la empresa.

En términos de comparabilidad, las NIIF proporcionan un marco contable común que puede ser aplicado por las empresas en todo el mundo. Esto permite a los usuarios comparar más fácilmente los estados financieros de diferentes empresas, incluso si estas operan en diferentes jurisdicciones (International Accounting Standards Board, 2010). Sin embargo, es importante mencionar que la comparabilidad no implica uniformidad. Aunque las NIIF establecen principios y requisitos comunes, todavía permiten cierta flexibilidad para reflejar las diferencias en las circunstancias de las empresas (Haller y Walton, 2003).

Finalmente, para complementar esta explicación, se puede mencionar que las NIIF se basan en una serie de principios y requisitos que buscan promover la divulgación de información relevante y completa. Por ejemplo, el principio de la representación fiel, tal como se discutió anteriormente, implica que los estados financieros deben presentar de manera precisa y completa la realidad económica de las transacciones y eventos de la entidad (International Accounting Standards Board, 2010).

Además, las NIIF contienen una serie de normas específicas que requieren la divulgación de ciertos tipos de información. Por ejemplo, la NIIF 7 sobre Instrumentos Financieros requiere que las empresas revelen información sobre la importancia de los instrumentos financieros para su posición financiera y rendimiento, y sobre la naturaleza y el grado de riesgos que surgen de los instrumentos financieros (IFRS Foundation, 2014).

También vale la pena mencionar que las NIIF contienen un principio de revelación general (IFRS 1), que requiere que las empresas revelen cualquier información que sea relevante para la comprensión de los estados financieros, incluso si no está específicamente requerida por una norma individual (International Accounting Standards Board, 2010).

CONCLUSIONES

La implementación de las NIIF ha demostrado ser una herramienta efectiva para mejorar la transparencia y comparabilidad de los estados financieros de las empresas en Ecuador. El análisis de la literatura demuestra que la

adopción de estas normas ha contribuido a una mayor claridad y comprensión de la información financiera, facilitando la interpretación y utilización de los estados financieros por parte de los usuarios.

Además, la implementación de las NIIF ha favorecido la comparabilidad de la información financiera, permitiendo a los usuarios realizar análisis más precisos y tomar decisiones económicas más informadas. Esto ha sido particularmente útil para los inversores, quienes necesitan comparar el rendimiento financiero de diferentes empresas para tomar decisiones de inversión.

No obstante, la investigación también identificó algunos desafíos en la implementación de las NIIF. Estos desafíos incluyen variaciones en la interpretación y aplicación de las normas y la necesidad de una mayor formación y capacitación para los profesionales contables. A pesar de estos desafíos, los resultados sugieren que la implementación de las NIIF puede tener un impacto positivo en la transparencia y comparabilidad de los estados financieros.

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05

THE PREVENTION

OF MANIFESTATIONS OF SCHOOL VIOLENCE IN THE EDUCATIONAL INSTITUTIONS

LA PREVENCIÓN DE LAS MANIFESTACIONES DE VIOLENCIA ESCOLAR EN LAS INSTITUCIONES EDUCATIVAS

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ABSTRACT

The prevention of child violence from educational institutions constitutes a challenge for teachers and family members due to the impact it has on the psychological well-being and personality development of children, adolescents and young people. The research presented is the result of a master's thesis led by the University of Holguín and with the participation of the educational institutions of the Holguín territory of the primary educational level, the object of study was the prevention of school violence. . It takes place in the period between December 2022 and March 2023. The logic of the research starts from the consultation of the specialized bibliography to argue the role of educational institutions in the prevention of child violence, based on the integration of actions that involve teachers and family members. Thus, the use of the case study as a starting point for preventive work is significant. The theoretical foundations, the case study and the intervention that result from the research constitute a valuable reference for the work carried out by educational institutions to prevent child violence.

Keywords:

School violence, prevention, preventive work, educational institutions.

RESUMEN

La prevención de la violencia infantil desde las instituciones educativas, constituye un reto para docentes y familiares por el impacto que tiene en el bienestar psicológico y el desarrollo de la personalidad de niños, adolescentes y jóvenes. La investigación presentada es el resultado de una tesis de maestría liderada por la Universidad de Holguín y con la participación de las instituciones educativas del territorio holguinero del nivel educativo primaria, el objeto de estudio fue la prevención de la violencia escolar. La misma se concreta en el período comprendido entre diciembre 2022 y marzo de 2023. La lógica de la investigación parte de la consulta a la bibliografía especializada para argumentar el papel de las instituciones educativas en la prevención de la violencia infantil, a partir de la integración de acciones que involucran a docentes y familiares. De este modo resulta significativo el empleo del estudio de caso como punto de partida para el trabajo preventivo. Los fundamentos teóricos que resultan de la investigación, el estudio de caso y la propuesta de intervención constituyen un valioso referente para el trabajo que se realiza desde las instituciones educativas para prevenir la violencia infantil.

Palabras clave:

Violencia escolar, prevención, trabajo preventivo, instituciones educativas.

INTRODUCTION

Nowadays, the role of educational institutions in the transmission of knowledge and the development of skills for the performance of schoolchildren in their future life is recognized. The school has a huge responsibility in the formation of habits and values for social life. Sometimes this effort is difficult, because not all schoolchildren respond in the same way to the system of educational influences, because sometimes they assume inappropriate behaviors and respond violently to their peers and teachers. Studies carried out on this subject recognize that the manifestations of school violence are varied and depend on individual and social factors and sometimes they lead to stress and depression of the victim (Agüero-Nate et al., 2021).

Individual factors are associated with the structure and typology of personality; social factors are linked to family influence, social relationships, as well as the incidence of agencies and socializing agents. The truth is that school violence is a concern for many countries on the European continent, such as Spain, France, and the United Kingdom; where there is a large occurrence of violent acts and has high rates of incidence in schools.

This situation is not exclusive to Europe but extends to Latin America, which determines that there is an increase in concern and analysis from the academic field to find solutions that manage to reduce the manifestations of violence in childhood, due to the repercussions that has on the child's subsequent development. The investigative work of teachers and researchers is supported by some international organizations such as: the World Health Organization (2020) that seeks to reduce or eliminate violence in any of its manifestations, but the potential of prevention has not yet been sufficiently exploited to achieve better results in this direction.

In Cuba there are numerous studies that dealing with the theme of violence from an edge of prevention. All of these direct attention, preferably, to prevention in subjects with different characteristics and contexts. However, according to the criteria of Rodríguez (2017), the need for preventive action to reduce the factors that influence mental health is seen in educational institutions, as well as to obtain effective results in the treatment of violent behavior. It is then necessary to deepen into the theory, taking into consideration that since ancient times this phenomenon was appreciated in social relations.

The theoretical systematization related to violence allows us to know its origins and its different manifestations in educational settings, as well as the fact that it can be the cause of desertion. These criteria must be considered in order to later project actions that favor prevention, based on the adequate integration between the family and the teachers. In this way, this research intends to argue from

a historical perspective the occurrence of school violence in Cuban educational institutions.

The aforementioned differs from the results of various investigations, which find as the main causes of school dropout, those that have to do with the economy, with the family and, thirdly, those related to school performance (Méndez-Garrido & Monescillo-Palomo, 2003; Lozano-Blasco & Cortés-Pascual, 2020; Torres-Zapata et al., 2023). However, violence is a new topic that must be prioritized from the academic field.

METHODOLOGY

The research is the result of a master's thesis led by the University of Holguín, with the participation of the educational institutions of the Holguin territory of the primary educational level, whose object of study was the prevention of school violence. It takes place in the period between December 2022 and March 2023, the same part of the diagnosis made to some institutions of the primary educational level, which were randomly selected, the results obtained in the diagnosis determined the need for a theoretical systematization of studies related to violence.

During the investigative process, theoretical methods such as analysis-synthesis, abstraction-deduction, and transition from the abstract to the concrete and historical-logical were applied, which allowed establishing the background of the investigation and summarizing the essential theoretical foundations for its achievement. The documentary review made it possible to recognize the significance and relevance of the topic at a national and international level, to establish the conceptual references to identify the definitions of school violence and its main manifestations, as well as the particularities of prevention to achieve relaxation and psychological well-being in educational level schoolchildren.

The results of the diagnosis corroborated the existence of manifestations of school violence. It concludes with the determination of insufficiencies in the knowledge of teachers to identify and prevent the manifestations of violence in educational institutions. From the factual point of view, the diagnosis made allows us to know that sometimes the potential of prevention is not used to avoid the manifestations of school violence; these elements allow us to identify the prevalence of school violence and the existence of insufficient actions of educational orientation for their prevention.

DEVELOPMENT

The theoretical systematization carried out allows us to know that since ancient times the first philosophers became aware of the effect of violence on people's relationships and on the behavior of their own students. In the case of Socrates, he considered that violence is not part of the

individual, but rather is an expression of their social relationships. In the criteria of this philosopher, an attempt to explain the origins of violence can be seen, focusing on the weight of interactions between men in the social context.

In some philosophical studies violence is often associated with evil, in Platonic philosophy; evil is understood as a condition of possibility of the human being. In this case, the name of evil focuses on what is harmful to people and in this case violence is reflected. In some texts, Aristotle conceives violence as an impediment or obstacle that prevents reaching a goal or natural end; in the Aristotelian vision the long-term effects of violence are reflected.

According to the criteria of Lazos (2016), Kant's philosophy contributes decisively to what could be called the distortion of violence. This philosopher conceived that to ignore this phenomenon was to assume it as something normal. Naturalizing violence leads to allowing it, which brings disastrous consequences for people and the things they do from everyday life, from creating, taking into account the different scenarios or relationship spaces.

However, Capriani (2012) believes that for Saint Augustine what was violent was the renunciation of what was strictly political; it was the unilateral affirmation of individual freedom and the denial of that freedom. With this way of understanding violence, Saint Augustine directly transmits a message of commitment from the historical-social moment of the time; it is a call to reflection on this phenomenon that exacerbates problems, whether social, economic or financial, in the society of the time, in human relationships, which logically should favor solutions, not hinder them.

In the words of this philosopher enunciated before, a subliminal message is appreciated that reflects the importance and the necessity of the prevention of violence in political and social scenarios. He rightly emphasizes individual freedom, because it is understood that one is only free as long as some do not impose themselves by the power of a personal or selfish benefit, one is free when in relationships one knows how to dialogue, reaches necessary agreements and all in function of achieving the common good.

Violence is studied not only from philosophy but also from other sciences, mainly sociology, psychology, pedagogy and politics. From psychology it is understood that the environment where an individual develops will not determine who he will be, but it will influence the course of his life by being consistent with the postulates of Cedeño (2020) on the role of higher psychological functions, as man is an active participant in the process of creating his environment, and not determined by it.

The Cultural Historical Approach assumes man as a social and cultural being, from this same perspective it focuses

on language as a mediator of all his relationships. In this way, violence is understood as a social phenomenon that can occur not only in community environments, but also in institutions such as the family, in workplaces and definitely in educational institutions. The current Cuban school does not escape the effects of this scourge, in this context it adopts the name school violence, it is frequently identified in any type of education.

The theoretical systematization carried out allows us to know that several investigations focused on school violence are currently disseminated, some provide definitions, others address its origin in schools, and they associate it with the relationships of schoolchildren and ways of treating discipline, by teachers of the first traditional public schools. In this way it is explained that the manifestations of violence are an expression of non-compliance with school rules and regulations that turned out to be very demanding given the rebellious nature of the students.

From pedagogy, researchers who provide definitions of violence stand out, among the most recent are those of Cala (2019) and Rodney and García (2020). This research assumes that provided by Rodney and García (2020), these authors define it as any action or omission that occurs as a result of the inappropriate use of power by any member of the educational community that infringes the rights of people, the development of the personality of the student, cause material damage and affect the quality of education. It reflects the detrimental effects of violence in schools.

School violence presents several manifestations in this regard, agrees with Regueira (2008) when distinguishing its classification based on:

1. - The number of subjects involved: This criterion essentially points to the sociological and serves as support for understanding the impact of violence and the quality of health of interpersonal relationships, can be individual or group. Individual violence, which is expressed through interpersonal relationships and has its origin in society, it refers to the phenomena associated with the so-called citizen security and includes suicide and other self-abusive acts. Group violence, also called collective, is the type that occurs when society collectively, or by significantly important groups of it, participates actively and publicly in its exercise.
2. - The specific expressions adopted by the manifestations of violence in the school, family and community context, and play a valuable methodological role because it shows the entire spectrum that they cover. They can be physical violence: It appears when a subject exerts his power over the other and damages his physical integrity through bodily abuse. Verbal violence is structured on the basis of the use of language with the deliberate intention of harming or damage the interlocutor.

Within the second classification, psychological violence stands out, defined as the set of resources used to manipulate, intimidate, diminish or stigmatize the other in order to lead him to a situation of subordination or helplessness with respect to the intentions of the one who exercises it. Gestural violence is structured on the basis of the use of non-verbal language with the deliberate intention of harming or damaging the interlocutor and includes the use of silence for harmful purposes. Symbolic violence, on its part, consists of the set of educational contents that are instilled in the subject with the deliberate purpose of inducing the acceptance of the prevailing order by institutionalized means.

Sexual violence is the structuring of behaviors aimed at imposing the acceptance of intentions in the sexual sphere, by various means and methods that are harmful to the other. Environmental violence is expressed in the relationships that are established between the subject and the environment, and is characterized by the fact that one or both are damaged and includes mistreatment of social property, destruction of biotics and other attacks on the physical environment. That is why to avoid any violent manifestation, prevention is needed.

The consultation of the criteria of Rodríguez (2017), allows us to know that the term prevention is not exclusive to education. Its use is associated with the application of certain measures or the taking of precautions so that specific damage does not occur. This author considers that the concept of prevention is widely used and means adopting as many measures as necessary to prevent some deficiencies in development from occurring or when they do occur, they do not have negative physical, psychological or social consequences. It involves research, knowledge of reality, reflection, planning, teamwork, evaluation and overview.

The criteria of Rodríguez (2017) related to the essential features of prevention are assumed, these are:

- It is a function of education.
- It has a procedural, flexible, participatory and contextualized nature
- It is closely linked to guidance.
- It favors the participation of damages and the ways to avoid it, prevents the progression of those already established and their compensation. Promotes the development of personality towards fraternity.
- Allows to experience and share experiences of gratification, satisfaction and pleasure associated with personal and group growth.

In summary, it can be said that preventive work implies being trained and willing to avoid the risks or consequences that a problem can produce. It is creatively adjusting to constant problems and looking for solutions and/or

alternatives to them. In this way, the need for preventive action is determined by the will to reduce the factors that hinder the aspirations of man, to provide him with mental health, as well as obtaining effective results in the efforts for the treatment that is provided.

The school institution is a space of interrelation, where favorable conditions must be created so that the conflicts that are generated within these relationships are with a tendency to grow and contribute to the prevention of violent behavior. The commitment of the directors and teachers of the campus must be coupled with the awareness to detect the real needs of the professionals, the students and the family, in this way the preventive work of the educational institution will be projected. In this sense, the case studies constitute a valuable tool for the preventive work that is carried out with the schoolchildren of the primary educational level.

To carry out the case study, the psychological interview is used to learn relevant aspects of the subject and deepen into their main conflicts, needs and motivations. The observation of behavior in the school context to analyze the congruence between the verbal and non-verbal expressions of the student, from its use it is possible to confirm, deepen or question the results shown by the other methods and techniques.

The autobiography technique is used to approach the life story and the vital events that have influenced their behavior. The composition technique is used to know their self-concept and self-assessment, as well as their main conceptions about morality, norms and values, as well as to favor an approach to how these influence their behavior.

Subject ALC is an 11-year-old, sixth grade student. He is a mixed race male subject who lives with his mother, brother and sister older than him, in an environment with a low cultural level. The son of divorced parents, he is the product of a pregnancy desired by the mother but not by the father. The subject behaves violently in the school context, physically assaulting his classmates, causing serious injuries that condition referral to emergency medical centers.

The responsible teacher on several occasions has informed the mother about the violence that he manifests, several analyzes have been carried out in the direction of the educational institution. The educational psychologist has held talks and conversations with the child, but the behavior has not changed.

The subject lives in a rural community. The community environment is unfavorable with the presence of alcoholism, unrelated to work with a strong manifestation of illegal games, theft of major and minor cattle. In the daily life of the community, disgraces and disturbances of public order are frequent. There have been 3 incidences of crimes of

passion, among other events that negatively influence the harmony of the community.

History of the subject:

The interview with family members and teachers, reveals that the subject's mother is a psychiatric patient, decompensating during pregnancy and being aggressive, depressed, and did not cooperate during medical treatment. She currently suffers from frequent neurotic crises with mutilation of the body in his presence, causing serious injuries to both hands. Absent father and disregard of the subject's education, he is currently confined in a penal institution.

The economic and housing conditions are awful. In the family environment, inappropriate educational methods are used, such as permissiveness and inconsistency, which hinder the development of the adolescent's personality, does not comply with schedules, is absent from home without justification and meets with subjects of dubious moral character. In his home there are family conflicts leading to physical and verbal aggressiveness between family members.

He is currently in sixth grade, during this school year he has presented a variation in his behavior that manifests itself in the school environment with a lack of respect for teachers, he utters profanity and has tried to hit some of his teachers. He has bad relationships with his classmates; he has physically assaulted some of them with blunt objects, causing them serious injuries. His classmates have been referred to a hospital institution.

His presence is frequent in fights within the school, altering discipline and school organization. He does not copy and prevents his classmates from taking notes, interruptions classes and throws papers, speaks loudly to interrupt and attract the attention of his classmates. He has been analyzed on several occasions by his teachers, for escaping from the center, for fulfilling the activities assigned to him, for wearing the uniform incorrectly, and for wandering around the center. He projects himself as a negative leader inciting his classmates to insubordination; he leads a group of students who encourage violence within the educational institution.

In the review of the LAC file, it is possible to verify that in the Preschool grade he presented an adaptation problem, with frequent crying and beating on the floor. In Primary Education he is sometimes very hyperactive, sometimes he gets depressed and cries for no reason, but he did not accept being comforted, when someone approaches him he reacts violently. At the age of 9, he was treated with the specialty of psychiatry with ADHD ID plus behavioral disorders, Thioridazine 1 tablet was prescribed for breakfast and lunch.

Energization:

The observation of the activities of his daily life, allow us to deduce that he is a subject with a very active rhythm of life, he does not follow the orders of adults, nor is he governed by schedules established by other people, he himself organizes their time in correspondence of what they want or not to do and what motivates him.

Internality:

In the interview, the subject refers that what he likes the most is "sharing with his friends, going around the neighborhood and parties." He dislikes "not having money". In the autobiography, he states that "I would like to be a successful person, that people would always respect me and sometimes fear me", it is inferred that his motivational level depends on his personal experiences and the material deficiencies he has experienced since childhood. His main needs are oriented towards the satisfaction of his personal needs in this regard, he states "my greatest aspiration is to have a lot of clothes, that I don't lack money and always have good things".

