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**“Challenges and Rights on educations. Question of policies? Cuba and Angola contexts”**

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## **Dedication**

*To education without exclusion, the reason for my education.  
To life and its difficult circumstances, that always put us to the test.  
To my colleagues in the department of Sociology, the very best group.  
To my friend Reina for her inspiring professionalism and example, for always being  
nearby whenever I needed her.  
To all of the easygoing Angolans that I know.  
To my professor and friend Pedro Roberto Jacobi of de Sao Paulo University.  
To my daughter and lifelong friends for accompanying me on my never ending journey.  
To the Becas Sur-Sur and CLACSO Program for this opportunity.*

## INDICE

Introduction / 5

Theoretical focus and elements for the debate on the right to education: a sociological analysis / 12

Features, realities and challenges of Education in Cuba in the context of the right to education in Latin America. / 23

The Educational case of Sumbe, Kwanza Sul, in the African-Angolan context for the right to education. / 35

A view towards education and human development indicators: the relationship with gender equality and territory. / 50

Education in the context of development. Data from Cuba and Angola. Reflections and contributions. / 56

Conclusions / 63

Bibliography / 66

## INTRODUCTION

We have lived the first 15 years of this century. We closed the millennium, and challenges announced for the year 2000 came and went on their way. The gaps that mark inequalities, the unimagined technological advances, the social ills, diseases and conflicts, existing around the world, the nation or the social scenario to which they belong, are the guarantors of solidarity, hope and most basic of human rights.

To observe the right to education, by placing in our sights on all the progress, complexities, uncertainties and non-responses so far this century, is the intention of this work. Global processes travel around the world, but not all men and women are able to get to see this movement, much less understand it, assume or stop the inevitable impacts caused in their lives and in the lives of the loved ones for whom they are responsible.

This article presents an analysis entitled **Challenges and Rights on educations. Question of policies? Cuba and Angola contexts.** The arguments and theoretical foundations enrich the debate, which takes place in the search for interactions of this problem with expressions of social inequalities, located in the South reality that expose poverty and crises indexes in different aspects of society.

The approach to a study about challenges to the education's right, placed in national contexts such as Cuba and Angola, belonging to regions with distinctions and particularities, it was possible considering their logic historical, cultural, policies and development.

The experience accumulated by Cuba during decades of a revolutionary project, distinguishes a strong political will, which hits unrivaled indicators and expressions in ways that today are defined as an expression of the right to education. In that way, there have been reformulations and adjustments, but educational policy has remained essential to permit the present day results.

It is also a unique opportunity to have the results of a case study in Sumbe, Kwanza Sul, Angola, serving as testimony to reveal a reality that confirms the urgency of communication between countries of the South. The opportunity makes it possible to gain perspective and disclose data that complements the importance of understanding education as a door for change.

The modest contribution from a reading of this reality, placed on the experience and contributions of understanding the social and educational context, and its close relation to mobility and social change, is not a task started by Cuba. Joint research and collaboration in education for over 40 years for the training of human resources in all areas have characterized the bond of brotherhood between Cuba and Angola.

When society and its changes are to be studied, by selecting any region of the world, it is a commitment that goes beyond a single discipline of science. In this study, the common denominator is the South. And by looking at it, it is possible to observe the future of thousands and thousands of human beings who do not even get a decent life. The fragile political scenarios, the failure of neoliberal concepts and the urgent care indicators that account for quality of life focus their attention on education and health.

The situations of emergencies, epidemics such as HIV-AIDS, the Ebola virus in the African region, and the fight against poverty and social inequality are major sources for the development of strategies of various governments, leading to the surveillance of the position occupied in the human development index, realizing efforts, political will and alternatives of cooperation and solidarity implemented by the nations that show the advances achieved.

A region that moves forward with mechanisms that express partnerships and exchanges, many from political leaderships more participatory and inclusive, is Latin America. Fighting to eradicate poverty is a goal on the agenda of all countries, and numerous regional institutions persist in monitoring, measurement and total eradication. However, Africa, which is also of interest to this analysis, shows alarming indicators to even aspire to a, at the very least, medium human development index, as almost all of its indicators are located in a low position.

