

**A STUDY ON THE IMPACT THAT FIDEL ALEJANDRO
CASTRO RUZ HAD ON CUBA'S EDUCATIONAL SYSTEM DURING
HIS TERM IN OFFICE**



ABSTRACT

Regarding the impact on society, education is on par with the most lethal weapons. A wholesome educational system is essential to any social reform. The policies of the government affect the quality of the educational system; a healthy society and a stable government go hand in hand. As a result of this research, significant changes have been made to the educational system in Cuba, helping the country progress. The years of Fidel Castro's rule in Cuba were its most prosperous. Numerous programs and plans for the benefit of Cuban society have been put into effect by him. Education equity and the well-being of children are two of his main areas of interest, from the year of Cuban Revolution in 1959 until the year of the Revolution in 2011. This research aims to better understand Fidel Alejandro Castro Ruz's educational philosophy and impact on education in Cuba. This research used qualitative techniques, specifically Historical and Philosophical Methods, to compile its findings. The paper centered on the contributions to education made by Castro's government.

Keywords : *Development, Education, Revolution, Society, Thought*

Introduction

Early in the twenty-first century, Cuba's educational system was subpar. The government's employment and educational policies failed the hiring process during this time, and people faced numerous issues (Bardach, 2007). The United States government was in charge at the time and did not properly provide for economic, social, or educational needs. Together, "Fidel Castro" and "Che Guevara" were instrumental in the growth of this country at the time, and the movement was born in the city "of Santa Clara." (1992, Bosco, p. 44). This important movement extended across the entire island of Cuba in 1958 (Bourne, 1986). 1959 was a significant year for the people of Cuba since it was the month that Fidel Castro, the 16th Prime Minister, founded the new Communist Party. Following his election to office, more than 100,000 children between the ages of 10 and 16 were enlisted to teach all Cuban people throughout the country. Fidel Castro saw the need for education for all people, thus after receiving the right training,

he applied to the base of societies (Balfour, 1995). However, in metropolitan areas, military barracks or training grounds were mostly converted into schools, which marked the beginning of the socialization process for the benefit of all residents. Teachers in Cuba are still working on the literacy drive, but they are also concentrating on the overall development of the students and the fundamental tenets of the "Revolution" on morality, ethics, social development, and economic growth. A nation's educational system's effectiveness depends on its teachers' involvement (Kozloff, 2008). The working title is "A Study on the Impact that

Jitendranath Gorai

ICSSR Doctoral Fellow, Centre for Studies and Research in Education, School of Education, Central University of Gujarat, India

Dr.Prohlad Roy

Assistant Professor, Department of Education, Vinaya Bhavana Visva Bharati, Santiniketan, West Bengal, India.

Fidel Alejandro Castro Ruz had on Cuba's educational system during his Term in office" to the twenty-first-century Cuban educational system. The following generation of this country and the educational philosophy at that time both made significant contributions to the advancement of the Cuban educational system.

Importance of the study

According to the RTE Acts, primary education is a fundamental right of every child and has been the subject of numerous attempts in India. Numerous efforts have been undertaken to accomplish the target goal of universal education in Cuba and worldwide. The Millennium Development Goals (MDGs) state that obtaining universal education is a crucial objective. to comprehend Cuba's Fidel Alejandro Castro Ruz's contribution to the country's current educational system.

The objective of the study

- a. To find out the contribution of Fidel Alejandro Castro Ruz in Education.

Methodology

The study that follows will make use of historical and philosophical methods based on qualitative techniques. A relevant and well-organized record of a former event is history. As a result, the researcher gathered information for a study using secondary data from a variety of printed and internet sources.

Castro's administration put a lot of emphasis on contemporary education.

To achieve Cuba's educational goals, Marti's educational philosophy is essential (Castro, 2007). According to Franqui (1984), a sift was a theoretical and humanistic idea. Additionally, scientific research is presented,

and a teacher preparation program is developed. After 1959, he attempted to send a student to several nations, mainly those with communist government based countries and tried to apply what they had learned to their own country (Coltman, 2003).