Systemic:

By observing the activities of their daily life and the activities within the school context, it is known that there is a coherence in their behavior that depends on what they consider good or bad as a result of family influence, this could be verified through the interview to relatives when referring to the mother "I don't have time to be on top of that little boy", regarding his behavior she refers "he does what he wants" it is inferred that from the family context he does not exert an adequate influence on the subject education. This determines that the behavior of the subject is in contradiction with what is established in the educational institution and breaks with conventional patterns, it is inferred that their moral judgments are poorly developed with latent contradictions between what should be and their performance.

Efficacy:

The in-depth interview allows us to know their conceptions about violence, since they consider that life is a jungle in this regard, they state that "life is a jungle and they have taught me to be a lion not to stop until I see the blood", but his violence in interpersonal relationships stands out when he expresses "I don't like conflicts, but when I am in them I go to the end". These elements are reaffirmed in the composition made by the subject about violence when he refers to "I have learned that when you are going to stab someone you should not do it through the arms, because my mother did it several times without dying, it is better to do it through the neck or the belly that is more effective" it is inferred that the subject has mistaken conceptions of life when considering that this is a jungle,

attributes a lot of competitiveness and violence. What he has learned in the social context displaces them from their school context and makes them project negative behavior towards society.

Refinement:

In the interview with teachers they refer "ALC is projected as a negative leader, currently he is followed by a group of students who get involved in violent situations that affect the discipline of the educational institution. It is frequent to see him with people who are in the criminal potential recorded by the local police "it is inferred that the violent behavior of the subject has evolved having the capacity to induce violence in others.

Intervention proposal

Objective: To make the LAC subject perceive the damages of his violent behavior for his social relations.

Methods: Awareness

This method aims to make the subject aware of the implications of his violent behavior, for the development of new behaviors and achieve an adequate social insertion in correspondence with what society establishes.

Conclusions The ALC subject manifests deviant behavior, which tends to behave violently with teachers and classmates, causing serious injuries to his classmates. The subject has developed in an adverse family and community context that has negatively influenced his formation, including violence between his parents and repeated attempts aggression by his mother. These influences cause him not to appreciate what is correct or not in his social relationships, that is why it is concluded that the affective experiences that influence him in the social context displace him from his school context and make him project negative behavior before society and this particular context.

Conclusions of the case study

Actions:

1. Individual interview with the minor, it is suggested to carry out this action the use of some questions such as:

Do you recognize when you have done something wrong?

Do you know how to improve your negative actions?

How important do you think it is to feel loved and protected?

What do you think about violence?

Do you know how to self-control your social behavior?

2. Educational talk on violence and its impact on social relationships.

3. Group conversation on how to maintain adequate relationships in the school context

4. Reflective meeting about the rules of coexistence and their importance for school life.

5. Carry out exchanges with schoolchildren in an environment that excludes manifestations of violence where there is an adequate psychological environment.

CONCLUSIONS

In Cuba, the educational institution does not escape the effects of school violence; it is even evident that the actions carried out in schools are not fully effective. That is why it is necessary to implement alternative solutions to the given incidents and searches for preventive measures to avoid the occurrence of other types of incidents in the school.

The studies related to violence are based on the contributions of different sciences such as: sociology, psychology, pedagogy, politics, which shows that school violence receives an approach from the national and international level, from each country are assumed active positions in the fight against this problem. In Cuba, despite being among the countries with the lowest incidence of violence in schools, extreme measures must be taken, mainly from a preventive-developing level, guaranteeing the full development of the personality of schoolchildren.

In the research, a holistic view of school violence is presented; the contributions of the researchers consulted allow us to have a concrete vision of this complex and multi-causal phenomenon. In this way, it is concluded that studying school violence attaches considerable importance to educational prevention in the institution, for its treatment, it is also interesting the relevance it has for the teaching-learning process based on the fulfillment of its goals and training objectives.

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06



SERVICIOS ECOSISTÉMICOS

DE BOSQUES: PRODUCCIÓN AGROPECUARIA

FOREST ECOSYSTEM SERVICE: AGRICULTURAL PRODUCTION

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RESUMEN

Es conocido que los bosques que colindan con terrenos de producción agropecuaria ejercen impactos sobre éstos relacionados con sus servicios ecosistémicos. Si los mismos presentan la calidad requerida, de acuerdo al estado de conservación, el estado ecológico de la red hídrica, en especial las aguas para riego y mantenimiento de la humedad del suelo, favoreciendo su calidad ya que atenúan los efectos de la sequía. El servicio ecosistémico de biodiversidad con la presencia de un adecuado índice de diversidad de especies, tanto de la flora como de la fauna, garantiza los procesos necesarios relacionados con la producción agrícola, por ejemplo, la polinización; la calidad atmosférica en las áreas agrícolas se ve favorecida por el servicio de secuestro y almacenamiento de carbono en los bosques aledaños. Los sistemas agrosilvopastoriles favorecen la producción pecuaria, entre otros. No obstante, son escasos los estudios que evalúen el impacto de dichos servicios ecosistémicos de bosques colindantes con terrenos dedicados a la agropecuaria, en su producción. De ahí que este trabajo partió de la interrogante de ¿en qué medida la calidad de los servicios ecosistémicos de bosques aledaños impacta en la producción agropecuaria?, realizando para ello un análisis en un polígono demostrativo ubicado en el municipio Viñales de Pinar del Río, Cuba.

Palabras clave:

Servicios ecosistémicos, producción agropecuaria, impactos.

ABSTRACT

It is known that the forests that adjoin agricultural production lands exert impacts on them related to their ecosystem services. If they present the required quality, according to the state of conservation, the ecological state of the water network, especially water for irrigation and maintenance of soil moisture, favoring its quality as it mitigates the effects of drought. The ecosystem service of biodiversity with the presence of an adequate index of diversity of species, both flora and fauna, guarantees the necessary processes related to agricultural production, for example pollination; The atmospheric quality in agricultural areas is favored by the carbon sequestration and storage service in the surrounding forests. Agrosilvopastoral systems favor livestock production, among others. However, there are few studies that evaluate the impact of these ecosystem services of forests adjacent to land dedicated to agriculture, on their production. Hence, this work started from the question of to what extent the quality of the ecosystem services of neighboring forests impact agricultural production? carrying out an analysis in a demonstrative polygon located in the municipality of Viñales de Pinar del Río, Cuba.

Keywords:

Ecosystem services, agricultural production, impacts.

INTRODUCCIÓN

En cualquier sistema de producción de alimentos, el enfoque sistémico y la valoración acerca del cuidado de los servicios ecosistémicos (SE) de bosques aledaños, es crucial, ya que constituyen la fuerza motriz para la protección del medio ambiente y el bienestar humano. Si bien todos los SE participan de manera importante, es esencial el cuidado del suelo, el agua y la biodiversidad, porque ellos son la base de la pirámide que soporta todos los recursos ecosistémicos (Milera, 2021).

Según la propia autora, existen evidencias innovadoras en sistemas de producción agropecuarios sobre bases agroecológicas, que avalan la necesidad de cambiar la manera de pensar, de habitar y transitar hacia una reconversión de los sistemas convencionales (Milera, 2021).

El bienestar y los medios de vida de los seres humanos dependen de los ecosistemas del planeta, tanto de aquellos naturales como de los manejados por el propio hombre. Entender el intrincado funcionamiento de los ecosistemas, agroecosistemas y de los servicios que nos brindan, es necesario para promover un manejo sostenible que favorezca, tanto la productividad agropecuaria como la resiliencia; esta comprensión es de especial importancia en el panorama actual de cambio climático y las amenazas que representa para la seguridad alimentaria en general.

Según Viguera et al. (2017), entre los ecosistemas naturales están los bosques tropicales o la tundra en las montañas altas. Por otro lado, los agroecosistemas son ecosistemas que han sido alterados artificialmente por los seres humanos para satisfacer sus necesidades, tales como establecer una producción agrícola o pecuaria, usualmente con especies que no estaban presentes en el ecosistema originalmente.

Todos los seres humanos dependen de los beneficios que la naturaleza brinda, tanto de bienes como de funciones. A estos beneficios que las personas recibimos de los ecosistemas se les denomina “servicios de los ecosistemas” o “servicios ecosistémicos”. Los servicios ecosistémicos son la parte más importante del capital natural con que cuenta una comunidad. Los servicios ecosistémicos son esenciales para el ser humano, y funcionan de una manera tan complicada e interconectada entre sí, que no pueden ser reemplazados por la tecnología (Viguera et al., 2017).

A continuación, se verá, cómo funcionan algunos de los servicios ecosistémicos más importantes para la agricultura, en especial la polinización, el control natural de plagas, la provisión de agua y el mantenimiento del suelo, que son los que se estudian en esta investigación.

Cerca de los dos tercios de las plantas de cultivos comestibles, como los melones o el girasol necesitan de

un animal para poder ser polinizadas, ya sea por abejas, escarabajos, aves, murciélagos o mariposas, entre otros.

Otros cultivos, como el maíz y los frijoles, no requieren organismos vivos para polinizarse, sino que requieren del viento o se autopolinizan, es decir, no requieren la polinización por medio de insectos o aves.

Muchos cultivos dependen de polinizadores de ciertas especies, además de cierta cantidad de estos organismos para su fructificación. La escasez de polinizadores y la pérdida de polinizadores específicos, pueden causar mermas en los rendimientos de los cultivos. Para que estos polinizadores puedan seguir proveyendo el servicio, se necesita de una gran variedad de hábitats naturales para su alimentación, reproducción y refugio. Los hábitats clave para los polinizadores se encuentran en áreas boscosas, vegetación en regeneración, y otras áreas naturales que ofrezcan flores para los polinizadores a través del año.

En el caso del café, este es un cultivo que se puede autopolinizar, sin embargo, el rendimiento de café puede mejorar de 15 a 50% cuando las abejas están presentes, porque aumentan la polinización.

Como las abejas nativas dependen de la vegetación natural, hay estudios que encuentran que hay una baja diversidad de polinizadores en plantaciones que están lejos de los parches de bosques del hábitat nativo. Al haber pocas abejas cerca, esto afecta los rendimientos cafetaleros (Martínez *et al.*, 2017).

Para profundizar en este tema, Ricketts et al. (2004), realizaron un experimento donde se estimó el valor económico de la polinización en el café en el Valle del General en Costa Rica. Para ello, establecieron experimentos en plantaciones de café, comparando la polinización hecha a mano (quitando las flores de individuos cercanos y rozándolas con los estigmas de cada flor) y la polinización en cafetales cercanos a bosques, comparando con los rendimientos obtenidos. Gracias a estos experimentos, se determinó que el incremento en rendimiento del cultivo fue de 20% en las cercanías de 1 km del bosque. Además, subió la calidad en un 27%, porque hubo menos granos deformados. El servicio de los polinizadores, considerando el precio de mercado del café en el año 2002-2003, representó un ingreso adicional de \$128 dólares estadounidenses por hectárea.

La broca (*Hypothenemus hampei*) es el insecto más dañino para el café en Centroamérica; el mismo penetra en las cerezas y destruye una parte considerable de la producción, reduciendo los ingresos.

El aumento de temperaturas que traerá el cambio climático, favorecerá al insecto y su reproducción.

Algunas opciones para combatir la plaga son:

A) La aplicación de pesticidas: sin embargo, son inefectivos debido a que:

- El insecto se encuentra protegido dentro de la cereza la mayor parte del tiempo;
- El insecto desarrolla resistencia a los agroquímicos;
- Algunos de ellos tienen consecuencias negativas para la salud humana y de los ecosistemas

B) Una solución viable, son los insectívoros nativos, los cuales son una solución ecosistémica para reducir problema de la broca, tales como aves, hormigas y herpetofauna.

En el caso de la broca, los insectívoros más eficientes son ciertas especies de aves que se alimentan de estos insectos, tales como el ticotico gorgiclaro (*Automolus ochrolaemus*), cucarachero pechirrufo (*Pheugopedius rutilus*), reinita coronirufa (*Basileuterus rufifrons*), esmeralda coliblanca (*Elvira chionura*) y la reinita del manglar (*Setophaga petechia*).

Se estima que la mayoría de las plagas potenciales de los cultivos están controladas por enemigos naturales como lo pueden ser algunas aves, insectos, parásitos, parasitoides, virus y otros tipos de microorganismos, los cuales solo están presentes en el cultivo si tienen un hábitat que los sostenga (Martínez et al., 2017).

Algunas aves pueden cumplir una labor fundamental en la regulación de plagas en una plantación.

Por medio de este control se reduce la necesidad del control químico (sintético) en los cultivos, suponiendo además un ahorro al productor. Estas aves están asociadas a fragmentos de bosque cercanos a los cafetales y corredores biológicos, que les sirven de hábitat y refugio y les proveen de alimento el resto del año.

En un estudio llevado a cabo en Coto Brus, al Sur de Costa Rica (mencionado por Viguera et al. (2017), se ha observado que la presencia de estas aves reduce en 45% la infestación de broca en el café, y que el efecto es mayor cerca de los parches de bosque, especialmente en los alrededores de parches de más de una hectárea de superficie. Esto implica que el café que crece cerca de parches de bosque, está más protegido contra la broca gracias al servicio que ofrecen las aves insectívoras, por lo que conservar estas áreas favorece al productor cafetalero. En términos económicos, este servicio de control de plagas significó costos evitados de \$75 a \$310 USD por hectárea por año.

Este es un ejemplo de cómo la conservación incrementa la biodiversidad proveyendo hábitat a las aves, que a su vez provee un servicio de regulación de plagas.

Los patrones climáticos de lluvia, así como el equilibrio de los componentes del ciclo hidrológico, las características

de la vegetación, suelo y subsuelo influyen en la cantidad, calidad y temporalidad del agua disponible por medio de complejas interacciones físicas, químicas y biológicas.

El volumen de agua disponible, tanto superficial como subterránea, se considera un servicio de provisión. Por otra parte, la regulación de la calidad y cuando se obtenga en el tiempo, son servicios de regulación. Finalmente, la existencia misma del ciclo hidrológico es un servicio de soporte.

En agricultura, la disponibilidad del agua varía dependiendo naturalmente de la zona, pero también está determinada por su accesibilidad, por la cantidad requerida y su uso eficiente.

Para que se entienda el valor de los servicios ecosistémicos en el flujo y provisión del agua, es importante comprender el ciclo del agua. Debido a la radiación solar, los cuerpos de agua como los océanos, lagos y ríos se evaporan, y también el agua de la superficie terrestre. Por otra parte, las plantas absorben agua del suelo y transpiran en forma de vapor de agua a la atmósfera. A medida que el agua gaseosa asciende en la atmósfera, esta se enfría y convierte en gotas de agua (proceso llamado condensación) y se acumula en forma de nubes. Estas gotas se convierten en lluvia dependiendo de su tamaño. Cuando se da la precipitación, pueden ocurrir varios escenarios: el agua se puede infiltrar a distintas profundidades, puede correr como flujo superficial en la tierra (escorrentía), acumularse o ser retenida en las plantas, o encharcarse y llegar a los ríos (Shaxon y Barber, 2005).

Cuando hay aguaceros en las zonas altas de una cuenca, la escorrentía contribuye a que suba el nivel del agua de los ríos rápidamente y el nivel freático, lo que provoca inundaciones con potencial de dañar los caminos y las plantaciones, pudiendo erosionar el suelo que a su vez es depositado en el curso de los ríos y aguas abajo a modo de sedimentos. Otra opción es que el agua se infiltre en el suelo, lo cual contribuye a llenar la reserva de agua del suelo superficial, que será luego evaporado y transpirado por las plantas. También puede drenar debajo de este suelo superficial y llenar los acuíferos de la parte alta de la cuenca, que luego alimentarán los acuíferos bajos de la cuenca (Shaxon y Barber, 2005).

Aunque el ciclo del agua es complejo y juegan otros factores (la estacionalidad, las fuentes de la precipitación, entre otros.), la interacción del bosque y el agua es fundamental para el equilibrio de la provisión del agua.

Los bosques proveen humedad a la atmósfera que se convierte en lluvia en el ciclo hidrológico. Sin bosques ni humedales, habría mucha menos precipitación, ya que la humedad de otras fuentes (ej. del mar), no es suficiente para proveer de lluvia a los sistemas terrestres.

De ahí la necesidad de reforestar las fajas de ríos, presas y otros cuerpos de agua, estas por su función, reciben el nombre de fajas forestales hidroreguladoras. Estas contribuyen a la retención y calidad del agua (Herrero, 2004).

De manera similar, en agricultura, es importante el papel que juega la vegetación en el ciclo del agua. Un agroecosistema con cobertura de árboles puede tener mayor infiltración del agua (más profunda), reducir la evapotranspiración de las hojas, y retener el agua por más tiempo, ya que tiene más hojarasca y la presencia de árboles brinda interceptación a través de sus hojas, pero esto varía dependiendo de la forma y tamaño de los árboles de sombra, por lo que las decisiones sobre el diseño de la sombra son importantes para el servicio ecosistémico que pueda proveer la plantación.

Una gran parte de los servicios ecosistémicos que provee el suelo se deben a su relación con la comunidad biótica, tales como los microorganismos, microfauna, micorrizas, que se encuentran en él, es por ello que la biodiversidad del suelo es crítica para el servicio que los suelos proveen.

Los microorganismos del suelo regulan los servicios ecosistémicos del suelo y realizan funciones fundamentales, que se pueden dividir en reciclaje de nutrientes y estructurales, detalladas a continuación:

Funciones de los microorganismos del suelo en el ciclo de nutrientes:

- Conversión del nitrógeno orgánico y otros elementos en formas disponibles para las plantas
- Descomposición de la materia orgánica
- Mineralización de nutrientes
- Regulación de las poblaciones de bacterias y hongos (incluye a posibles patógenos)
- Favorecimiento de la absorción de agua

La presencia de bosques o árboles en general, evitan los procesos erosivos, tanto de erosión eólica como erosión hídrica.

Funciones de los microorganismos en la estructura del suelo:

- Producción de compuestos orgánicos que unen y estabilizan estructuralmente los agregados
- Creación de relaciones estructurales a través de interacciones con microflora
- Creación de bioporos, los cuales propician la infiltración del suelo y la humificación
- Mezcla de partículas minerales y orgánicas, redistribución de la materia orgánica a través de movimientos (de insectos y de lombrices).

Ventajas de mantener árboles en los cultivos

Tener árboles en el cultivo tiene muchas ventajas para la conservación del suelo, evitando la erosión a través de:

- El aumento de la cobertura muerta del suelo (hojarasca, ramas) y la provisión de materia orgánica, que mantienen activo el ciclo de nutrientes;
- Favorece el desarrollo natural de terrazas a través de la acumulación de suelo;
- Estabiliza la estructura del suelo a través de los sistemas radiculares, y aumentando además la infiltración y la capacidad de retención del agua.
- La reducción de la evaporación y por ende el mantenimiento de la humedad en el suelo.