The world is shaken by ongoing economic crisis. The consequences of conflicts and wars exacerbate the social panorama of almost all regions. Africa presents concerns and alarming indicators, not only with the stagnation and failure of many of the Millennium Development Goals, but because in some ways situations are worsening, and the gaps that manifest social inequalities and injustices as the daily expressions on the life for these populations grow bigger every day.

The United Nations (UN), through various mechanisms and non-governmental institutional arms, projects standards for the protection of human rights, with the intention getting governments to take responsibility and commitment to provide social guarantees that address vulnerabilities. The question is how able are the governments, and what resources they have? What difference does it make being born in one region or another? What does it mean to be male or female? The questions are difficult, but more than that, the answers seek to know how things are, at what stage the full right to education will be obtained, and how the possible answers are related to current educational policies.

While it is recognized that the human rights approach has comprehensive legal framework, when the obligations of the governments are declared and defined, it covers both horizontal and vertical separation of powers. The prevailing hegemonic reading, limits observing the analysis of key viewpoints in such a way that the responsibilities and scope for more critical positions regarding this issue are distorted. So the centrality of this study moves from the rights and challenges to understanding how much interaction it has with the educational policies conditioned by the social and historical context.

In this way the right to education is promoted, and as seen from the rule of law, it is required that legal guarantees be established. Safeguarding this human right goes from being a choice of governments to becoming a responsibility. However, a conceptual adjustment will be necessary in order to adapt their conquest to the new circumstances. The modification of educational strategies at global and national levels in the changing millennium have determined new areas for the integration of human rights.

There is no doubt, to accept that "education is the key to transmit values from one generation to another. In national strategies and education laws this affirmation may be expressed or clearly implied. Rights-based education is only possible when the whole educational process, encompassing both in teaching and learning, is in line with the aims and the means established in international human rights. And when living in a social setting that conditions and contributes to its legitimacy.

The literature on the right to education is interesting, and a predominantly Eurocentric analysis and meritocratic position is revealed, which is merely a reflection of the social model recognized as valid. Note the words of Joel Samoff, "the most important measures of success of an education program are the learning that has been done, and the attitudes and values that have been developed. It matters little to reduce the cost of educational services without taking into account the success or failure of learning" (Samoff, 1994: 28). It realizes how transformations and changes that are happening in the educational

models of the countries, by changes which do not necessarily imply better training and transmission of human values.

This analysis will depend on the contributions of authors like Boaventura de Sousa (2010), Laura Tavares (2014) and Pablo Gentili (2014, 2015), Fleitas (2013) for their contributions to an interpretation of the South, with their own tools and logic of regional social contexts that cannot be ignored. The investigation of Luciano Alexandre Ghano (2014), who developed important work in Angola during his doctoral studies at the University of Havana will also be essential.

Without underestimating the bias involved in elaboration and indicator's definition, we take some data from the Human Development Report (HDI), with the intention of observing the development expression of this concept. The intention of reading contexts and reveal priorities expressed in educational policies, put us closer to the path of these reports analysis, observing that since its foundation there are prevalence of topics such as: human security (1994), the poverty eradication (1997) consumption for development (1998), human rights (2000), the real wealth of nations (2010), sustain human progress (2014), are focus of discussions that promote and in which education and analysis are essential. (HDI, 1990-2014).

The explicit incorporation of the dimension of education, along with health and standards of living, delineation between the four indicators, the average years of schooling and expected instruction, has contributed to a more regular monitoring of the behavior of education in each country. And although only data are not enough to understand, it is useful to associate with policies and national strategies that reveal priorities and behavior levels perfectly comparable.

Literacy indicators increase. The expansion of school systems is progressive and sustained. The growth of national education systems have aimed alternatives and mechanisms to face denial of access opportunities and permanence in educational institutions, plus a remarkable level of universal schooling, so that particularly in Latin America, there may be a growth of school systems, and a change in the concept of attention to those traditionally excluded from these sectors.