From 1976 through 1990, a new era began.

Communist pedagogy was developed at this time to support Cuba's national educational system (Geyer, 1991). Between 1976 and 1985, the national schooling program was developed. Since its founding as "The Central Institute of Pedagogical Sciences" (ICCP) in 1976, it has significantly contributed to the development of educational sciences globally. significant changes in textbook authoring, course design, and other areas.

The years 1991-2000 might be seen as the Struggle for ideological

During this time, Cuba was once again attacked by Eastern European socialism and the Soviet Union, though the historical context was different. Education back then did not perform a good job of ideological work. However, positive outcomes were observed (Franqui, 1984).

Reframe : 2001 -2010years

Today, mass media helps develop this nation. "University for All" and other roundtable programs will revolutionize education and enrich knowledge for holistic development.

All higher education is free. Create a unique professional course for undergraduate and graduate programs. Your doctoral program is related to international countries. "We need to change everything," stated Fidel

Castro. Man-educated progress inherently develops nations. This period has seen Cuban education focus on social function, science, and technology. Cuba had 11.2 million people in 2011 and 1 million university graduates in nearly 50 years. 99.4% of primary schoolers are 6–11. 95% of children have finished basic school, and 41,000 have impairments under social inclusion.

Some facts on Cuba's education system

The state has managed the Cuban education system since 1961, nationalizing private schools for all levels of education in all nations (Ministry of Education of Cuba, 1996).

1. All Cuban schoolchildren receive free education because the government fully subsidizes it (Evenson, 2010).
2. The World Bank Report 2014 found Cuba to have the best high-level teaching faculty in Latin America and the Caribbean.
3. The World Bank Report covered this nation's education and healthcare.
4. Cuba boasts the lowest newborn mortality rate in some places and the longest life expectancy (Gott, 2004).
5. Students attend primary school for six years, then 3-4 years for primary, secondary, or high school.
6. Education after secondary school is divided into two categories. Pre-university and technical/professional training.
7. MES manages technical schools and universities. The MES regulates teaching, implements educational policies, manages schools, methods, courses, and standards, and develops.

8. 47 universities have 400,000 students.



Three university stages

First Stage: Licenciatura (Bachelor's degree equivalent) or professional degree (five to six years for medicine).

Second stage: Diploma, Maestria, Especialista. Every level requires 200 theoretical, practicum, and internship hours.

Third stage - doctoral education. 3-5 years contemplate finishing school.

Youth Policies

Residence education should be available to all Cubans regardless of age, gender, caste, creed, ethnicity, religion, or economic position—ministry-managed state-funded educational policies (Azicri, 2009). Technical and vocational training for youth promotion and social inclusion promotes good social mobility.

Educational TV/Video screening rooms.

The government will offer TV classes on Cuban and Universal History, Philosophical notions, Philosophy, Music, Ballet, Cinema, Drama, Dance, etc., in English, French, Italian, and Portuguese (Guerra, 2012). Two national TV stations broadcast programs about the national teaching system, elementary and secondary school materials, Pre University lectures, technology and digital education, and university entrance exam preparation.

Discussion and Conclusion

Every research study must discuss the beginning of Cuban civilization's educational history. Spain colonized

Cuba from the 16th century to 1898 when the US took over. Cuba's oldest university, the University of Havana, was founded in 1727. 1900 literacy was 36.1% to 42%. 97% of 15-to-24-year-old Cubans were literate in 2000 when the new administration overhauled the school system. Every government and nation needs education. Its economic impact will grow. This research concludes that Cuban society suffered from pre-Batista viewpoints (Marvin, 1982). After Fidel Castro, schooling transformed swiftly, although it wasn't simple. So researcher concludes that the time beginning of Marxist-Leninist ideology it is a significant role after 5 decades of Marxist-Leninist ideology, who is firstly understanding and analyzing the need to work on schooling conditions independently and reform to educational setup for the Cuban people and particularly Marti's educational thought has been an excellent role for reform new educational progress and educational policies. We still think about social equality, fairness, value, and everyone's right to life and family.

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