A continuación en la figura se observa un esquema de los múltiples beneficios de la incorporación de árboles en parcelas agrícolas.

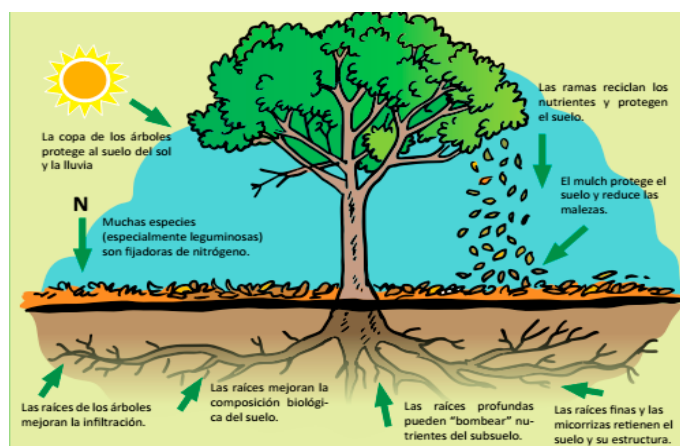


Figura 1. Funcionamiento de los procesos involucrados en los beneficios que proveen los árboles

Fuente: Muschler (2016).

En resumen:

- La copa de los árboles protege al suelo del sol y la lluvia
 - Las ramas reciclan los nutrientes y protegen el suelo.
 - El mulch protege el suelo y reduce las malezas.
 - Las raíces finas y las micorrizas retienen el suelo y su estructura.
 - Las raíces profundas pueden "bombear" nutrientes del subsuelo.
 - Las raíces de los árboles mejoran la infiltración.
 - Muchas especies (especialmente leguminosas) son fijadoras de nitrógeno.
 - Las raíces mejoran la composición biológica del suelo.
- Algunas prácticas tradicionales usadas por los campesinos, conocidas como huertos familiares o cercas vivas,

árboles de sombra, árboles forrajeros en fincas, forman parte de la designación del término Sistema Agroforestal (SAF).

Los Sistemas Agroforestales se definen como un conjunto de técnicas de manejo de la tierra, donde se combinan la producción agrícola, ganadera y forestal, en una misma unidad de superficie o gestión, bajo el principio del rendimiento sostenido, sin afectar los recursos naturales: suelo, agua y vegetación (Jiménez, 2006).

En Cuba se trabaja intensamente en lograr producciones agropecuarias de calidad y productivas, que garanticen seguridad alimentaria.

Este estudio parte de un Dictamen actualizado del Polígono “Los Mosegui”, de la Cooperativa de Créditos y Servicios, Forestal (CCSF) Rubén Martínez Villena, Mpio. Viñales, solicitud para optar por el reconocimiento de sitio iniciado en manejo sostenible de tierras (Cuba. Ministerio de la Agricultura, 2022) y el reciente Plan de Ordenamiento de dicho polígono Demostrativo Los Monseguí, 2023).

MATERIALES Y MÉTODOS

Se emplean métodos teóricos de análisis bibliográfico y documental, en la profundización y actualización del contenido de la investigación. Se emplean como fuentes primarias, el Dictamen para optar por el reconocimiento de sitio iniciado en manejo sostenible de tierras (Cuba. Ministerio de la Agricultura, 2022) y el Plan de Ordenamiento del Polígono Demostrativo Los Mosegui, perteneciente a la CCSF Rubén Martínez Villena del municipio Viñales (INOTU, 2023). Además de métodos empíricos de observación científica “in situ”

RESULTADOS Y DISCUSIÓN

Según Dictamen actualizado del Polígono “Los Mosegui”, solicitud para optar por el reconocimiento de sitio iniciado en manejo sostenible de tierras (Cuba. Ministerio de la Agricultura, 2022) y Plan de Ordenamiento Polígono Demostrativo Los Monseguí de la CCSF Rubén Martínez Villena, Mpio. Viñales, 2023).

Vegetación y Fauna

Presenta problemas con la vegetación, la periferia del embalse está desprotegida por lo que urge la necesidad de reforestar toda la faja hidrorreguladora. Entre las especies de árboles predominan el Algarrobo, Palma Real, Palma Cana, Almacigo, Cedro, Caobas, Guácimas, Agracejo, Cabo de hacha, Ciguaraya, Jocuma, Guairaje, ateje entre otras. En el área del polígono se encuentran dispersas unas 375 plantas de Cedro y 185 plantas de Caoba.

Recursos Forestales

En el área de la finca reservada para bosque se encontraron tres estratos (arbóreo, arbustivo y herbáceo). Existe

presencia de árboles de vegetación natural en cercas vivas y regeneración natural de las especies nativas.

Dentro de los recursos forestales predominan 13 ha de bosque natural identificadas en la tabla 1 especies de árboles y plantas inferiores con más de 13 ha de superficie.

Tabla 1. Especies de árboles predominantes: Especies Nombre científico Guanábana.

Especies	Nombre científico
Guanábana	<i>Annona muricata</i> (L.)
Aguacate	<i>Persea americana</i> (Will)
Limón	<i>Citrus aurantifolia</i> (Christm)
Chirimoya	<i>Annona reticulata</i> (L)
Algarrobo	<i>Samanea saman</i> (Jacq)
Almácigo	<i>Bursera simaruba</i> (L)
Guásima	<i>Guazuma ulmifolia</i> (Lam)
Yagruma	<i>Cecropia peltata</i> (L)
Jaboncillo	<i>Sapindus saponarius</i> (L)
Huevo de gallo	<i>Tabernaemontana citrifolia</i> (L)
Piñón Florido	<i>Gliricidia Sepium</i> (Jacq)
Ateje	<i>Gerascanthus colloccocus</i> (L)
Marabú	<i>Dichrostachys cinérea</i> (L)
Guara	<i>Cupania cubensis</i> , (Masa et Molt)
Ateje común	<i>Cordia colloccoca</i> (L)
Ayúa	<i>Zanthoxylum martinicense</i> , (Lam)
Cedro	<i>Cedrela odorata</i> (L)
Palma Real	<i>Reistonea regia</i> (Kunth)
Caoba antillana	<i>Swetenia mahagoni</i> (L)
Caoba de honduras	<i>Swetenia macrophylla</i> (King)
Cabo de hacha	<i>Trichilia hirta</i> (L)

Fuente: Cuba. Instituto Nacional de Ordenamiento Territorial y Urbanismo (2023).

- Bajo nivel de conocimiento sobre la protección de los recursos naturales, servicios ecosistémicos y aplicación de tecnologías con menor impacto ambiental.
- Las franjas hidrorreguladoras de los ríos Rosario, y El Rosario y El Junco entre otros, poseen un plan de manejo efectivo que posibilitará su rehabilitación y conservación, no obstante, es necesario dirigir esfuerzos a su correcta ejecución en aras de mejorar el servicio ecosistémico de protección hídrica y calidad de las aguas.

Especies faunísticas naturales que habitan la zona:

Aves:

El área se caracteriza por presentar un gran mosaico vegetal en el que predominan los bosques secundarios, que colindan con fragmentos naturales y cuenta con cuerpos de agua que favorecen una variada diversidad faunística.

Están representadas la gran mayoría de las clases de vertebrados terrestres con predominio de las aves. La fauna natural de la zona ocupa un lugar relevante, en el caso específico del grupo ornitológico. Vale destacar que se cuenta también con especies migratorias que utilizan el territorio para descanso, reaprovisionamiento de grasa y luego continuación de travesías. Entre las especies más representadas se citan las siguientes (Tabla 2):

Tabla 2. Especies de aves reportadas en el polígono.

No.	Nombre vulgar	Nombre científico
	Codorniz	<i>Colinus virginianus</i> (L)
	Paloma Aliblanca	<i>Zenaida asiática</i> (L)
	Paloma rabiche	<i>Zenaida macroura</i> (L)
	Tojosa	<i>Columbina passerina</i> (L)
	Zunzún	<i>Chlorostilbon rocordii</i> (Gervais)
	Judío	<i>Crotophaga ani</i> (L)
	Arriero	<i>Coccyzus merlini</i> (D'Orbigny)
	Garza Ganadera	<i>Bubulcus ibis</i> (L)
	Gallito de Río	<i>Jacana spinosa</i> (L)
	Lechuza	<i>Tyto alba</i> (Scopoli)
	Sijú Platanero	<i>Glaucidium sijú</i> (Orbigny)
	Aura Tiñosa	<i>Cathartes aura</i> (L)
	Cartacuba	<i>Todus multicolor</i> (Gould)
	Carpintero Verde	<i>Xiphidiopicus percussus</i> (Temminck)
	Carpintero Jabado	<i>Melanerpes supercilaris</i> (Temminck)
	Cernicalo	<i>Falco sparverius</i> (L)
	Pitirre Guatíbere	<i>Tyrannus caudifasciatus</i> (Orbigny)
	Bobito Chico	<i>Contopus caribaeus</i> (Orbigny)
	Juanchiví	<i>Vireo gundlachi</i> (Lembeye)
	Sinsonte	<i>Mimus polyglottos</i> (Linnaeus)
	Gorrión Doméstico	<i>Passer domesticus</i> (Linnaeus)
	Solibio	<i>Icterus melanopsis</i> (Wagler)
	Totí	<i>Ptiloxena atrovioleacea</i> (Orbigny)
	Candelita	<i>Setophaga ruticilla</i> (L)
	Bijirita Común	<i>Setophaga palmarum</i> (Gmelin)
	Tomeguín de la Tierra	<i>Tiaris olivaceus</i> (L)
	Negrilo	<i>Pyrrhulagra nigra</i> (L)
	Tomeguín del Pinar	<i>Phonipara canora</i> (Gmelin)

Fuente: Cuba. Instituto Nacional de Ordenamiento Territorial y Urbanismo (2023).

Reptiles:

Los reptiles por su parte también cuentan con un alto grado de exclusividad, pues se tiene más del 80 % de las especies relacionadas como especies o subespecies endémicas de nuestro archipiélago.

Entre los reptiles más representativos se encuentran (Tabla 3):

Tabla 3. Reptiles registrados en el área.

Nombre común	Nombre científico
Majá	<i>Epicrates angulifer</i> (Bibron)
Jubo sabanero	<i>Alsophis cantherigerus</i> (Schlegel)
Chipoyo	<i>Anolis equestris</i> (Merrem)
Camaleón	<i>Anolis</i> sp

Fuente: Cuba. Instituto Nacional de Ordenamiento Territorial y Urbanismo (2023).

También existen otros tipos de fauna como jutías, ranas plataneras, sapos, cangrejos y en los tranques encontramos jicoteas y peces como tilapias y biajacas.

Áreas naturales de interés presente en la cercanía

Corredor biológico con más de 70 años de longevidad. Se pretende crear el producto turístico La Familia Mosegui.

La red ecológica está conformada por una matriz natural primaria en la Sierra de los Órganos y una zona de protección intermedia en las alturas de Pizarras del Sur, donde se localizan bosques de latifolias: semideciduo mesófilo típico sobre suelo ácido, bosques de pinares naturales de *Pinus caribaea* y *Pinus tropicalis*, conformando el ecosistema natural y plantaciones de pino que conforman el ecosistema seminatural, a una distancia de 11.5 km.

Consideramos importante mencionar que la cooperativa tiene dos áreas naturales relativamente cercanas que se destacan por su alto valor paisajístico, faunístico y florístico y posibilitan en el intercambio de distintas especies vegetales y de animales. Esta área funge como zona ecológica, que favorece la conectividad entre relictos naturales y se proporciona condiciones idóneas para el desarrollo de la diversidad biológica de manera general, la cual se encuentran dentro del polígono.

En la matriz natural se localiza el área protegida Parque Nacional Viñales. El área cuenta con un alto potencial biótico y valores físico-geográficos, alto endemismo, hábitat de especies en peligro de extinción y valores paisajísticos, encontrándose a 5 km.

Por tales razones y por la ubicación del polígono con respecto a las áreas anteriormente mencionadas, consideramos que el mismo desempeña un importante papel en el desarrollo de la vida y reproducción de distintas especies de animales y plantas con la implementación de acciones conservación y mejoramiento del suelo, manejo del agua y del bosque y contar con la vegetación establecida en el área de cultivos y zonas colindantes; sirviendo además como corredor natural de diversas especies y como zona de reproducción y cría de las mismas.

En la tabla 4 se realiza la identificación y caracterización de los servicios ecosistémicos.

Tabla 4. Servicios de los ecosistemas.

Servicios de suministro	Servicios regulatorios
<p>La valoración integral de la biodiversidad y los servicios ecosistémicos se conciben en el territorio como un agroecosistema, donde se consiga el interés por los componentes sociales o ecológicos individuales, como también las interacciones locales entre estos.</p>	<p>Control del agua: La protección del recurso hídrico, tanto en cantidad como en calidad, es clave para el éxito de la producción agropecuaria del agroecosistema. Se realizan muestreos sistemáticos de las fuentes de abasto de agua.</p> <p>Mejoramiento de suelos: La erosión se trabaja con las medidas de control y las tecnologías de conservación y mejoramiento de los suelos. No obstante, se debe enfatizar en el mejoramiento desde el punto de vista forestal (cortinas rompevientos, agrosilviculturales, así como recursos para la protección hídrica.</p> <p>Polinización: La polinización es considerada por los productores como un servicio ecosistémico de baja capacidad de manejo, debido a que consideran necesario los relictos de bosque como refugio y hábitat para los polinizadores.</p>

Fuente: Cuba. Instituto Nacional de Ordenamiento Territorial y Urbanismo (2023).

Basado en el análisis del diagnóstico realizado y la comprobación “in situ” se recomienda que el Plan de manejo del Polígono “Los Mosegui”, con vistas a la solicitud para optar por el reconocimiento de sitio iniciado en manejo sostenible de tierras (Cuba. Ministerio de la Agricultura, 2022), contenga lo siguiente, dirigido fundamentalmente a la reducción de los problemas de erosión y manejo de desechos sólidos, que desde el punto de vista forestal contenga lo siguiente:

- Seleccionar las tecnologías (mixtas, poli cultivos; agroforestería, monocultivos alternantes; agricultura de conservación) a aplicar en correspondencia con las propiedades del sitio.
- Introducir los policultivos; los sistemas silvopastoriles en el área ganadera.
- Alternativas de preparación del sitio.
- Aplicar medidas de conservación de suelos. Entre otras, los bordes de desagüe, labranza contra pendiente, labranza en contorno, uso de cercas vivas y cortinas rompevientos.
- Alternativas de manejo de agua.
- Proteger y reforestar los cuerpos de agua superficiales y subterráneos.
- Reforestar la franja hidrorreguladora de los cuerpos de agua superficial.

Un año posterior INOTU (2023) realizó el ordenamiento de dicho polígono demostrativo, encontrando problemas similares tales como:

Vegetación y Fauna.

Presenta problemas con la vegetación, la periferia del embalse está desprotegida por lo que urge la necesidad de reforestar toda la faja hidrorreguladora.

No obstante, se aprecia un trabajo conjunto para mejorar como, por ejemplo, las franjas hidrorreguladoras de los ríos El Rosario y El Junco, entre otros, poseen un plan de manejo efectivo que posibilita su rehabilitación y conservación. El estado ambiental del municipio es avalado por el desempeño y compromiso de su ciudadanía en tener una imagen propia de identidad local.

Entre las acciones que se proponen desde el punto de vista forestal, se encuentran:

1. Realizar los estudios correspondientes al planeamiento ambiental municipal que permitan establecer los lineamientos generales ambientales a tener en cuenta para la proyección de la restructuración y crecimiento de la base económica del territorio.
2. Desarrollar programas integrales de mantenimiento, conservación y fomento de las plantaciones forestales en las cuencas hidrográficas, así como en las zonas montañosas del municipio y el Área Protegida.
3. Realizar programas de conservación y mejoramiento de suelos en las zonas afectadas por la erosión, salinidad y acidez.

CONCLUSIONES

En el estudio se corrobora la importancia de la calidad de los servicios ecosistémicos de bosques aledaños a áreas de producción agropecuaria, en especial los SE de biodiversidad, conservación hidrológica y conservación de suelos, por ser los más estrechamente relacionados con este estudio, no obstante, se hace alusión a los servicios de almacenamiento y retención de carbono atmosférico y los recursos culturales y turísticos a nivel de paisaje.

Se analizó la problemática en este sentido, de un polígono demostrativo de importancia en la provincia y el país por sus valores paisajísticos y presencia de bosques naturales y plantaciones, ofreciendo acciones que permitan mejorar la relación SE/producción agropecuaria.

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07



READING STRATEGIES

TO PROMOTE READING COMPREHENSION IN ELEMENTARY STUDENTS

ESTRATEGIAS DE LECTURA PARA FAVORECER LA COMPRENSIÓN LECTORA EN ALUMNOS DE PRIMARIA

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ABSTRACT

Reading does not only imply the repetition of written words, it requires more complex cognitive work, where both oral and written language are used in a harmony that allows appropriation of the meaning contained in the words. The article defines a reading strategy, as well as its characteristics and the importance they have in working with students. In the same way, a strategy is described, through some activities related to reading, used in the classroom with third grade students with the intention of promoting reading and comprehension in them, which directly influences academic results. Instruments were analyzed to assess the situation of the students in terms of the level of understanding they had and thus determine why it was necessary to design strategies that would contribute to improving the situation.

Keywords:

Reading, comprehension, strategies, results, performance, learning

RESUMEN

Leer no implica solamente la repetición de palabras escritas requiere de un trabajo cognitivo más complejo, en donde se utiliza tanto el lenguaje oral como el escrito en una armonía que permita apropiarse del significado que encierran las palabras. En el artículo se define una estrategia de lectura, así como sus características y la importancia que éstas tienen en trabajo con los alumnos. De igual manera se describe una estrategia, mediante algunas actividades relacionadas a lectura, utilizada en el aula con estudiantes de tercer grado de primaria con la intención de favorecer en ellos la lectura y su comprensión, misma que influye directamente en los resultados académicos. Se analizaron instrumentos para valorar la situación del alumnado en cuanto al nivel de comprensión que tenían y de esa manera determinar por qué era necesario diseñar estrategias que permitieran contribuir al mejoramiento de la situación.

Palabras clave:

Lectura, comprensión, estrategias, resultados, desempeño, aprendizaje.

INTRODUCTION

Teaching work involves a lot of responsibility in terms of student learning, the way in which they begin the development of basic skills such as reading and writing, which are the main basis for building a successful journey in the appropriation of knowledge (Caiminagua-Nagua & Espinoza-Freire, 2021; Castro-Ortega & Martínez-Guevara, 2022; Romero-Esteban, 2023).

However, throughout the process there are certain difficulties that make it necessary to investigate and design strategies that allow contributing elements for classroom work with the intention of improving academic performance not only in some area of knowledge, but throughout school life.