It is recognized by many experts "that regional differences have been and continue to be, in fact, very large, a fact that explains why growth rates and the impact of the expansion of enrollments in the various countries of Latin America and the Caribbean have not always grown at the same pace nor with the same intensity.[...] Performance measurements of the right to education from the increase in the hope of educational life, associated with increased and better distribution of opportunities for advancement within the same school system, overcoming relative barriers that separate or inhibit the passage of the poorest levels of higher education, are, in some ways, the most compelling evidence that for Latin America the Universal Declaration of Human Rights was not simply the formulation of a beautiful proclamation" (Gentili, 2009).

This situation becomes more nuanced when we looked at indicators for regions of the world, particularly the African case. The latest UN report on Human Development shows that most African countries are making progress, although AIDS, conflict and poverty continue to limit progress. It is recognized that many countries on this continent are experiencing improvements in education, health and life expectancy.

Experts believe that among the 10 countries which have made progress since 1970, there are three in the Maghreb: Tunisia, Algeria and Morocco. Ethiopia is ranked 11<sup>th</sup>, Botswana 14<sup>th</sup>, Benin and Burkina Faso, 18<sup>th</sup> and 21<sup>st</sup> respectively. "Sub-Saharan Africa still faces many challenges, but many countries have made significant progress and are sometimes underestimated, especially in education, and despite economic and political

hardship,” said Jeni Klugman, one of the authors of the report. Thus, Africa remains one of the world's poorest regions, but its inhabitants have managed to live longer and obtain better access to education and health systems. Looking back, the figures for recent decades are encouraging. Access to basic education has tripled, rising from 23% in 1970 to 65% today. Life expectancy in sub-Saharan Africa is now 52 years, when in 1970 it was 44 years, though still the lowest in the world” (UNDP-HDI, 2014).

On the other hand, the only three countries that have a lower development index now than in 1970 are in Africa: Democratic Republic of Congo, Zambia and Zimbabwe. Noting that sub-Saharan Africa has the highest incidence of multidimensional poverty (which takes into account health, education and life expectancy), with an average of 65%, a minimum of three percent in South Africa and a maximum of 93% Niger. A total of 458 million people live in poverty in sub-Saharan Africa. Africa is home to 7 of the 10 countries where the gap between men and women is highest. However, the percentage of women in African parliaments (17%) is higher than that of Eastern Europe and Central Asia (12%), South Asia (10%) and the Arab States. (Barral, 2010)

Thus it can be seen that by way of indicators and statistics, the numbers move around. The issue and concern is in how much people change, and to what extent the changes they achieve can be sustained and become true expression of human development. Everything is somehow conditioned to the right to education, an essential vehicle for the mobilization of social change.

Mark Malloch Brown acknowledges in the preface to the 2000 UNDP report that “legal advances do not say everything: being poor still accounts for being vulnerable and powerless. Life remains a torment for children in the crowded slums of a city in a developing country, for refugees caught in conflict, for women in a society that continues to deny them equality and freedom. Every day there are new physical and psychological threats. And yet an excessive proportion of the 1,200 million people living on less than a dollar a day lacks the most basic human security. So, while the progress on human rights that allowed for the end of the cold war represents a major advancement for these people, it has not yet improved their quality of life” (UNDP, 2000).

In every discussion held in the last decade, education has been present, sometimes more explicitly than others, and in its conceptualization, progress has been achieved, especially for its treatment as a right, but the process of solving its challenges and to providing quality to its contents has been much slower.

Relating the right to education with a sociological analysis provides an interesting perspective of association with theories explaining the sustainability of social models that legitimize inequality. Focusing aims on human development also helps to explain the determinants of poverty. Taking the multidimensional conception of poverty, understood as human deprivation, leaves no possibility of making an objective analysis that does not understand and deepen the role of education.

This analysis should then consider the complex issue of gender inequality and territory. Looking towards Angola in Africa and Cuba in Latin America, it allows very peculiar approaches. In it, interpretation of the involvement of regional inequalities starts to understand how much the physical space where they were born and develop their lives means to humans. Looking at regions, nations, territorial and local scenarios that seem to have a kind of fatalism, it provides elements that even today affect the full exercise of the right to education.



It is impossible to ignore gender inequalities, not only by the growing importance this debate has had at a national and international level, but also to the relevance of their approach in addressing the issue of the right to education. Reports from rapporteurs on the right to education, from UNESCO, UNICEF and HDI-UNDP show international data reflecting how children, the elderly and women are the main face of poverty, being the most affected by hunger, the sectors of the population who die most from preventable diseases, the ones with the greatest needs, and those who lose most when education does not reach them, having to start their careers early in life, facing the bias of the sexual division of labor, making them the most vulnerable.

The debate on education policies and their relationship to the right to education is an obligatory reference. Understanding the context and history that happens in a nation, manifest the background, the present and the future education of their children. There is political will, management and public services, many connections with the right to education. The processes of struggle for independence and combating the dominant culture bring many societies to face underdeveloped logical strategies, which mark the culture and shaping of the world. It becomes more complex and difficult to remove the effects that these phenomena bring to life. Dependent models remain in place, and consequently unsustainable economic models do not guarantee the elimination of social inequalities, which also become more acute in times of crisis. This has been observed in Latin America; however, its social impact in Africa can be seen with even greater force. The study aims to analyze the challenges of the right to education from the Cuban experience, enabling readings of a case study of Sumbe, Angola.

The theoretical positioning defines a conceptual map that placed first, the international debate on the right to education, from defining the sociological history of education. The Cuban experience in education promoted and supported by the implementation of educational policies that address the social model constructed, which shows the significance of educational policy and its relation to the right to education. In another moment, data resulting from a case study in Sumbe, Angola are explored and analyzed for their contextual significance, complementing finally, a reading and analysis of the right to education indicators in place, expressing the human development index and the possibility of interpretation from this perspective the contribution towards the transformation of the reality of Southern Cone countries.

These considerations help to analyze the behavior of education policy in Cuba and Angola, understanding the historical, political and cultural processes that have shaped it. Regarding the right to education there are still innumerable unspent conflicts between the richest and the poorest sectors of the population, while the global discussion has been able to provide universal access and coverage of primary education to millions of children who do not yet have access, it still can be central quality in the debate, and the reasons for education, which reveal the relationship of teaching and school learning with employment and labor markets, and as a reproduction of social disadvantages that are legitimized in the school setting. These relationships of the right to education are binding on various situations of social inequalities.

The need to link the discussion on the right to education with gender inequalities and territory is a construction that requires us to identify interactions and multidimensional analysis on education. The feminist theory is the thesis of the feminization of poverty. And investigations on the African and Angolan context are valid, offering illustrative data on the level of inequality faced by women and girls. In the case of Cuba, it has been a

challenge to apply gender approach to the concept of education, expressed in its texts, school work, and understandings of a more diverse and multicultural environment. While the Cuban school starts on equal opportunities, equality assumptions are conditioned by culture and representation of multiple processes.

The gender perspective enriches this work. The highest number of teachers in the world are women, but it is also girls who are the most disadvantaged when it comes to opportunities to study. Facing pregnancy, early marriage, and domestic work, they are the first ones to drop out of school. Thus creating a circle where they are trapped and condemned to the worst living conditions. This is much more noticeable where there is more poverty, less respect for the right to education and greater poverty and victimization of women. Revealing these interactions is an interest of this study.

The review of publications on the right to education and the ongoing debate reveals authors and invaluable works in Latin America and some international agencies that support concepts, postures and theoretical references. To connect with the trajectory of the sociology of education and its proximity to the history and evolution of this debate prints theoretical underpinnings for broader analysis and scientific relevance.

The search for references to education in Africa, in particularly Angola, prevails. The reports of the special rapporteurs of the right to education of the UN Human Development Reports (HDR), the materials analysis on the right to education developed by UNESCO, UNICEF, United Nations Population Fund (UNFPA), and CODERSIA CLASCO publications and publications issued in official sites of Angola and Cuba, with support from the National Statistical Offices and results of the last Census of Population, conceptualize and set analysis that allow for the identification of dimensions and indicators to infer and project the paths of the right to education. Intending to recognize the challenges and realities they face, essentially it reveals the vulnerabilities and places gender and territorial inequalities in the analysis, with an understanding of the regional and national context. They lack analyses from national and regional approaches, as there are predominantly Eurocentric interpretations and external views of this reality.