“Reading comprehension is one of the linguistic skills that allows us to interpret written speech. For this, it is necessary for the person to involve their attitude, experience and previous knowledge.” (Mexico. National Institute for the Evaluation of Education, 2019)

According to Smith (1989), three levels are distinguished in reading comprehension: literal, referring to the student's ability to explicitly understand what is said in the text; inferential, related to the student's ability to make conjectures and hypotheses about the text; critical, linked to their ability to assess the quality of a text and to be able to make reasoned judgments about it.

That is why one of the skills that require the most attention in learning processes is reading, but a comprehensive reading that serves as a foundation to appropriate other learning and function successfully on a daily basis. And it is a skill that is constantly improving through work and interaction with written materials (Ahmadi, 2012; wise et al., 2016; Garduño, 2019). One of the purposes of Primary Education mentioned in the Study Program 3° 2011 is that they are able to read, understand, use, reflect on and be interested in various types of text, in order to broaden their knowledge and achieve their personal objectives. Just as it is expected that at this level they will be able to choose study materials, they will begin to reflect to solve interpretation problems that respond to the demands of social life.

Hence, the purpose of this study is to publicize a didactic strategy proposed for classroom work with third grade primary school students, where the opportunity is given to explore different types of texts to analyze and interact with them in such a way that promote reading comprehension. In the same way, it is intended to identify the importance of the use of didactic strategies within a problem such as low reading comprehension and its influence on the academic performance of students, as well as verify their effectiveness according to the results obtained with its design and application.

METHODOLOGY

The research was carried out in the community of El Aserradero, municipality of Cuauhtepac de Hinojosa, Hgo. with the third grade group of the “Nicolás Bravo” elementary school, with 29 students.

The type of study was experimental, since not only concepts or phenomena are described, but techniques were used to investigate, acquire new knowledge or correct and integrate previous knowledge.

To identify the problem, diagnostic tests were applied in reading, writing and mental calculation skills, through the Early Warning System (Sisat), where in reading rubrics such as fluency, precision, attention, adequate use of the voice, security and willingness and understanding. The written test of Mejoredu (Educational Improvement) and direct observation of performance were also applied.

DEVELOPMENT

In the diagnostic application of the Early Warning System (Sisat) in reading, writing and mental calculation skills, the results obtained were low, specifically reading, where only 8 of the 29 students are located at an Expected Level, 15 are in In Development level and 6 of them at the Support Required level. It is important to mention that when taking reading, the aspect in which the majority of the students ranked was “Poor comprehension”.

Thus, according to tests carried out with the third grade students of the “Nicolás Bravo” Elementary School in a rural town such as El Aserradero, the results obtained in the Mejoredu evaluation in terms of Reading are very low, since only 48.4% of the students answered the items correctly, the rest presented deficiencies, and the majority argue that they did not they understood what they had to do, some instructions or approaches seemed confusing to them, which shows a low reading comprehension.

The results obtained were those that allowed to determine the lack of comprehension in reading as a necessary problem for the investigation, as well as the design of a didactic strategy that favors reading comprehension. Within the field of knowledge, cognitive strategies are defined as plans or programs structured to achieve a certain objective (EDUCERE 2000), which is why the implementation of the didactic strategy was proposed: **“Leyendo andamos”** which aims to favor students third grade of Primary school the comprehension of written texts more effectively, through the use of reading strategies with different types of texts on a daily basis in the classroom, so that they can achieve better results in their school performance and give more meaning to what who read daily.

It must be borne in mind that didactic strategies, as a whole, require establishing a dialogical, constant, and triangular relationship between educators, students, and

methodologies, even if the student ignores or not the methodologies used by the teacher for this purpose (Reynosa Navarro, et al. ., 2019)

The designed strategy consists of 4 sessions in the subject of Spanish Mother Language, whose purpose is for students to participate in the group reading of an informative text to broaden their knowledge (Table 1).

Table 1. Activities proposed in the didactic strategy.

Activities	
Section 1	
S T A R T	<p>PHASE 1. PLANNING: Introduce the students to the day's activity, as well as the purpose, where they will listen to a song and analyze its content to identify the message they want to give us about caring for the environment.</p> <hr/> <p>MOMENT 1 Identification</p> <ul style="list-style-type: none"> • Mention if they have listened to songs and if they have paid attention to what they say. • Propose to listen to the song "El progreso" and ask about what they think it will be about. • Listen to the song. <p>MOMENT 2 Recovery</p> <ul style="list-style-type: none"> • Rescue their knowledge about the actions that must be followed in order to take care of the environment. • Mention about the message that is given in the song heard. • Use the reading cube to comment on the content of the song, the parts of the cube are: <ul style="list-style-type: none"> -I liked it when... -I didn't like it when... -A place in the book is... -My favorite part is... -My favorite character... -The book reminds me... • Make comments about what they think of the activity and why caring for the environment is important. <p>MOMENT 3 Planning</p> <ul style="list-style-type: none"> • Comment that it is also important to read the lyrics of the song. • Distribute copies with the lyrics of the song so that they can read it individually, there will be incomplete parts. • Listen to the song again and try to sing it. • When listening to it, they will complete with the missing words. • Define the products to be produced during the project (infographic, proposal of actions for the care of the environment). <p>Products: Reading of the song, completing words in the lyrics of the song.</p> <p>EVALUATION: Diagnosis:</p> <ul style="list-style-type: none"> • Participation. • Individual Reading. • Analysis of the song. • Planning of actions and products of the project.

	Section 2
	PHASE 2. ACTION: Rescue information from school library books and carry out the proposed productions.
D E V E L O P M E N T	<p>MOMENT 4 Approach</p> <ul style="list-style-type: none"> Remember what was worked on in the previous session about caring for the environment. Go back to the copy of the lyrics of the song to identify what can be done to take care of the environment, what type of affectations we are doing, how it harms. <p>MOMENT 5 Comprehension and production</p> <ul style="list-style-type: none"> Form teams of 5 members. Explain that they will go to the school library to look for books that talk about caring for the environment. Carry out, in teams, a reading of the information found and take notes of what they consider important. Remember the characteristics of infographics and start organizing their own. Provide pertinent guidance so that, if necessary, the information is supplemented. If they need more information they could look for it at home or in other sources <p>Products: -Information notes. -Infographic draft. Evaluation: -Formative: Rescue information and provide relevant guidance.</p>
	Section 3
	<p>MOMENT 6 Recognition</p> <ul style="list-style-type: none"> Go back to the drafts of the infographics prepared in the previous session to remember the topic being worked on. Share information that they looked for at home to complement. Reflect on the importance of the subject and the consequences generated by the actions of human beings. In a section of their infographic, offer proposals for actions that can be carried out for the care and preservation of the environment. <p>MOMENT 7 Concretion</p> <ul style="list-style-type: none"> Read in teams the information contained in their drafts to check if it is complete and well written. Give them a piece of cardboard so that they can begin to make the drawings that their infographics will contain. Assign specific tasks within the team to each member to carry out the work. Give their infographic more shape to pass it on the poster board Provide guidelines to achieve the creation of artistic expressions with an original combination of shapes and colors. <p>Products: -Infographics of the subject. -Actions to take care of the environment Evaluation: Formative: -Identification of relevant information and reflection on the actions to preserve the environment.</p>

Sesión 4 Section 4	
	PHASE 3. INTERVENTION: Present their final products, presenting their infographics to hang them.
C I E R R E	<p>MOMENT 8 Integration</p> <ul style="list-style-type: none"> • Read and review their final product to correct details. • Organize, by teams, the way in which they will present their infographic to the group. • Define what will be the participation of each member in the teams. <p>MOMENT 9 Diffusion</p> <ul style="list-style-type: none"> • Present, at first, their productions to the group • Assess their creativity in making their graphic organizers (infographics). <p>MOMENT 10 Considerations</p> <ul style="list-style-type: none"> • Formulate approaches and/or suggestions that allow strengthening their productions and expanding their information. • Receive the opinions of their classmates and the teacher to improve and make the pertinent corrections to be able to show their productions. • Hang all the group's infographics on a clothesline outside the classroom to display them. <p>MOMENT 11 Advances</p> <ul style="list-style-type: none"> • Consolidate their knowledge about caring for the environment and reflect on the actions we do on a daily basis, valuing the process we follow to obtain the information and carry out the productions, rescuing how important it is to read the information well to understand it better and learn to select it. <p>Product: -Clothesline with infographics made to promote care for the environment. Evaluation: Formative and summative: -Exhibition of productions. -Make suggested corrections in their work. -Reflection on the impact of man on nature and actions for its care.</p>
	Resources used: -Song "El progreso", by Roberto Carlos, -Copy with the lyrics of the song, -Notebook, -Classroom Library Books, -Colors, -Elaborated infographic.

The table describes the didactic strategy designed in four sessions and where the activities to be developed are explained, considering the characteristics of the students, the spaces, the moments, the organization of the class, the materials, the products to be elaborated and the ways of assessment.

As we know when developing a didactic strategy in the classroom, an evaluation must be carried out, as mentioned in notebook 4 of Evaluation strategies and instruments from the formative approach (Mexico. Secretariat of Public Education, 2012, 2017), the learning assessment is one of the most complex tasks that teachers carry out, both because of the process it implies and because of the consequences of making judgments about the learning achievements of students. The evaluation of learning is an important element that allows us to assess the achievements that students have had according to the activities planned. Without forgetting that the formative evaluation is the most important, since in it the processes that are obtained are valued and in this way adaptations can be made to improve. Table 2 below shows the rubric used to evaluate the didactic strategy, according to the proposed activities.

Table 2. Rubric Evaluation

Requires support 6 points	In development 8 points	Expected level 10 points
Need to read more carefully to retrieve the relevant information and its organizer is difficult to understand.	Read, retrieves information on the topic and makes its organizer, but it needs to better identify the relevant data.	Read carefully, identify and retrieve relevant information on the subject and organize it appropriately in a graph.
Show indifference in the proposal of actions on the care of the environment.	Show a certain willingness to propose actions to care for the environment.	Show willingness and interest to propose actions on environmental care
Easily distracted and shows no interest in the activity, incorrectly completes the words of the song.	Show willingness to listen and analyze the song, but lacks attention to identify missing words in the lyrics.	Show willingness to listen and analyze the proposed song, complete correctly words in the lyrics of it.
Show indifference at work and has minimal participation	Participate, but he needs to collaborate more in teamwork	Participate actively and collaborate in teamwork

During the development of the activities, the students showed interest and willingness towards them, there was collaboration between them for the realization of the products; however it is clear that the work with reading must be a permanent and constant activity to achieve the objectives that are expected, to take advantage of each of the opportunities that are presented every day to come into contact with different types of texts and explore them in such a way that it is not only done to fulfill a task, but also to develop a taste for exploring into them, and for therefore know how to interpret them.

According to the proposed activities and the rubric applied, a certain progress is shown in the analysis and understanding of the proposed texts. However, only 5 of the 29 students reached 10 points in terms of "Reading carefully, identifying and retrieving relevant information on the topic and organizing it appropriately in a graph". And 3 of them only obtained 6 points, since "They need to read more carefully to retrieve the relevant information and their organizer is not very understandable." The rest of the students still need to better identify the relevant data. Therefore, it is necessary to continue working with activities where they come into contact with information, especially informative texts in a more analytical way, since it became evident that the unfamiliarity of some words in the texts prevents their full understanding.

CONCLUSIONS

Reading comprehension is an essential skill for anyone, since it is a very necessary tool not only for school life but also for functioning in many areas of life. It is recognized from the study plans and programs that this must be developed efficiently from the first years of schooling, since it depends on that in the future they can appropriate more significant learning.

The design of didactic strategies puts the teacher at the center, since it is he who knows and identifies the needs that students have in terms of the teaching-learning process, the context where they operate, the materials and resources that are within their reach. For this reason, it is necessary to be in constant contact with materials that allow them to soak up information regarding the design of didactic situations in which they seek to reach the objectives of the education graduation profile.

The application of the activities proposed in the didactic sequence seeks to put students in contact with various written texts, especially informative, since they are the ones that are most difficult for them, as well as instructional ones, so that they can develop skills in understanding texts, since students require support to understand what they read, as well as to improve their performance in other areas of knowledge.

One of the important elements in the design of a didactic strategy is undoubtedly the evaluation, since by assessing the results obtained it will be possible to identify what is working or not, and where adaptations have to be made. Always seeking to contribute the best possible to generate a quality education for all.

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08



LA PARTICIPACIÓN

FEMENINA EN LA UNIVERSIDAD DEL AIRE

THE FEMININE PARTICIPATION IN THE UNIVERSITY OF THE AIR

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RESUMEN

Los estudios sobre la temática femenina en las diferentes etapas de la historia de Cuba continúan despertando mucho interés. Con frecuencia las cualidades y capacidades intelectuales de la mujer históricamente eran poco reconocidas en público y sus obligaciones esencialmente estaban limitadas al ámbito doméstico. Por tanto, reconocer que una mujer comprendiera los problemas más acuciantes del país y pudiera establecer un diálogo desde un discurso coherente, era algo que, con frecuencia, se ponía en duda por muchos. En este trabajo se analiza la participación femenina en la Universidad del Aire. En los debates de la Universidad de Aire, la propia construcción del discurso sobre la mujer reproduce algunos patrones y estereotipos comunes de la época. Son profesionales, con carreras ya consolidadas que aun cuando presentan una formación académica resaltan las cualidades femeninas para el cuidado del hogar, la educación de los hijos y el esposo. Sería interesante poder dilucidar si esa información era transmitida para sus discursos o cuánto pudo haber influido el saberse escuchadas por miles de personas, en las que evidentemente encontrarían seguidores o detractores. Pero defendieron con vehemencias sus posiciones a partir de conocimiento sólidos de los temas sobre los que disertaron.

Palabras clave:

Universidad del Aire, inclusión, feminismo, estereotipos.

ABSTRACT

Studies on women's issues in the different stages of Cuban history continue to arouse great interest. Historically, women's intellectual qualities and capacities were often little recognized in public and their obligations were essentially limited to the domestic sphere. Therefore, recognizing that a woman understood the country's most pressing problems and could establish a dialogue from a coherent discourse was something that was often questioned by many. This paper analyzes the female participation in the Universidad del Aire. In the debates at the University of Air, the very construction of the discourse on women reproduces some common patterns and stereotypes of the time. They are professionals, with already consolidated careers that, even when they have an academic background, highlight the feminine qualities for taking care of the home, raising their children and their husbands. It would be interesting to be able to elucidate if this information was transmitted for their speeches or how much it could have influenced knowing that they were heard by thousands of people, in whom they would obviously find followers or detractors. But they vehemently defended their positions based on solid knowledge of the issues on which they spoke.

Keywords:

University of the Air, inclusion, feminism, stereotypes.

INTRODUCCIÓN

Los estudios sobre la temática femenina en las diferentes etapas de la historia de Cuba continúan despertando mucho interés. Pues durante, no pocos años, la historiografía se enfocó esencialmente en recoger la historia de mujeres cercanas a hombres destacados de nuestra historia, reafirmando su rol de esposas y madre.

Durante el proceso independentista cubano, muchas mujeres dejaron sus hogares para acompañar a sus familiares en el campo de batalla mientras asistían a enfermos, preparaban alimentos o se despeñaban en múltiples tareas, llegando algunas alcanzar cierta notoriedad por su demostrado valor y entrega a la causa independentista.

Durante la etapa republicana, la mujer se abrió un camino, que, aunque lento, le permitió una participación más activa en algunos procesos de inserción social antes no vistos en Cuba. Fue un proceso complejo y no exento de pocas contradicciones. En la segunda década republicana se notaron algunos cambios en la situación, movimiento emprendiendo básicamente por las propias mujeres que comenzaron a reclamar la protección de sus derechos como mujer y como ciudadana. Ampliando la presencia y participación de las féminas en espacios académicos y de debate social. Es así como se puede encontrar un número mayor de publicaciones en la que mujeres exponen sus criterios sobre diversas temáticas. En Cuba durante las décadas del 40 y del 50, este proceso alcanza mayor fuerza, con la presencia de mujeres intelectuales que son reconocidas por su valía en algunos campos como la Pedagogía, la Filosofía y la Literatura.

Investigaciones anteriores, realizadas por Norma Díaz Acosta en *Universidad del Aire (Conferencias y Cursos)* destacan la importancia de un proyecto cultural que se extendió del 13 de diciembre de 1932 hasta 1960 y por el que transitaban importantes figuras de la cultura y la política de la Cuba republicana. Sin embargo, no se constata ningún estudio que profundice en la participación femenina en dicho proyecto. Es por ello que este estudio propone como objetivo, explicar cuál fue la participación femenina en la Universidad del Aire, los principales temas abordados y tratamiento dados a los mismos.

METODOLOGÍA

El ensayo se inserta en los estudios de historia cultural a través de un estudio descriptivo de tipo revisión bibliográfica con enfoque cualitativo, apoyado en los resultados de investigaciones documentales en libros, artículos científicos y documentos en Internet. Fueron consultados por igual, en un número importante, documentos relacionados con el proyecto, que se encuentran en el Archivo Nacional de Cuba y en el Instituto de Historia. Se utilizaron los métodos inductivo-deductivo y analítico-sintético,

para la interpretación de la información, a la que se accedió a través del empleo del buscador Google Académico.

DESARROLLO

El 20 de mayo de 1902 se inauguró oficialmente la República de Cuba. Los cubanos habían protagonizado un proceso independentista que se había extendido a lo largo y ancho del país y que tenía como ideal supremo lograr precisamente, una República independiente y en la que se garantizara la igualdad de derechos, independientemente de raza, sexo o credo político.

La intervención de los Estados Unidos de Norteamérica en la Guerra hispano cubano creó condicionantes históricas que posibilitaron que la independencia fuese relativa, pues si bien el artículo 1 de la Constitución de 1901 establecía que el pueblo de Cuba se constituía en Estado independiente, rápidamente se crearon mecanismos jurídicos y económicos, que favorecieron los intereses norteamericanos y limitaron considerablemente la soberanía nacional.

El tema de la igualdad quedó plasmado en el artículo 11 aclarando que todos los cubanos eran iguales ante la Ley, pero en el artículo 38, particularizaba que todos los cubanos, varones, mayores de 21 años eran los que tenían derecho al sufragio.

Se puede afirmar entonces que la sociedad cubana no fue una sociedad igualitaria. A pesar de su participación en el proceso independentista, las mujeres continuaron sufriendo cierta marginación y su inserción en los distintos ámbitos de la etapa republicana cubana fue un proceso complejo y no exento de pocas contradicciones, debido a las relaciones de subordinación establecidas con las figuras masculinas de su entorno familiar.

En los primeros años no existían leyes que protegieran sus derechos y el número de mujeres que tenían una profesión era muy reducido. Según datos en 1919 en Cuba de 1578 abogados, solo 6 eran mujeres, de 1 336 ingenieros, solo 10 eran mujeres y de 1 771 médicos y cirujanos, 35 eran del sexo femenino.

Con frecuencia sus cualidades y capacidades intelectuales apenas eran reconocidas en público y sus obligaciones esencialmente estaban limitadas al ámbito doméstico. Por tanto, reconocer que una mujer comprendiera los problemas más acuciantes del país y pudiera establecer un diálogo desde un discurso coherente, era algo que, con frecuencia, se ponía en duda por muchos.

En la segunda década republicana se notaron algunos cambios en esta situación. Un movimiento emprendiendo básicamente por las propias femeninas comenzaron a reclamar la protección de sus derechos como mujer y como ciudadana. El escenario de estas demandas, fueron el Primer y Segundo Congreso Nacional de Mujeres

de 1923 y 1925 respectivamente. Allí se defendió el derecho al voto, la equiparación de derechos y responsabilidades de hombres y mujeres, la lucha contra las drogas, la prostitución y la trata de blanca. También se solicitaba la revisión de la legislación contra el adulterio, la ley de salario mínimo y la Ley de maternidad. Pero no fue hasta 1940, que en la nueva Constitución, en su artículo 20 se declaró ilegal cualquier tipo de discriminación por motivo de raza o sexo. En el artículo 97 se estableció el sufragio universal.

Estos son algunos de los elementos que van a caracterizar el contexto histórico en que surgió en Cuba, la Universidad del Aire, el 13 de diciembre de 1932. Concebido inicialmente como un programa radial transmitido por la emisora CMBZ, el objetivo esencial de este proyecto era despertar un interés en el auditorio sobre diversos temas culturales sin proponerse ofrecer conocimientos detallados o profundos.

Lo conformaron, XIII cursos, entre 1932 y 1960 y aunque, no de manera continua, se reconoce que en las dos etapas con que contó, allí disertaron los más prestigiosos profesores universitarios e intelectuales cubanos y extranjeros. En su segunda etapa, a partir de 1949, se imprimieron las conferencias y surgieron los Cuadernos de la Universidad Del Aire. De esta segunda etapa, las disertaciones eran grabadas en la medida que salían al aire y se publicaron en los Cuadernos de la Universidad del Aire. Se enumeraron de manera consecutiva y a partir del número 11 salieron con el subtítulo de Publicación Semanal. No obstante, al retomarse la idea, el 9 de enero de 1949, los Cuadernos volvieron a publicarse, con este mismo nombre y comenzaron a partir del número 1. Ya en 1951, se le agregó como subtítulo, Mensuario de divulgación cultural. En 1953 se dejaron publicar los Cuadernos y se conservan las conferencias manuscritas, donde se esboza a manera de guión el contenido de la conferencia. En total se registran 15 cursos, con más de 700 conferencias. El objetivo declarado era despertar el interés sobre diversos temas, sin aspirar a impartir conocimientos profundos. Pero su amplia concepción cultural lo convirtió en foro de debate público en tiempo real sobre los más acuciantes problemas de Cuba.

Se abordaron diversos temas de Historia Universal y se incluyeron importantes valoraciones literarias y sociales. Sin lugar a dudas el propio contexto sociopolítico influyó en que su director Jorge Mañach Robato, para la segunda etapa, valorara la necesidad de incluir otras temáticas, más vinculadas a la economía, la política y la Historia de Cuba. En total desde su surgimiento hasta su desaparición, se impartieron más de 700 conferencias.

En estudios anteriores a este, se ha valorado la importancia de la Universidad del Aire y su contribución al uso de la radio como medio de educación y cultura durante

la etapa, por la gran audiencia con la que llegó a contar. Por igual se ha valorado como muy positiva la riqueza y diversidad de tendencias políticas que confluyeron y encontraron un espacio de reflexión y debate en el programa. Por tanto, consideramos muy oportuno explicar cuál fue la participación femenina en este proyecto. Cabe destacar que los cursos consultados para este trabajo, en su mayoría son los publicados en los Cuadernos de la Universidad del Aire. Pero según la compilación de Díaz Acosta (2001), aparecen registradas más de 180 disertaciones impartidas por mujeres, algunas de ellas concurren más de una vez, como son los casos de Rexach (1949); García (1949); Arroyo (1954); Agramonte (1954); Escalona (1955); entre otros.

Más curioso pudiera ser el ilustrar que muy pocos hombres abordaron la temática femenina. Marquina (1950), disertó sobre el papel la mujer en la historia. Parte del análisis de pasajes históricos donde estaba presente la mano femenina, mencionado la esposa y la madre de Antonio Maceo, explica que se debe reconocer que *“la gran hazaña cultural de la mujer es haber creado esta forma universal que es la casa”*. (p. 96)

Consideramos que aunque la conferencia, sin lugar a dudas, intenta un homenaje a la labor desarrollada por la mujer en la Historia de Cuba termina limitando su aporte cultural a las funciones biológicas, reproductivas y su desempeño en el seno del hogar. Reissig (1951), volvería sobre un análisis de la mujer, el hombre y la vida doméstica, pero en resumen se aprecia un pobre abordaje de la temática femenina

Sin embargo, la participación femenina en un proyecto como este es importante. Es necesario destacar los temas sobre los que las mujeres fueron invitadas a hablar en estos programas y fueron Literatura, dígame el análisis de una obra literaria o de un escritor. También abordaban temas sobre educación, filosofía, arte, costumbres y otros temas de interés.

Llama la atención que en la primera época en el curso I denominado: Evolución de la cultura, que se extendió entre el 13 de diciembre de 1932 al 28 de abril de 1933 se efectuaron 82 disertaciones y no fue invitada ninguna mujer. Para el segundo curso titulado *Civilizaciones Contemporáneas*, el 15 de julio de 1933 fue invitada Piedad Maza y Santos, que expuso *Nuevas orientaciones de la educación* y en alocuciones siguientes Isalgue de Massip, retomó el tema *La Educación del niño y del adolescente*. Una última mujer, Díaz Parrado (1933), intercambia sobre *La mujer nueva*. Es decir que de un total de 157 intervenciones solo 3 fueron realizadas por mujeres. Si analizamos esta cifra y los temas, ratificamos el criterio de que la mujer es esencialmente para hablar de educación, que es lo que según apreciación, era para lo que más capacitada estaba.

La segunda etapa se inició en 1949 con un curso denominado *Ideas y problemas de nuestro tiempo*. De este quisieramos hacer un análisis general pues fueron invitadas 4 mujeres en total: María Zambrano, Piedad Maza y Santos, Dulce María Escalona Almeida y Rosario Rexach (1949), propuso, *La mujer en el mundo de hoy en el que nos acerca a lo que ella considera que era el problema esencial de la mujer*.

Parte su disertación de cómo las mujeres se ven a sí mismas. Reflexiona como se han preocupado demasiado por lucir bien y han olvidado su real esencia que es ser virtuosa. Comienza comparando las cualidades de uno y otro sexo, destacando las notables diferencias físicas y espirituales que existen entre los hombres y las mujeres. Enumera las cualidades que debe tener la mujer que por su naturaleza es un ser: generoso, íntimo, fundador de paz en el hogar, sincera, pero que no puede perder su capacidad de amar y del sacrificio. Obsérvese que es reiterada su preocupación del entorno doméstico en que envuelve sus valoraciones y ligado a la maternidad, la entrega y al cuidado. Entonces se pregunta si es que por su naturaleza y por su sexo le llega este comportamiento: *“hada protectora que provea al hombre del ambiente pasible en que se pueda sentir seguro”*. (Rexach, 1949, p. 8)

Por tanto, su función es de acunar, proteger, cuidar a aquellos con los que convive. Pero también debe exigir la perfección del hombre y su crecimiento pues su gran acción es educar y formar mejores hombres. Visto así pudiéramos decir que reproduce el patrón sexista de la función social de la mujer de dar amor a través del sacrificio incondicional. Pero salva un tanto la situación a su modo porque cierra con una invitación a hacer no solo de su casa, sino del mundo su hogar. Creemos que sí es una sugerencia de la gran capacidad que tiene la mujer de transformar la sociedad.

En el curso II artes y letras de nuestro tiempo del 25 junio al 25 de septiembre de 1949 participaron 6 mujeres que abordan temáticas dentro de las humanidades, pero también analizaron la plástica con análisis a personalidades tan diversas como Unamuno, Ortega y Gasset, Manuel Valdés Rodríguez y la poetisa chilena Gabriela Mistral. También encontramos un análisis de la moda.

En diciembre de 1949 se inaugura el curso III. Actualidad y destino de Cuba”. Es aquí donde hasta ese momento, encontramos la mayor diversidad de temáticas en las que las mujeres disertaron. En estas ocasiones van a hablar sobre el aspecto y tono de la vida cotidiana, política de inmigración, la indigencia, la organización sindical de los empleados públicos, retoman el tema del cumplimiento de la mujer de su función social en la vida cubana y sobre cómo fundamentar una reforma de la conciencia cubana.

Es muy intencionado el que se inicie la participación femenina a partir de un análisis sobre del tono y aspecto de

la vida cotidiana. Es Dolores Guiral quien va descifrando las problemáticas que estaban tipificando la sociedad cubana, como la falta de cultura, de educación o la falta de valores morales, la doble apariencia que mostraban, según ella, en las ciudades cubanas, donde convivía una mezcla de mal gusto y en las que se ostentaba pero en que había mucha miseria o lo que era peor para ella, se podía encontrar personas en un en un carro lujoso y reluciente, pero vestido con una guayabera sucia.

Por igual critica la existencia de *“formas tan afflictivas como la adulación, la mentira, la hipocresía y el acomodamiento de conciencias, el peor de los males ciudadanos, cuyos daños van de lo público a lo privado y de lo privado a lo público”*. (Guiral, 1949, p. 67)

Su último análisis se encamina a otra cuestión que es la posición que debe asumir la mujer cubana y su responsabilidad en el correcto desenvolvimiento de la vida cotidiana. *“Pocos hombres habrá que insistan en traer a casa el botín obtenido en feos empresas y turbias aventuras, si encuentran el reproche de la madre, la esposa, de la mujer, en fin, que no entiende el amor, el cariño, la amistad, sin la estimación y el respeto como índices. Ah; pero si esa mujer, no sólo acepta dineros mal habidos, sino incita a su consecución y aun la procura con sus propias acciones, echando a un lado lo que no sea el afán de estar mejor que Fulanita, tener más joyas, comprar mejores casas y cosas... entonces, no quedarían esperanzas de mejorar los tonos, ni aspectos, de la vida”*. (Guiral, 1949, p. 67)

Reflexiona sobre lo oportuno de no descuidar los deberes del hogar y proteger el contenido vital de las féminas, que según ella, era la de *hacer hombres de bien*, y que por estar demasiado absorta en los *deberes públicos*. Por lo que consideramos que es un tanto dual este discurso en la mediada que sigue anteponiendo la visión tradicional existente de la mujer a las extraordinarias virtudes que posee y su contribución a la sociedad.

Encontramos por igual otra visión sobre esta cuestión a través de Rexach (1949), que esta vez vuelve con una mirada más profunda de si está o no la mujer cubana cumpliendo con su función social. Resulta muy interesante su análisis pues ella debate si es adecuado que la mujer salga del ámbito del hogar a cumplir otras funciones. Atribuye un papel esencial a la mujer cuando expresa: *“Y es misión de la mujer proporcionar lo uno y lo otro; por lo que siempre ha sido considerada como la educadora por excelencia de la humanidad. De ahí que las revoluciones las hayan hecho los hombres, pero que hayan sido las mujeres las que las han asentado mediante las normas y estilos de vida”*. (p. 14)

Reitera en incontables ocasiones que el hogar es y debe ser su escenario esencial, Rosario, tiene sus propias consideraciones. *“La mujer puede, y tal vez, debe, participar en la vida de su comunidad, ya a través de la acción*

social, ya a través de una profesión u oficio. Pero entonces, esta actividad ha de rendirla con plena vocación y si así lo hiciera, estamos seguras que sólo será un enriquecimiento para su hogar, pues se hará más comprensiva y más humana, así es siempre posible para una mujer de verdad, armonizar hogar y profesión, si sabe previamente ser de verdad toda una mujer”. (Rexach, 1949, p. 14)

Llama mucho la atención las intervenciones del público al finalizar su intervención en la que uno de los presentes dice no coincidir con estos argumentos, manifestando que era necesario que la mujer se dedicara por completo al hogar. En su réplica defiende su criterio a través de su experiencia en su cátedra de psicología de 10 años en la que le llegan casos con esta problemática y asegura que las mujeres que salen a la calle, que tienen la capacidad de discutir, llevan a su hogar una mejor atmósfera de comprensión, pero reconoce que otras sin salir de su casa también lo logaran.

En resumen, creemos que es Rexach (1949), la que marca los debates sobre el papel asignado a la mujer y cómo se debe proyectar su actitud ante una proyección futura desde una profesión, por ejemplo. Mantiene el criterio del hogar en el centro de la vida de la mujer y cómo el resto de sus actividades puede enriquecer su actuar en el seno del mismo. Cuando se refiere a la mujer de un hombre público con una *actitud censurable* Rosario cae en el juego de afirmar: Yo quiero decir una cosa: el día que todas las mujeres en Cuba despreciemos a los hombres que no se conducen como deben, ¿para qué van a robar los hombres?, porque los hombres roban para ellas (Rexach, 1949). Esta es una idea muy repetida, y no solo se limita a señalar como responsable del mal actuar del hombre a su esposa, la hace instigadora de su mal proceder.

Creemos que 1950 marca una etapa superior en la participación de la mujer en la Universidad del Aire. Pues encontramos comparencias, que aunque se encuentran en el mismo curso, se ven mucho más ligadas al perfil profesional de las féminas. Fue el caso de Mederos (1950), que propuso un debate sobre la indigencia y formas para ser controlada. Esta conferencia destaca por su riqueza y el análisis objetivo de las condicionantes económicas y sociales que llevaban a las personas a permanecer en esta situación. Ofrece estadísticas del ingreso per cápita de la familia promedio cubana, convirtiéndose en un estudio acucioso con carácter sociológico. Plantea alternativas y un conjunto de medidas que podía el estado adoptar y que la conferencista determina como medidas de carácter médico, de servicio social, de educación, orientación vocacional y de carácter legislativo. Refiriéndose a esta situación como un problema y responsabilidad de todos y el camino para viabilizar la posibilidad de una ciudadanía plena y consciente.

García Tudurí (1950), aborda un tema de suma importancia. Su conferencia se denominó. *¿Cómo pudiera fundamentarse una reforma de la conciencia cubana?* Es una intervención sustentada en un amplio conocimiento de la Historia de Cuba y de los elementos que pueden estar incidiendo en los problemas que enfrenta la nación. Enumera elementos que parten sobre la necesidad de una nación integrada, alrededor de lo que ella denomina como, *conciencia de la actualidad* y de la desintegración de la misma, cuando se pierde esa conciencia.

Claramente describe cómo la República había corrompido esa esencia y no solo en la cuestión política, sino que había contaminado el cuerpo social. A partir de ahí, enumera un conjunto de problemáticas que resume en la inadecuada enseñanza de la historia, lo que explicaba el desconocimiento de ese pasado glorioso cubano. La admiración a la cultura extranjera, por encima de la nacional y sobre todo la visible falta de fe en un proyecto nacional inspirador para esas nuevas generaciones.

“Recordemos que en el plan de estudios secundarios vigente hasta hace muy poco, la Historia de Cuba quedaba relegada, cuando no suprimida, y el joven que salía graduado de nuestra Universidad sólo poseía elementales y escasos conocimientos acerca del pasado de su pueblo. Agreguémosle a esta situación la constituida por los enormes contingentes de jóvenes que desde los inicios de la República son enviados al extranjero para su educación. A la ignorancia de su propio pasado, se sumó entonces un secreto desprecio, al que contribuía la admiración bien fomentada por otros países, y ya tenemos el llamado complejo de inferioridad que ha caracterizado la conciencia de nuestras generaciones republicanas. Esto ha engendrado el escepticismo, la falta de fe en nuestro destino, la admiración ilimitada por todo lo extranjero”. (García, 1949, p.15)

La autora no solo esboza la problemática, trae al debate lo impostergable tarea de mejorar la enseñanza de la historia, modificar planes de estudio y si bien este era un objetivo esencial no bastaba, para mejorar el proceso educativo, debía revisarse la concepción filosófica del hombre y de la convivencia humana. Habla del seguimiento de los principios éticos y religiosos. Enfatiza que esa reforma ha de fundamentarse en una concepción espiritual del hombre, de la convivencia y una ética cristiana. Estos eran los núcleos esenciales en que sustentaba la reforma, todo ello hilvanado en un discurso coherente con un fuerte contenido filosófico, en los que según ella, cada uno de estos elementos podía contribuir a la consolidación de la conciencia cubana y la formación integral de la juventud.

Esta conferencia quizás fue punto de partida para la invitación realizada a Maza (1950), quien dialogó sobre, qué hacer por la superación de la juventud. *“Sólo en líneas*

generales podría formularse un programa de mejoramiento de nuestra juventud, que habría de atender a los siguientes aspectos esenciales: 1° salud física y mental; 2° eficiencia económico-vocacional; 3° empleo adecuado del tiempo libre en actividades creadoras y constructivas; 4° preparación para la vida del hogar; 5° cultivo del sentido de la responsabilidad cívica; y 6° desarrollo del sentido de los valores espirituales para formular una filosofía de la vida que contribuya a la integración de una personalidad armónica y equilibrada” (p. 69)

Como los presenta es coherente con las concepciones en los que la integración de cuerpo y mente sana, forman un individuo mejor preparado para la vida. Pero agrega, el cultivo del sentido de la responsabilidad cívica y es sumamente importante pues esta no es una cuestión muy común en las conferencistas. Hablar de valores ciudadanos, conocerlos y preservarlos como vía desarrollar una mejor juventud es relevante.

Termina aseverando que no es posible olvidar la importancia de los jóvenes como garantes de la construcción de la sociedad futura, por tanto, el primer deber es formarlos adecuadamente para que lleven sus vidas por caminos correctos y que luego sean capaces de empeños mayores. Ratifica que aquella sociedad que descuida la formación de su juventud estará labrando su propia ruina.

Entre julio y septiembre de 1950, se propone el curso denominado: Reafirmaciones cubanas y a él es invitada Camila Henríquez Ureña que propone “Los valores literarios de Cuba en la cultura hispánica”. Es este trabajo sin lugar a dudas se convirtió en un referente para los estudios del origen y evolución de la literatura cubana, por la exhaustividad y coherencia con que son analizados los diferentes géneros literarios, sus principales exponentes, sus aportes y limitaciones. Entre las figuras representativas menciona de manera especial a José Martí como pionero del modernismo. Exalta como la mayor parte de la obra en prosa de Martí, está al servicio de su lucha por la defensa de Cuba. Por igual destaca la obra de Cirilo Villaverde, por el empleo de técnicas realistas del costumbrismo, para presentar rasgos de la sociedad cubana.