The emphasis that starts with a critical look from the perspective of sociological analysis is fortunate that it combines with pedagogical vocation and political commitment. This contributes to the combination of macro-micro sociological approaches to the study of the subject. It is the basic, political approach that involves retracing the inside of the right to education, which is a basic human right that opens and facilitates the ability to enjoy other rights and learn to defend and conquer them.

Supported by these arguments we define as *general objective* to analyze the challenge's right to education since the educational policies, placed in the social and historical context, emphasizing in Cuba and Angola cases. That why it defines the following specific objectives:

1. Identify the international debate on the right to education and its relationship to education policy, from the interpretation that defines the sociology of education analysis trajectory.
2. Reveal the practical significance of Cuba's education policy in the exercise of the right to education and support of the social model build.
3. Expose the study case results in Sumbe, Angola; focus the readings of the relationship between education policy and the right to education in the African national and regional context.

4. Select and describe HDI indicators that express educational policies and strategies national and regional that contribute to the education's right.
5. Analyze the impacts and relationships of education policies and socio-historical context to the education's right.

These targets lead to the main *question or problem* that support the analysis how the challenges of the right to education are according with the educational policies, and conditioned by the socio-historical context? The opportunity to emphasize the Cuba and Angola cases, puts into perspective a look that make easy, first, revealing characteristics, trends, challenges to both countries; secondly, locating how much relation is involved between the social and historical context with the educational policies delimitation and therefore its impact on the right to education context. Third, get up to relate human development indicators about education that enable to reveal educational policies issues and the state priority levels.

The intention, at the same time constitutes novelty of this work is positioned in the contribution of sociology to link the right to education with the educational policy. Looks from the South, require contextual analysis to consider history, culture, realities and circumstances are conditional to the nations life and future.

The sociology of education provides a group of theories that incorporate the analysis of the state as authority, provider, and manager of education as mediator function, puts education through class conflict and social groups in first instance. Moreover, treating education as the state instrument, aims the division macro-micro or difficulties in establishing links between the level of structure's conditional and the practice level. That polarizes functionalist and interpretive approaches, and open the look of our countries from the South to issues that affect the guidelines of policy actions.

The organization and strength of teachers' institution, dimension and proportion reaching private education, institutional inertia and situations that look more towards educational change, not structural, identifying other attention's needs. The contradictions of the state in its determinations, the levels of democratization of access to education, training processes, application and impact of education policy are necessary reflections that are the proposed approaches results. In addition, provide a more objective understanding of the debate about right to education.

Finally, the need to confer importance to the differences in cultural, social, and personal to the education and its implications. That conditions undoubtedly, an interpretation that reveals a direction's change in the social role of education, which varies according to the context, the socio-historical circumstances and expresses greater resistance according to the historical cumulative reinforcing and reproducing unacceptable realities.

The logical structure used for this study places the following contents to develop the analysis that support the logic presented. We start from the Theoretical focus and elements for the debate on the right to education: a sociological analysis; next, the Features, realities and challenges of Education in Cuba in the context of the right to education in Latin America; and The Educational case of Sumbe, Kwanza Sul, in the African-Angolan context for the right to education. Ending with A view towards education and human development indicators: the relationship with gender equality and territory. Education in the context of development. Data from Cuba and Angola.

Studying two countries and two regions with specific and unique characteristics and establishing a common central theme gives relevance as a case study. Its value lies in generalizing the relevance and importance of the problem of study, flooding all

methodological formality. For Angola, the analysis of results of interviews with decision makers in the education sector of Angola was combined, and data obtained from questionnaires and interviews with students and teachers of a school in Sumbe, supported by methodological triangulation and in both cases, particularly Cuba for its high level of institutionalization of education, became an analysis of documents, data and comprehensive content, which enables the achievement of results. This is required for greater understanding of the methodological annex, that was necessary to distinguish how we proceeded to meet expected country objectives and common value to arrive at findings and conclusions.