Esta misma línea es seguida por Rosario Novoa pero con otras manifestaciones artísticas: la plástica y la escultura. Son valoradas las obras de Leopoldo Romanach, Víctor Manuel, Amelia Peláez. Escultores como Juan José Sicre Ramos Blanco Alfredo Lozano y Rita Longa. La intención resaltar el valor de sus obras y su aporte a la cultura cubana.

De las disertaciones consultadas, destaca una de enero de 1952, de Isalgue de Massip. Consideramos que el análisis del devenir histórico realizado y su profundidad es notable. Hace un recuento desde los componentes étnicos. Destaca los aportes al pensamiento cubano de Varela, José de la Luz y de Saco. Se refiere a las corrientes

de pensamiento más representativas durante la colonia, llegando hacer una valoración del Pacto del Zanjón y la importancia extraordinaria de la Protesta de Baraguá.

Isalgue (1952), argumenta que es en estos resortes donde hay que buscar los recursos espirituales para enfrentar la frustración nacional y concluye afirmando: *“Nacimos entre las ruinas del patrimonio de nuestros mayores; crecimos en la escasez y en la desesperanza de un destino frustrado por fuerzas superiores a nosotros; pero hemos aprendido una lección que vale todos los sacrificios: que en la riqueza y en el bienestar sin espíritu se encharca el alma y que en cambio se alquitaran sus esencias más puras en el combate con la adversidad; hemos aprendido una experiencia: que en los altibajos de idealismo en acción y de frustraciones que forman nuestra Historia, los estímulos de la cultura despiertan los espíritus generosos de los que nos han servido de guía y sobre todo, hemos escrito páginas tan hermosas y tan llenas de dignidad como pudiera haberlas escrito el pueblo más grande de la Tierra”* (pp. 88-89)

Como hemos ido describiendo en la selección presentada, múltiples fueron los temas tratados por las mujeres, quedando en un segundo plano la temática femenina. En las notas biográficas, se aprecia que las féminas invitadas eran ya mujeres de gran prestigio y con un reconocimiento social, en áreas del conocimiento afines a las temáticas en las que disertarían. Se puede decir que en su mayoría eran pedagogas de amplia experiencia y con estudios especializados en Filosofía, Psicología o Psiquiatría. Como tendencia las mujeres no fueron invitadas a la Universidad del Aire a tratar temas relacionado con sus derechos. No obstante, se ve una evolución, pues si bien en sus inicios se ve una línea más encaminada a reforzar su papel, como madre y esposa, ya en la década del 50 se pide sus valoraciones sobre temas más amplios.

A las mujeres no se les pidió sus criterios sobre cuestiones políticas y si en algún análisis se hizo referencia a estos temas, fue por iniciativa de las invitadas o como parte de una relación vinculante al tema. Lo hacen de manera sucinta, al abordar las principales problemáticas de la sociedad cubana señalan la crisis de valores, la falta de conciencia y la falta de decencia con que se había guiado el gobierno republicano refiriéndose al robo de los gobernantes.

No creemos que fuese falta de capacidad para el análisis o para el diálogo lo que determinó esta restricción, por lo que nos inclinamos a pensar que estos temas relacionados con las cuestiones políticas fueron reservados para representantes del género masculino, dejando precisamente los temas de literatura, educación y filosofía para las damas. Debatieron mucho sobre la necesidad de la

educación de las nuevas generaciones y de la protección de las mismas, niños, adolescente o los jóvenes.

En estas mismas notas biográficas, con toda intención, hemos señalado en los casos que así corresponde, algunas mujeres, tenían para entonces o llegaron a tener, el reconocimiento de ser defensoras de las mujeres y del movimiento feminista en Cuba. Tómese en cuenta que no fueron invitadas a disertar sobre estas cuestiones, no siendo objeto ni una sola vez el análisis propiamente de los derechos de las mujeres o su igualdad de oportunidades en ninguna de las disertaciones.

En cuanto al análisis presentado del papel de la mujer cubana en la sociedad, queremos analizarlo desde dos aristas. Una está dada por la visión que tienen de sí mismas y elaborada a partir de las valoraciones realizadas en sus disertaciones y la otra arista elaborada de las participaciones en los intercambios al finalizar sus intervenciones. Le demostraban respeto, pero en más de una ocasión se le hacen observaciones un tanto irónicas como las realizadas a Isalgue (1933), cuando al concluir con su disertación desde el público se le reprocha que se esperaba de ella, más *propósitos para el mañana y no historias del pasado*. La intervención oportuna del moderador y una respuesta directa de Isalgue puso fin a tan molesta actitud.

Como se fue ilustrando a través de los ejemplos, desde la propia construcción del discurso, la propia mujer en muchos casos reproduce algunos patrones y estereotipos comunes de la época. Son profesionales, con carreras ya consolidadas que aun cuando presentan una formación académica resaltan las cualidades femeninas para el cuidado del hogar, la educación de los hijos y el esposo.

Los temas más tratados por ellas fueron los de Literatura y educación, con casi un 50% de las intervenciones, porque incluso cuando abordaban temas relacionados con los jóvenes o la familia, lo enfocan del papel y la responsabilidad que la mujer jugaba en estos procesos. Sería interesante poder dilucidar si esa información era transmitida para sus discursos o cuánto pudo haber influido el saberse escuchadas por miles de personas, en las que evidentemente encontrarían seguidores o detractores. Pero defendieron con vehemencias sus posiciones a partir de conocimiento sólidos de los temas sobre los que disertaron.

CONCLUSIONES

La participación femenina en la Universidad del Aire fue importante por su coherencia y diversidad. Consideramos que la participación de estas mujeres fue ante todo un reconocimiento a las féminas que habían ido ganando un lugar especial en la comunidad académica, por sus méritos personales y profesionales y como consecuencia de su labor en cada uno de los campos del saber en que se habían ido destacando.

A pesar de lo limitado, en un primer momento la temática femenina se abordó en su conjunto, a partir de preocupaciones que existían en la sociedad cubana que giraban en torno a cuál debía ser el papel que debía desempeñar la mujer, con esencial énfasis en temas medulares como la protección de la moral y las buenas costumbres. Para entonces no hay dudas que la mujer cubana se ve a sí misma con amplias potencialidades para transformar, moldear y fundar paz en el hogar.

Apreciamos un clima de sincero respeto para cada una de las conferencistas que por allí transitaban. Las propias mujeres que allí concurrieron asumieron el reto de ser escuchadas en un espacio público y sumarse al debate sobre temas de actualidad y de importancia para Cuba y el mundo.

Sin embargo, no podemos dejar de apreciar ciertos límites a la participación femenina tomando como argumento tomamos, las temáticas asignadas, reiterando que el tema de los derechos de la mujer y su participación política no fueron abordados en este proyecto.

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09



SOCIAL SPEECH

ON WOMEN IN THE BIMESTRE CUBANA MAGAZINE (1910-1923)

EL DISCURSO SOCIAL SOBRE LA MUJER EN LA REVISTA BIMESTRE CUBANA (1910-1923)

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ABSTRACT

Nowadays, the study of the first half of the 20th century from serial publications is becoming more and more frequent, with the aim of reconstructing periods and processes that allow the preservation of historical memory. For this interpretation of the past, it is necessary to study the Bimestre Cubana Magazine from 1910-1923, in order to understand the social discourse that predominated about women at the time. Its pages contain articles that provide information on women in the period from the educational, cultural and charitable point of view, through the use of lexicon, anthropological studies, among others. Reference is also made to the role of women in the preservation of national identity.

Keywords:

Women, social discourse, historical memory.

RESUMEN

En la actualidad se torna cada vez más frecuente el estudio de la primera mitad del siglo XX a partir de publicaciones seriadas, con el objetivo de reconstruir periodos y procesos que permitan la conservación de la memoria histórica. Para esta interpretación del pasado es necesario el estudio de la Revista Bimestre Cubana de 1910-1923, con el fin de comprender el discurso social que predominaba sobre la mujer en la época. En sus páginas resaltan artículos que referencian información sobre la mujer en el período desde el punto de vista educacional, cultural, de beneficencia, mediante el uso de lexicografías, estudios antropológicos, entre otros. De igual forma se hace referencia al papel de la mujer en la preservación de la identidad nacional.

Palabras clave:

Mujer, discurso social, memoria histórica.

INTRODUCTION

Historical research based on the analysis of serial publications is essential to understand the past and specially to reconstruct feminist struggles in Cuba. For such reason, a re-reading of the Bimestre Cubana Magazine from the social discourse point of view allows us to understand how the role of women was visualized in the first Republican decades.

The Bimestre Cubana Magazine, was one of the most important magazines published in Cuba, with a stable position taking into consideration the political and social situation of the time (1910-1923).

For its study, we will need several elements to be able to analyze and interpret the social discourse on women. This period is rich in women's issues, from a quantitative and qualitative point of view. It is characterized by the presence of works on feminism, the publication of conferences and speeches given in associations and congresses. The increase in the production of works on women corresponds to a boom in women's movements, not unrelated to political movements in general.

When analyzing the social vision on women from the Bimestre Cubana Magazine it is necessary to channel the study in two directions, the first one centered in the mention of women in society and the second one taking into consideration the role of women as influential when talking about national identity. In order to support the previous approach, it is necessary to consider articles such as *Elogio póstumo* of Marta Abreu, *Poesías líricas de la Sra. D. a Gertrudis Gómez de Avellaneda*, *l Congreso Nacional de Mujeres*, among others.

Let us let clear that within this context we are analyzing, women had specific and differentiated experiences from those of men. Far from being determined by essentially biological differences, these experiences are marked by the social constructions of gender and of the patriarchal society of the early twentieth century; therefore, the formation of culture and language will not be the same for men and women.

During the years 1910-1923 the Bimestre Cubana Magazine assumed a social discourse of defense towards Cuban women, departing from the process of republican transformations in her favor and the socio-political reality. This allows a holistic understanding of women in the reconstruction of the historical past of the Cuban nation in that period.

It was necessary to define the concepts of social discourse. It consists of elaborating a message through different mechanisms and expressive resources available in the language; it is a communicational act involving the sender and receiver of the discourse. In the specific case of social discourse, it is of great importance for understanding

the limits within which a given society thinks and writes; it is an unavoidable step not only for the discourse analyst but also for the historian of ideas and the social science researcher. All historical periods are characterized by a supremacy of the thinkable and a series of rules that establish legitimate ways of arguing and narrating, of persuading and proving, which can be ascertained through the analysis of social discourse.

The objective is to analyze the main elements that typified the social discourse on women in the Bimestre Cubana Magazine (1910-1923).

DEVELOPMENT

Nowadays, the study of the first half of the 20th century from serial publications is becoming more and more frequent, with the aim of reconstructing periods and processes that allow the preservation of historical memory. For this interpretation of the past, it is necessary to re-read the Bimestre Cubana Magazine from 1910-1923, in order to understand the social discourse that predominated about women in that period.

To support this research, it was essential to consult the text *El activismo social y político de las mujeres durante la República de Cuba (1902-1959)* by Manuel Ramírez Chicharro that allowed understanding the privatization of rights for women from the approval of the 1901 Constitution in a context marked by the first feminist wave in the United States.

Moreau- Lebert (2015), in her work *Las mujeres en Cuba de la colonia a la contemporaneidad: antiguos retos y nuevos protagonismos*, approaches feminist issues from a novel perspective becoming a theoretical reference for research.

Sabas Alomá (2003), in his work *Feminism*, explains the rights obtained by women in the first three republican decades, ranging from the approval of parental authority and the divorce law to the formation of women's organizations and the development of the movement. This text is useful for the analysis of women in their historical context.

For his part, Díaz Canals, in his work *Mujer-Saber-Feminismo*, evokes feminism with a great reflective charge that encompasses the triad of woman, knowledge and the polemic movement in which it is immersed.

In the work of González Pagés (2003), *En busca de un espacio, historia de las mujeres en Cuba*, an analysis is made of the process of struggle of Cuban women in the defense of their rights, making use of the press, but her observations are focused on Havana and some points in the interior of the country.

The article *Evolución de los derechos de la mujer cubana a partir de 1868* by Arencibia Fleitas & Hernández

González (2009), where the evolution of Cuban women's rights in the history after our independence wars is exposed, exemplifies the most radical feminine attitudes and their position before the existing discrimination and the conquests in the juridical field. It is specified the moments of beginning of their right to vote, to the equality before the marriage and to the claim of the divorce, proving that these rights conquered by them were the fruit of great fights for their political, social and cultural vindications.

We must clarify once again that the period under study is determined by inadequate actions in the preservation of the documentary heritage, when a process of decanting was carried out, which caused the loss of the issues of the magazine from 1924 onwards. In order to direct in a coherent way, it was essential to determine a series of indicators among which stand out: education, culture, charity houses, lexicon, prostitution, anthropological studies.

During the American intervention (1898-1902), in order to encourage the modernization of Cuban society and awaken feminism, the intervening government opted for the preparation of teachers as a long-term strategy.

In the Bimestre Cubana Magazine, reference is made to the role played by women in the teaching profession and also as students in preparation, it states: *in the schools of this Institution directed by Dr. Justo P. Parrilla and by Miss Caridad Pardo, the notable success of the teaching of the English language, introduced at the beginning of this year (1910) can be registered. Recent examinations demonstrate the success of the creation of the respective language classroom and the appointment of Miss María Cabrera, who is in charge of it.* (Cuba. Sociedad Económica Amigos del País, 1910)

At the beginning of the establishment of the Republic, teaching methods on the island were influenced by North American canons, and in 1909, the First Law School was approved, regulating primary education, which was insufficient and the quality was limited by the scarcity of resources destined to education. In the first republican years, teaching was characterized for being disorderly, since teachers were given freedom to carry out their work, so the curricula were not applied in a similar way in the Island, playing an important role the creativity of teachers, mainly women, being the majority in this profession.

The same article refers to the case of the La Encarnación School in Marianao, which was directed by Mrs. María Teresa du Bouchet. The only noteworthy case is the division of the building in order to lease to third parties the remaining part of the building, which was unnecessary for their purposes. However, the note allows us to understand that the administration by women was becoming more and more recurrent (Cuba. Sociedad Económica Amigos del País, 1910).

Another example was María Luisa Dolz y Arango, who received the Luz y Caballero award, instituted by Gabriel Millet, who was characterized by her tireless, creative and proactive work and was able to break through the educational limitations and incorporate North American and European experiences in the curricular plans. She directed the Instituto de Segunda Enseñanza de La Habana and in her staff, she was able to gather other pedagogical and literary figures such as Mercedes Matamoros, Carmen Casal, Pilar Romero, Adriana Bellini, Esther Fernández among others (Cuba. Sociedad Económica Amigos del País, 1912).

The role of women in pedagogy and social recognition are also evidenced in the Bimestre Cubana Magazine when a note is published, which states: *"by Agreements of the General Board in the Ordinary Sessions of May 30 and June 25, 1912... To adopt the agreement proposed by the president of the Education Section, on behalf of the latter, to equalize the salary of Ms. Ferraez Ferraez, kindergarten teacher at the Zapata School, to that of the other teachers, in consideration of her excellent services".* (Cuba. Sociedad Económica Amigos del País, 1912)

However, if a second reading is made, it becomes evident the social discrimination to which women were subjected in spite of exercising a worthy profession, of assuming management positions, of being artifices of Cuban education. The above statement is supported by the phrase "to equalize the salary to that of other teachers" in the journalistic note.

In the work entitled *La prensa médica en relación con los farmacéuticos*, by González Curquejo (1912), the social value of Cuban women is exalted: *"And before finishing, let us say, to dissipate the dryness of this writing, that pharmacists have had in Cuban women a valuable company and support. The purple cap of Doctor has adorned the forehead of our women on a great number of occasions and today there are women pharmacists at the head of several establishments, holding other public positions and even being assistants in our laboratories".* (p 220)

Women were making room for themselves in trades that had previously been reserved for men and their capacity was recognized even in middle and high sectors of Cuban society.

In the Cuba Abroad Section, readers are informed about Piedad Zenea de Bobadilla: *"This fellow countrywoman of ours, wife of our popular compatriot Mr. Emilio Bobadilla, has attracted the attention of the literary world in Paris, for her lectures on Spanish art and artists. The splendor of the subject lent to the Cuban literature, suggestive matter so that it could shine on it all the talent and fantasy of which it is endowed. Cuban literature, which has always had enthusiastic priestesses, congratulates itself for the triumph of our compatriot".* (Hernández, 1910, p. 66)

Although it is true that Piedad Zenea de Bobadilla was born in Cuba, daughter of Juan Clemente Zenea, she was educated in the United States, traveled through much of Europe, and married the Spaniard Emilio de Bobadilla. Piedad was considered a cosmopolitan woman capable of using her words and of enamoring the public in several languages, displaying her intelligence.

The Revista Bimestre Cubana incorporated among its pages *El catauro de cubanísimos (a mamotreto de cubiche-rías lexicográficas)* (Ortiz, 1921b), which began to be published in 1921 and became very popular over the years. According to Fay (2010), "Catauro had an operative capacity in the configuration of modern thought on national identity" (p. 45). In its pages are incorporated terms that refer to women and make it possible to understand social aspects, highlighting the following:

Mesitera. Name given to the woman who sold fruits and refreshments on the tables, which were temporarily located on the sidewalks of the streets and promenades, on the occasion of carnivals, popular festivals and even private dances, frequented from the public road by curious patients who were served or exploited.

Nowadays this trade is still carried out by the ladies and is lexicographically recognized as candongueras, vendedoras, quincalleras.

Sabanera. *It is the woman who sabanea, that is to say, who lives with several men at the same time, successively and in turns, something that is observed, as a curious form of polyandrous survival, among some social groups of the Ciénaga de Zapata, according to Cosculluela and others.*

This term was applied in a rural and intricate zone to allude to the woman who prostituted herself as a way to generate her economic income. On the other hand, according to Fernando Ortiz, the Bembera woman was characterized by living in the semi-barbarous area of the Ciénaga de Zapata and living with only one man.

Similarly, Ortiz (1921b), defined the term Tipa, "*Despicable slut. From the masculine tipo, in a derogatory meaning, we have taken the feminine tipa, a vulgarity of use favored by the frequency with which we have to resort to euphemisms to qualify certain women. That is a tipa*" (p. 328). This term does not clarify what it refers to, so it can have two approaches, the first for her sexual preference and the second for her appearance and behavior with masculine traits.

It also refers to a typical garment of the aboriginal communities, the Enaguas or also known as Naguas, a word that is the origin of the word enaguas, so used in Spain and Latin American countries to designate the undergarment, or under the dress worn by women, and all those who describe the Naguas, agree that they were cotton skirts, tied at the waist, and that they reached to the knees, and

many assert that it was not a garment proper of maidens". (Ortiz, 1921b, 1921b, p. 328)

To support his lexical definition Ortiz (1921b), alludes to the first chroniclers such as Bartolomé de las Casas and reproduces his words: "*women maidens neither wore nor covered anything, only the corrupt or duennas covered their shames, or with certain well-made skirts and carved cotton cloth, which took them from the navel to mid-thigh*". (p. 328)

To allude to the sensuality of Cuban women and to the actions of feigned flirtation, he uses the term Bullarengue. He justifies it by stating that a woman has a bullarengue in her waist, when she has an excessive movement, so it can be a deception. He clarifies that this term came from the 19th century when women used the term "polizón" or "false hips" (Ortiz, 1921b).

Significant is the incorporation of denigrating meanings for women such as corúa and gurrumina. "*The first to allude to the bad and hypocritical woman and the second to catalog her as an insignificant thing*". (Ortiz, 1921b, p. 189)

Fernando Ortiz incorporates in *El catauro de cubanísimos*, words from the ñañigo vocabulary. Bombo Saguaca, genital organ of the woman, pubis. Eñene, honest woman, Eñeneguana Acuará to refer to the woman of bad living, Eñeneguanadibó is the maiden woman, Eñeneguanalbondad, the pregnant woman, Eñeneguanalsólsó, the widow woman, Eñerená, a black woman, Ibana, woman and Ibana Moró, the prostitute, the woman of bad living (Ortiz, 1921b).

Through his lexicographic study, more is known about terms that are essentially applied to refer to activities performed by or attributed to women (Ortiz, 1921b), for example, Tertulia, a place originally intended for women in a theater, as provided for by law, but which in the period under study means a casserole of preference in certain large theaters, where women and men can go. Said Cazuela, is the last floor of the theater, it is called this way to the place of the general entrance destined exclusively to women. This place was also called in Cuba, and is still called, the henhouse or place of hens, as, ironically, it can be said that it is also the casserole. In Cuba we prosaically called the place destined to the women in the theaters tertulia.

He explains that the word Gatazo is attributed to the ugly woman, but with a beautiful body, when she turns around and shows her face (Ortiz, 1921b). The historical writing is present in the Bimestre Cubana Magazine by Mercedes Herrera Reyes, who wrote an article titled *Apuntes históricos sobre la ciudad de San Felipe y Santiago de Bejuical*, through which she delivers in a simple and chronological way the history of Bejuical, since its foundation and until the end of the XIX century. It reflects the geographical and architectural characteristics of the city. It makes a logical

reconstruction of the Governors who headed the administration in the same and the main achievements of each mandate. It also relates the inauguration date of each institution or place of importance for the economic, political and social development of Bejucal (Herrera, 1920).

In the article *La casa de beneficencia y maternidad*, bajo el punto de vista moral, he discusses the operation of this institution that housed women. We must begin by pointing out that the charity centers were created by the Church as charitable institutions to help the sick and homeless, their main mission was to offer shelter, food and comfort to the helpless and sick.

"It is unquestionable that none of the philanthropic establishments that exist today in this Island have rendered and render more useful services to humanity than the Casa de Beneficencia y Maternidad, founded in this town with donations from a small number of pious citizens". (Carranza, 1912, p. 297).

In the asylum, women were guaranteed moral and material education "adequate to their sex" and had to remain in the institution until they were 17 years old. If they had maintained good conduct, once they married, they were given a dowry of \$500 pesos. The Asylum supported a department known as Refugio, for women in labor, founded by Father Mariano Arango with the donation of Mrs. María Antonia Menocal, which gave shelter to all women, regardless of class or color, who due to lack of resources and other private causes, would leave their newborn babies there for safekeeping. The internal regulations of El Refugio severely prohibited the doctors and other employees from even trying to save the incognito of the births, and they had to keep the strictest discretion in their actions and questions (Carranza, 1912).

In another text ideas about the houses of charity in the preceding century are exposed, Cuban Archives. Real Cedula granted to Dn. Juan Valdez declaring the foundlings of the Real Casa Cuna as belonging to the plain state and exempt of the penalties and revenge, allows us to understand according to royal letter... the miserable situation in which the children are in almost all my dominions... It is recognized that the effects of the independence process in the Island caused a high number of abandonment of infants issued by royal ordinance: *"In vast territories, women who are breastfeeding their own children should be encouraged to decide to do the same for their spouses, resulting in continuous infanticide, all to the horror of nature, offending Christian charity and seriously harming the State by the detriment of the population".* (Cuban Archives, 1912)

The analysis of the document allows us to understand the state of desperation, misery and psychological damage in which women were submerged at the end of the 19th century, which makes it understandable that at the beginning

of the period of American military occupation (1898-1902) and in the first decades of the Republic, the incorporation of women into the social, cultural and political life was gradual.

Ortiz (1921a), published in the magazine the work *Los cabildos afro-cubanos*, expressing that women were part of the cabildos during the colony and that during the Republic they occupied directive positions. The following lines are dedicated to a tour of the Latin American continent to establish a comparison with respect to the incorporation of women in the associations and brotherhoods of slaves. He describes in detail the religious ceremonies in which women participated: *"Each queen brings her court of young slaves, pampered by their aristocratic ladies and who were lavishly adorned. Then followed the populace of the tribe with candle in hand women and men playing African instruments"* (p. 9). It shows the structure of the society Sons of the Nation Arará Cuévano that had as objective the protection of its associates in all the forms. Apart from the structure of male direction, it was composed of a board of ladies, composed of a matron, two to six waitresses, a stewardess and six members.

In the same way he analyzes the structure and objective of other associations such as the Union of the Arará Cuévanos, the Society of Mutual Help of the Mina Popé Nation of the Gold Coast, and the Cabildo Arará Magino, that to belong to this one was required to be honored and not to have never belonged to the extinguished association of ñáñigo and the women now occupy twelve positions of vocal in its board of directors (Ortiz, 1921).

The article Cuba in The Peace of Versailles, which was a speech delivered in the House of Representatives, in the session of February 4, 1920 by Dr. Fernando Ortiz. It should be noted that the Peace Treaty had been signed on June 28, 1919, between the Allied Countries and Germany in the Hall of Mirrors of the Palace of Versailles, which put an end to World War I and came into force on January 10 of the following year. Through this speech Don Fernando Ortiz makes a defense of the women when exposing: *"The woman, that in the Pact of the Peace conquers the international right to the public protection like worker and mother, does not deserve in Cuba a protective legal consideration?"*. (Ortiz, 1920, p. 122)

Again, he emphasizes the need for compliance with the Treaty of Versailles and incorporates women as part of their claims: *"The signatories of the Treaty of Versailles want every State to have a body of labor inspectors, composed of workers and women, perhaps to stimulate those like Cuba, which have not yet organized a governmental and official center that can face and direct, with the competence and energy they demand, all these social conflicts"*. (Ortiz, 1920, p. 122)

Bimestre Cubana Magazine, in the year 1914, incorporated among its pages a work by Israel Castellanos, who called it *El tipo brujo* (annotation of Cuban criminal ethnology) (Castellano, 1914). It refers to a study carried out with the use of 100 photographs, considered images of "witches", of which 87 were women. To justify the idea of being a witch or not, they were based on physical anomalies. Of the total number of photographs of women, 38 showed the most constant anomalies: Morel's ears (5%), no lobe (5%), facial asymmetry and hydrocephalic forehead, deviated nose and prognathism. It is suggested that the anomalies are related to criminal acts, although they are minorities and if there are visible physical alterations, they try to cover them up.

"The black witches," says Dr. Ortiz, "mainly if they are Africans, as well as the old black women, wear their heads covered by a handkerchief tied to them, a custom of overseas origin, also maintained by the other old black men who are not witches; but this handkerchief does not constitute a garment of priestly character". (Castellano, 1914, p. 335)

Later Castellanos (1914), establishes an ethnographic comparison between Spanish and African women, on the meaning and use of the scarf. He explains that the Spanish villagers used it covering the skull and the sides of the face knotted to the beard to protect themselves from the sun, while the Africans used it from the hairline to the inio. She clarifies that the women who live in the most uneducated areas of the Cuban capital (to make reference to the marginal neighborhoods), the black washerwomen, cover their heads, but not in the way of the witches, but in a way similar to that of the Spanish villagers, but they cover the entire forehead and the back of the skull.

The Cuban Bimestre Magazine of 1916, incorporates in its number 2, a new article with anthropological approach where a racial comparison of the relative longevity for white, free and slave women is established, that according to the statistical data offered those women with a superior longevity were the black slaves.

The work pointed out that, according to the 1877 Census, there were 42,257 free women of color in Cuba, from 16 to 40 years of age, it is deduced that they give a birth for every 5 women, that is to say 20 per 100. The slaves censused were 67,745, from 16 to 40 years of age, so 8 women correspond to a birth, that is to say 12 and a half per 100. With respect to the white women there were 133,646, from 16 to 40 years of age, so there is one birth for every 5 women, or the same average obtained in the free women of color (Dumont, 1916).

According to the statistical analysis made through the article, it is stated that the slave woman of color was less fecund than the white woman and that of the same race living in free condition. The relative infertility of colored

women was due to the feeling of terror caused in slave mothers by the thought that their children would share the unfortunate social condition of their black sire, who could be sold even when they were only a few days old. Another cause can also be assumed to be the heavy work they performed, the poor diet, the illnesses and the psychological damage they suffered. This, perhaps, is the reason for the limited birth rate of the colored race in Cuba. However, we believe in the greater fecundity of the white race. In fact, the blacks, by their social position, by their state of abandonment, by the absence of any economic calculation, and mainly, by the lust, by the licentious life that men and women of African blood lead, should offer a much higher figure than that contributed by the Caucasian race (Dumont, 1916). The previous approach allows us to assert the belief in the superiority of the white race and separates the statistical data from reality.

Within the content referring to women found in the Bimestre Cubana Magazine, the article written by Lamar (1923), is preserved, entitled *Fight against prostitution and white slave trade*, in which he expressed significant ideas to create a conscience that favors the eradication of these evils: *"those filthy sores that corrode humanity are diseases, which although they seem to have been born with it and still persist in this degree of civilization, like every disease and every evil, are curable, being only a matter of patient study, firm will and time to find them remedy and extirpate them"*. (p. 130)

In his lines Lamar (1923), explains that prostitution and white slave trade are evils that corrode humanity, which for centuries had been relegated to the background and society turned a blind eye. However, he points out that science was developing studies on the subject, which generated concern for being a social evil that was increasing every day.

Beings who have studied and observed in the living, throbbing and aching body of humanity, in the light of science, the infectious pool of prostitution, where it still pleases to wallow a part not freed from hereditary and contagious morbidities, declare and point out that as a disease, and as such it needs treatment. All moral conscience, enlightened by scientific culture, reproves and rejects, energetically, totally, without concessions, the need, the necessity of that ulcer, as even erroneously maintained by many, and is concerned about the remedies to remove it, considering it a duty of human solidarity, inescapable, to contribute in some way to the struggle to overcome the evil (Lamar, 1923).

He considers that in the face of these two social evils, society pretended not to know about them and forbade itself to call things by their name, growing indifference, resignation or ignorance, and thus becoming complicit or supportive of the crime that was increasing day by day. Other

causes, according to him, that contributed to predispose society to the practice of these acts were *“unhealthy, sexual or openly pornographic readings, which make low natures descend quickly into the darkest abysses of impurity. The cinema with its erotic productions”*. (Lamar, 1923)

Throughout the centuries, prostitution has been a social problem. Its manifestations have been in correspondence with the context and the time in which it develops. The birth of the bourgeois Republic opened the period of greater manifestation of prostitution in Cuba. Prostitution constituted for many the alternative to get out of a difficult socio-economic situation.

He exposes that, although some authorities have shown interest in containing prostitution, but still maintain the prejudice that it is a necessary evil, supported by a false concept of a physiological function, which is the law of life and not an instrument of destruction: *“they are cowardly traffickers and careless buyers, who mortgage their own health, of the future or present wife and children, defrauding life”*. (Lamar, 1923, p. 1)

Traditionally, the analysis of prostitution revolves around the almost exclusive sexual sale of women, in which there is no emotional but economic interest. Seeing the body as a commodity only, and taking into consideration that what is sold and bought is sex. Accordingly, this approach does not value the ethical, moral and social conditioning factors associated with prostitution.

Prostitution had a negative impact on society, as prostitutes were involved in criminal acts and public disorder, as well as the transmission of venereal diseases.

In 1912 Don Fernando Ortiz published the article, Elogio posthumous de Marta Abreu, where he recognizes that the Sociedad Económica Amigos del País, for the first-time paid tribute to the Cuban woman.

“And, undoubtedly, by chance of circumstances, but by a very eloquent chance, it is Marta Abreu, and not another Cuban woman, who first deserves the posthumous honor of this public exaltation by the Sociedad Económica. There have not been few, by chance, Cuban women whose names enamel the pages of our history and proudly recall the national conscience of our people. The Avellaneda, for example, when deserving for her literary genius the crown of queen of the Castilian poetry, wins the first rank in the history of the mentality of the Cuban woman, and others, after her and like her, are worthy that their image accompanies that of the men who gave to Cuba teachings, glory and sacrifices, The Countess of Merlin, Luisa Perez de Zambrana, Ursula Cespedes, Aurelia del Castillo and many more will always have for their art tributes for their just fame (Ortiz, 1912).

Don Fernando Ortiz exposes the importance of this homage in a patriotic commemoration party and the distribution

of prizes to the children, because he considered that the childhood should be offered a lesson of Cuban hood. He explains the reason why he considers that the posthumous tribute to Marta Abreu was the right choice: *“Other Cuban women have passed to posterity for the brilliance of their literary genius, others will survive in their names for their virtues; but it seems that what is only due to the happy chance is a meditated work: Marta Abreu passes to posthumous life and reaches before others this homage, not for the brilliance of her mind, not even for the temper of her inexhaustible virtue, but because she knew how to extend her charity for all those who suffered to charity for the homeland that also one day, like the beggars, suffered hunger for freedom and thirst for justice”*. (Ortiz, 1912, p. 92)

It is worth mentioning that Marta Abreu y González y Arencibia, was born in Santa Clara in 1844 in one of the wealthiest families of the region. She married the lawyer Doctor Luis Estévez y Romero, who was poor and honest, a professional worker and a lover of his country and literature. Marta Abreu founded, with her own resources, in Santa Clara, an asylum for the poor under the devotion of the saints, built public washing places, built the Charity Theater, because she felt attracted by the progress of her homeland. Marta Abreu financed the modern scientific apparatus for the astronomical observatory of Santa Clara; she mainly contributed to the construction of the building for the Fair-Exhibition. She defrayed the expenses for the installation and instruments of the Dispensary for poor children and contributed to the construction of the Municipal Fire Station, the building of the Police Headquarters and the Conyedo School; with the purpose of giving instruments for the musical band. Marta Abreu put her personal monetary resources at the service of the cause of the 95 war for independence from Spain.

Marta Abreu *“was born rich, loved much, lived loving, loved her home, loved her poor, loved her country and died sad, loved by her people and the good people”* (Ortiz, 1912, p. 97). She achieved the recognition of her fellow countrymen and the nation thanks to her virtues as a public benefactor and for her private virtues as a woman.

Praising Marta Abreu, Don Fernando Ortiz also lists other Cuban women he considered important in the history of the country and of great influence for the national identity. Among those mentioned is the Countess of Merlin (Maria de las Mercedes Beltran de Santa Cruz y Cardenas Montalvo y O’Farril), founder of Cuban literature written by women, mainly in the biographical and memoirs genre. Among her works, *Viage á La Habana* (1844) stands out, with two editions, one in French and the other in Spanish, published in Madrid with a prologue by Gertrudis Gómez de Avellaneda. This text in its original publication was composed of 36 letters, but the Madrid publishing house only authorized 10 because they considered that they

were impregnated with reformist ideas. In spite of writing in French, the Countess of Merlin participated in the national discourse and emphasized her Creole condition.

Luisa Perez de Zambrana, who is considered one of the most significant Cuban voices of the 19th and early 20th centuries, capable of gathering in herself all the exemplary roles that satisfied the romantic feminine ideal. She reflected in her work the reality of the Cuban woman of the 19th century and her concerns about their future on the island (Calderón, 2022). Another lady who should be remembered was Ursula Cespedes, who used the pseudonym La Calandria, was a poetess from Bayamo who was related to Carlos Manuel de Cespedes and from whom she received help to make her work known. She published in numerous magazines and newspapers inside and outside the Island such as: "La Regeneración", "Eco de Villa Clara", "Hoja Económica", "El Kaleidoscopio", "Cuba Literaria", "La Idea" and "La Moda Elegante" (Cádiz). In 1861 she published her book "Ecos de la Selva", with a prologue by Carlos Manuel de Céspedes who wrote: *"That is why her verses, in spite of the defects they suffer from, rapture and seduce, she paints what she feels, but she does it with so much colorful truth, that her feeling is transmitted as a magnetic fluid to the heart of those who listen to her inspired accents"*. (Echoes of the Jungle, 1985, p 40).

Finally, he mentions Aurelia del Castillo described by Roig de Leuchsenring (1920), with the following words: "This in the physical; as for the moral, the closest to perfection, predominating in her three great loves: her homeland, her home and poetry. And before this glorious trinity officiate her two distinctive qualities: kindness and sincerity" (p. 55). Aurelia del Castillo was the most outstanding Cuban writer and journalist of the 19th century, who was expelled from the country by Valeriano Weyler for her ideals. She published her work in "El Figaro", "La Habana Elegante", "El País", "El Progreso" among others. She was a member of the board of directors of the Liga de las Labores and founder of the Academy of Arts and Letters of Cuba. Aurelia incorporated black and mulatto women in her works, enunciated recommendations for the development of the female intellect so that they would be able to debate with men on issues such as their rights, but in a creative and solid way.

The article Poesías líricas de la Sra. D. a Gertrudis Gómez de Avellaneda, by Juan Valera, was incorporated in the Bimestre Cubana Magazine of 1914, where he highlights: *"But the works of Sra. de Avellaneda are already very high; and the river of oblivion, although it comes very brave and rough, will not swallow them"*. (Valera, 1914, p. 5)

According to Valera, Avellaneda puts much of her most intimate feelings in her lyrical poetry. He establishes a comparison between Vittoria Colonna and Avellaneda, exposing as points of similarity that both sang and praised

in their youth to some mortal subject, for whom they felt the liveliest affection; and both, disenchanted later, and always full of love in their hearts, put this love in God, and to him they consecrate their lyre and their songs. In both it is not clear whether profane and earthly love is preferable, or celestial and divine love.

He also notes that Avellaneda's work is impregnated with sincerity, realism and inspiration. However, he recognizes the misanthropic disdain, the contempt for the world and men, is a feeling typical of this century, and very general in almost all. He turned his verses into a psychological and intimate story, sweetened by devotion to God or the Virgin.

According to Valera, La Avellaneda possesses a high degree of descriptive talent; she incorporates the beauty of nature in her work, there is feeling in her descriptions; she manages with balance the knowledge of art and language. He recognizes his aptitude to translate into Spanish the works of any foreign poet, such as Victor Hugo, Lamartine, Parny and Byron.

In order to analyze the characteristics of the lyrical prose of La Avellaneda, Valera analyzes the influence of Christianity on women, stating that it has not been favorable for the development of certain active qualities, "of certain brilliant energies of the soul" (social and intimate behavior). He points out that modesty, recollection, resignation, submission, sacrifice and humility are the virtues that Christianity instills in women's souls.

"The advice of the first woman brought death and sin into the world. How can a humble Christian woman dare to teach the crowds? Our religion lowers her pride and subjects her to man. If a woman saved us from death and sin, it was not by wisdom, nor by teaching, nor by the active energies of the intelligence, but by humble conformity and great obedience to the divine decrees. All in her were passive virtues. She carried the Savior in her womb, she bore Him at her breasts, she wept His death at the foot of the Cross. The ideal type of the Christian woman is the Virgin and the Sorrowful Mother". (Valera, 1914, p. 6)

She recognizes that the real and social manifestation of the Christian woman is that of a retired wife, taking care of her home and children, busy with domestic chores and cares; with a behavior of the solitary and silent virgin, of a sister of charity who is only devoted to the relief of the evils and miseries of those who surround her. She also denounces the humiliations to which women were subjected by men:

"Man has humiliated her until he has made her his servant, or has exalted her until he has made her a deity; but he has not known how to make of her a companion, an equal, a subject worthy of all his trust". (Ureña, 1912, p. 265)

The writer Max Enríquez Ureña makes an analysis of the life and works of Jesús Castellanos, specifically of the

presence of women in his costumbrista narratives. A clear example were the observations he made in *El cuento semanal*, a section incorporated in the *Bimestre Cubana Magazine*.

They abound with astute and accurate observations of Cuban life during the war period. The two Fundora sisters give us, from the moment they appear in the narrative, the typical impression of the guajira. *“Esperanza was the oldest, Juanilla was two years younger; perhaps she was around seventeen. They occupied a place in the impedimenta, with the old Fundora that, walking its wobbling head of great beast, sniffed for the serones of viandas”* (Ureña, 1912, p. 260)

According to Max Enríquez Ureña, the country women painted by Castellanos did not give an idea of the Cuban peasant woman. He shows them as free women, capable of being carefree with men regardless of society's criticisms.

Juan Morro wrote an article entitled *The Aspirations of the Cuban Woman* (Morro, 1923, p. 100) through which he analyzes the “First National Congress of Women”, inaugurated on April 1, 1923, organized by the “National Federation of Women's Associations of Cuba”: *“The Bimestre Cubana Magazine wishes to fix in its pages this event that symbolizes the advent to the public life of the homeland of a new and vigorous element, until now neglected, and with which we will have to count forever”* (Morro, 1923, p. 100)

She clarifies that the holding of the Congress did not mean that from that precise moment women could have an electoral influence on the destinies of the nation, however, it was a sign of the existence of a coherent, strengthened and defined social activity with the capacity to assert their rights.

In the barren field of our miserable politics, without greenery, and “dog-toothed”, the educated women of Cuba will know how to throw seed that will replenish our savannah with new foliage of ideals. In this most dangerous era of political stranding, the arrival of the Cuban woman to the agora can do much, because all the moral forces are necessary, that civilization keeps up here, to fight and defeat the evil, that by suicidal unconsciousness of the people and flagrant criminality of generals and doctors, has usurped the public powers and resists all attempts of patriotic regeneration (Morro, 1923).

He states that in the inaugural session the president of the Congress, Mrs. Pilar Morlón de Menéndez, was in charge of delivering the opening speech. During the seven working sessions, held in Havana, various works were socialized, polarized with modern criteria that were aimed at correcting the evils of the Neocolonial Republic.

In the sessions of the Congress, many women stood out, such as Morlón de Menéndez (1923): *“she would be a brightness of our parliament, she will be a brightness of our academies if she persists in her very high work, she is already a brightness of our culture”* (p. 104)

He recognizes that Pilar Jorge de Telia and Hortensia Lamar were capable of putting together crude ideas that affect society, with great eloquence and displaying their wisdom: *“They are far superior to many of those who in the male world are revered here as prophets”* (Morlón, 1923, p. 104)

He considers that Dr. Guillermina Pórtela and María Luisa Sánchez de Ferrara demonstrated the capacity of women to intervene in municipal administrations, both showed this with their work on urban beautification. In the debate sessions there was a section dedicated to the legal section enriched with topics such as hereditary equality among children, an idea defended by the American Mrs. E. W. Newman; the rights of the child, presented by Emma López Seña and a review of the legislation on adultery by Dr. Rosa Anders, among others. In the political section, papers on women's suffrage were discussed by Pilar Jorge de Telia, Esperanza de Quesada, Hortensia Lamar, and others.

Del Morro (1923), said about the First National Women's Congress: *“The broad tolerance and respect for all ideas was a note of serious culture, which was the norm of the congresswomen, and which the very able president took care to maintain at all times. Catholics, Protestants, Israelites and Teoso Fas freely expressed their points of view, even on topics very subject to religious creeds. The National Women's Congress was in this a nobly free-thinking congregation”* (p. 108)

The conclusions of the First National Women's Congress (De Morlón, 1923) are set forth in the text and, because of their importance, are reproduced in their entirety:

- a.- That an intense campaign be undertaken by all the women of the Republic to obtain the vote, as a first measure of social prophylaxis.
- 2a.- To work for the reform of education in general, including special schools, and because preferential attention is given to the teaching of eugenics and childcare.
- 3a.- To work for the reforms of the civil and penal laws, in the sense of equalizing, in rights and responsibilities, women and men.
- 4a. -To work so that the protective laws of the childhood that are in force are fulfilled, and so that all those that are necessary to make the protection more effective are dictated.
- 5a.- To give preferential attention to the Reformatories and to work until the creation of juvenile courts is obtained.

6a. -To intensify the love of plants and animals.

7a. -To work for the beautification of the city.

8a. -Creation of popular civic schools, as a means of intensifying nationalism.

9a. -To intensify the fight against drugs and the white slave trade, with all the Associations adhering to the "Women's Club of Cuba" for this purpose.

10a.- Intervention of women in the organization and inspection of education.

11a. -Protection to the work of the woman in the material and moral thing, equalization in the economic thing to that of the men.

12a.- Penitentiary reform.

13a.- Revision of legislation.

14a. -To work intensely and effectively with all the lawful means within our reach and without contracting commitments with any party, to obtain the right of suffrage.

15a. -Vote of thanks to the President of the Congress.

Due to the importance of the works presented at the Congress, the Bimestre Cubana Magazine believes it is responding to its high cultural purpose by reproducing some of these works, which it owes to the kindness of their authors to whom the honor of their authorization to insert them was requested. *"We do not pretend nor can we give all the speeches read, only a few, chosen among those that with more relief have marked which are the feminine ideals in Cuba in these sad days that here run"*. (De Morlon, 1923, p. 114)

Among the works reproduced by the Bimestre Cubana Magazine is the speech delivered by Dulce María Borrero de Lujan, presented under the title *Mujer, responsable indirecta de la degeneración progresiva del alma cubana* (Borrero, 1923).

The text states: *"When, from this same tribune I spoke one night to my compatriots, at the inauguration of the Women's Club of Cuba, of the terrible ravages caused by the white plague among the sad and beautiful little workshop workers, and of those caused by ignorance in the humble spheres among the poorest and most helpless classes and therefore more worthy of moral and material help of our society; of the disastrous, anti-human consequences of hypocrisy and mental dishonesty brought into marriage as a hidden seed that soon bore miserable or bloody flowers in the growing family jungle: when I sketched, with my voice trembling with pain, so many years ago, before this same group of Cuban women, the lamentable picture of so much sadness-, of so much misery, dangerous in the long run for the health and vigor of our race-, of so much persistent unconsciousness and clumsiness due to*

our negligence, to our criminal indifference in a newborn society in a virgin environment, so to speak, where they would have taken hold so soon, if each and every one of us had thrown them with love, the seeds of a simple morality, of a sincere one, of an ambition for improvement that would have given everyone fruitful fruits of peace and harmony, only insinuated, albeit with terrible violence, other exuberant vices today and that permeate the soil of the country with a joyful bloom, at whose contact every other healthy sprout dies, every generous aspiration of resurrection is exhausted, drowned". (Borrero, 1923, p. 111)

In the previous lines the author shows the recognition of social and family problems, it is notorious that she takes them up again because of the importance she gave them as a way of moral recovery of the nation. On this occasion she incorporates in her discourse other problems suffered by the Cuban society, one of them was drugs: *"Narcomania, pale woodworm that destroys without noise the most beautiful types of youth and human vigor; ray that kills without compassion, calcining mind and soul in those it wounds; diabolical putrefaction that allows the dead to walk among the healthy so that it infects and wounds them, had not yet spread, as it had done, by the criminal apathy of all, among us"*. (Borrero, 1923, p. 111)

He also denounced the existence of regulated prostitution, theft, bribery, fraud, bribery, impudence with high levels of manifestation in society: *"to the increase of which not only this or that leading group, in this or that period, but all the elements of our population have contributed, some through ignorance, others through rapacity or false, but peremptory need for wealth; some directly, compromising themselves, having to receive and bear under the shower of roses of their ill-gotten comforts, the noisy blow of the opinion that marks them in the face forever; others indirectly and with impunity, as it contributed, as it still contributes, in great part, the element of our society considered until now as irresponsible, as inoffensive, as incapable of weighing in the destinies of the country: the feminine"*. (Borrero, 1923, p. 111)

Borrero (1923), exposes that the successive governments in office in the country are not the only ones responsible for the situation in which the nation is plunged, with economic, political and social problems that each time made it succumb more and more, also blaming all sectors of society regardless of age, race or religion: *"We were not sincere in lamenting loudly, at a given moment, the seriousness of an evil that we indifferently saw growing and progressing day after day, nor were we sincere in placing all the blame for the material and moral discredit of the nation, culminating at the time in that dilemma still posed to our sovereignty, on a single class, the most obliged, it is true, but also the most exposed to the contagion of vices and corruptness organized and imposed on the directors of the Republic since unforgettable times as the only*

weapon of government. Had not the evil of disapproval already spread to other spheres simultaneously on the occasion of the obvious economic disaster that had recently brought the Republic to the brink of death?" (p. 117)

She makes an analysis of the moral devaluation of society, which involves the family as the main nucleus of its preservation and women as active members of it. She severely criticizes women who adopt an indifferent attitude towards social problems, who were not capable of thinking about the underprivileged, who were only concerned about accumulating wealth, about fashion, about listening quietly to their husbands without objecting to any decision.

"No; you cannot imagine this picture. The car is the goal, the bell, the parchment of honor, not for the wealthy element who will not sacrifice reputation or peace in acquiring it: For families of modest fortune where young women, still imbued with the holy ancestral honor of street work, strike all day or entertain their endless hours arranging visits to intimate friends, commenting between crystal arpeggios on the latest piquant social anecdote over the telephone with a decent young man, or studying the weekly cast of aristocratic cinemas and their fashionable tandas, while the men whose names they keep toil, struggle, suffer, resist, accept and claudicate!" (Borrero, 1923, p. 118)

He exalts the need to assert one's voice, to stand up to problems, to seek permanent solutions to the moral crisis of society for the good of the homeland: *"The Cuban soul is deformed to the naked eye because violence, passions, appetites, petty novelties, false needs that were never essential to its happy existence before now, are injected into its old fundamental traits. And the source of all these fatal grafts is only in the unbridled love of luxury, fed largely by the mental and spiritual inconsistency of many of our women, who certainly do not remember that superb type of women of the Revolution, who were the flower and mirror of the brave man who sacrificed everything to the unlikely dream of freedom and the magnificent hope of the homeland!"* (Borrero, 1923, p. 118)

The speech read at the solemn opening session of the First National Congress of Women! (De Morlón, 1923), was incorporated in the pages of the Bimestre Cubana Magazine, which begins by alluding to the importance of the meeting, imagining what our ancestors would think if they could witness that moment, he adds: "But this is a Revolution!" A Revolution, yes, indeed it is; Peaceful Revolution or Evolution, no matter the name, but something new, something unknown among us, where until today women had their activities limited to a humbly passive role, something inexorably changed in the usual march of our things.

She states that the celebration of the Congress responds to the awakening of the feminine conscience that was dormant, it is a sign of progress, of cultural improvement,

symbol of the legitimization of aspirations, it is the desire to claim, to leave aside the secular prejudices regarding their mentality, it is the desire to show their knowledge and to demonstrate that since the withdrawal of the home their brain has matured and can be subjected to the most subtle comparisons.

"All of us without exception, all of us who here await the moment to test our thinking, we are all sincere. We do not aspire to individual benefits, we do not aspire to vain notoriety, we only come inspired by the purest of feelings to say: You who think me incapable of thinking, here is what I know. You who brand me as frivolous, recognize your error, for you see that I dedicate my idleness. You who doubt my ability, hear me and judge, you who have made my name synonymous with inconstancy, look at my work, made entirely of clairvoyant love, of holy tenacity!" (De Morlón, 1923, p. 122)

She states that the objective of the Congress is dual: firstly, it is the reflection of having made Cuban women co-participants of the benefits of education, being able to demonstrate their cultural level, and secondly, it served as a free exposition of feminine thought regarding the problems affecting the individual, the family, the home and the homeland, it was an act of hope and improvement.

"Instructed in the arcana of philosophy, of the sciences, the woman acquired the firm conviction of having contracted before herself a new obligation, that of contributing to the collectivity the contribution of the gifts of her intelligence, of her heart, of her knowledge, and, and, rising every day more and more in quality, he came to realize that, being also a co-participant of the hardships of life, of its burdens, of the joys and sorrows of the country, in addition to the duty, he had the most sacred right to interfere in national affairs" (De Morlón, 1923, p. 123). Es el factor nuevo, la mujer consciente de un deber que cumplir, pidiendo el ejercicio de un derecho innegable, es la pulsación del pensamiento femenino cubano. It is the new factor, the woman conscious of a duty to fulfill, asking for the exercise of an undeniable right, it is the pulsation of Cuban feminine thought. It is catalogued by the author as a starting point in the history of Cuba, it is an interest in safeguarding the race, science and heritage.

"Come to know what Cuban women think, come to hear their cries, their wishes for a better state of affairs! The debate is open and free. This is our Congress, Cubans, here are your women, what they know, what they are worth. Cubans, here is what you think, what you want. It is worth paying attention, the act is not vulgar" (De Morlón, 1923, p. 123)

He harangues those present with cultured words to make them aware of the need to rise up in defense of the nation that is being mortgaged economically and politically. *"Aren't we tired of so many affronts? Yesterday the*

Beneficencia was sold, today a convent is being bought, tomorrow the Lone Star will be put up for auction. It matters little to know how and where the little orphans will end up, it matters less to know what will be done with so much Convent, what is urgent is to prepare ourselves to watch with indifference our beloved Star leave its solitude and set out towards a northern constellation on one of those journeys from which we never return!" (De Morlón, 1923, p. 126)

She asks those present that the Congress be the starting point for a disciplined and coherent action, capable of bringing together women from every corner of the Island: *"In the year 1923, Resurrection Day, the women of Cuba met to declare the homeland in danger and agreed to save it!"* (De Morlón, 1923, p. 126)

She calls for women's unity as a way to fight the prevailing evils. *"Let us declare ourselves in permanent session against evil wherever it is and whatever it may be. Let us simply title our action Nationalism, without further ado. It will be the insignia of the pure, of the good, of the true patriots."* (De Morlón, 1923, p. 127)

He puts into consideration that the Cuban Revolution had not finished, it was necessary, as well as political freedom, to conquer also that which is achieved with moralization; the moralization of the street, of the home; of the school, of the workshop, of the public administration.

"Timbra of glory, in these times of fierce "arrivismo", of harsh and merciless struggle for life, is the presentation of our works. Intelligence, Knowledge, Virtue. Behold under what aspects, Cuban People, I, the humblest, have the immense pride to present the Cuban Woman!" (De Morlón, 1923, p. 126)

These were women's conquests in the republican stage, but they did not mean, not even remotely, the solution to the problems they had to face both in the public and domestic spheres. Although in this aspect they had notable support among the congressmen, for many years they assimilated with fortitude the mockery and sarcasm of a press, mostly a mouthpiece of the patriarchal and androcentric mentality, for which feminist struggles represented an unacceptable transgression. The prevailing theory was based on the family, which modeled the woman within the home, subordinated to the interests of the husband, who existed to encourage the cult of motherhood and the administration of the home, of course in the domestic part, nothing related to expenses and investments, since this was a primary function of the man.

The different women's organizations and associations in this period struggled to improve the social situation of women and other social sectors. They promoted measures, but without transforming the prevailing political system in the Neocolonial Republic.

Although socio-political conditions can be observed that could lead or encourage the development of a more accurate critical awareness of their reality, the very environment in which they were conceived and the trends of thought allowed a lesser or greater degree of visualization of it from the Bimestre Cubana Magazine.

CONCLUSIONS

The study of women's issues in the Bimestre Cubana Magazine was nourished by methodological approaches and historiographic tools with the aim of broadening the understanding and uses of periodicals for historical research.

The possibility of accessing a primary source such as Bimestre Cubana Magazine allows us to draw new lines of interpretation of a historical period. Its study did not constitute a neutral vehicle of events. Based on this assumption, we must study it as a historical agent and not see it only as a descriptive source of information on women's issues ready to be extracted.

The Bimestre Cubana Magazine, was one of the most important magazines published in Cuba, with a stable production if we take into account the political and social situation of the time (1910-1923). The study of women's issues in the magazine was nourished by methodological approaches and historiographic tools with the aim of broadening the understanding and uses of periodicals for historical research.

The possibility of accessing a primary source such as Revista Bimestre Cubana allows us to draw new lines of interpretation of a historical period. Its study did not constitute a neutral vehicle of events. Based on this assumption, we must study it as a historical agent and not see it only as a descriptive source of information on women's issues ready to be extracted.

The social discourse on women as members of Cuban society 1910-1923 in the Bimestre Cubana Magazine was evidenced in clear correspondence with the context of the period. It highlighted her role as an educator, in literature, in the Casa de Beneficencia, the Cabildo, in addition to the reflection, anthropological studies on women and problems such as prostitution and white slave trade. In this sense, it assumed the defense of Cuban women, from the process of republican transformations operated in their favor and the socio-political reality.

The magazine contributed to enrich the national identity, when it highlights in its pages figures such as: Marta Abreu, Gertrudis Gómez de Avellaneda and highlights the participation of women in the political and social life in the Neocolonial Republic, from the analysis of the First National Congress of Women (1923). Thus, it became evident how the defense of civic rights nuanced the

republican sociocultural panorama. Despite the fact that several laws were passed in favor of women's rights, the consequences of their struggles, demonstrations, associations, movements and publications. In practice, most of them were not enforced and discrimination and subtle exploitation remained latent.

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