The findings show the close relationship between the right to education and education policies, consistent with the interpretation that facilitates the path of the sociology of education. The challenges and realities of the right to education realize the singularities of the link between the right to education and gender inequalities in education and territory. The valorization does not support generalizations, although there are many common points, it is necessary to assess national contexts and circumstances that affect the political, economic, cultural and social order to understand the timing and meaning of education.

Several reports have brought into the discussion the need for more solidarity among nations, to learn from both successful and negative experiences that have already been implemented. But international efforts of organizations and institutions with that character have still not achieve this goal. The figures continue to speak more loudly than actions.

Angola and Cuba have already traveled a path of educational collaboration. It remains largely unknown and undocumented how much that exchange has contributed and what learning remains to be discovered. It is an experience to be considered.

We hope that the its results contribute to critical reflection. The right to education is and will remain a critical issue for the South. It determines human development and the ability of people to survive. There is no doubt that poverty feeds on ignorance.

## **I. Theoretical focus and elements for the debate on the right to education: a sociological analysis**

*"It is alarming that 57 million children worldwide are deprived of education. They cannot go to school. This has to shake your conscience. It is difficult to imagine a world without education."*

*Malala Yousafzai, Nobel Peace Prize 2014*

### **Education and its sociological trajectory**

A study focusing on education involves taking risks of not being able to get to all extremes and evaluate the complexities involved in that analysis along historical lines and from the different theoretical perspectives. The explanation is given in the undisputed consideration as a key aspect to sustainability and the development of societies.

Education begins to have an important place in political and philosophical thought from the great social and scientific changes that begin in Europe in the sixteenth century, where many of the truths assumed for centuries will be definitively abandoned. The Age of

Enlightenment linked to an optimistic and positive philosophy that cultivates the idea of progress, change, development of mankind into a civilization even better, permeated the rise of new ways to respond to those circumstances. This is when education flourishes, and it coincides with the emergence of sociology.

Many thinkers from the period of the Enlightenment, such as Locke, Hume and Rousseau, made essential contributions to the field of education by considering human being as the first plane of reality and, consequently, they raise the point that the educational activity should be at the service of their integral training. Many of their works argue that the modern theory of education occurs primarily in the second half of the eighteenth century, of which they are precursors to coincide with the same period of history in which the bourgeois revolutions occur which open the necessary legal space to start thinking about a concept close to what would be, at that time, the right to education.

It is the first space conducive to formal recognition of a free public education, beginning in the French revolutionary process (1789-1799), Article 1 of the Declaration of the Rights of Man and the Citizen of 1789, enshrining the principle of equality of people.

Despite the early onset of some rules on education, especially in France, both in this country and in the world, the actual application of the right to education had many setbacks throughout the nineteenth century, where the advance of globalization did not have the desired development. And indeed, the nineteenth century is the scene of arduous intellectual battles.

All of the stages corresponding to liberalism and the performance of roles of the state kept the trust Illuminism had in education alive. Obviously it was a means to consolidating the democratic model and, for that reason, was defended as a matter of state, that is to say, it was conceived of rather as a necessity and an obligation of the state rather than a right of persons and, under that premise, the first public educational systems in Europe were established (Castro, 2011).

Just as insufficient answers emerge from that state to counter social problems, giving rise to the transition to the welfare state, which is a new political order that was consolidated throughout the twentieth century, and involved a substantial transformation of purposes and functions of the state, where it is no longer considered enough to guarantee the established order, turning it onto a propellant of social and economic development in general, the idea that education is a particularly important area gets stronger, precisely because of its implications in relation to improving the standard of living of the inhabitants.

As a rule, education became a benchmark of the social state everywhere. In the words of Martinez de Pison (2003: 49), "The establishment of public education systems, its extension to all social strata, its enforcement and its public funding, has been one of the hallmarks of the welfare state during the 20<sup>th</sup> century. It has been one of the most powerful tools of social balance, achieving equality of opportunity and mobility between the layers of society. It was thus one of the most emblematic symbols of compromise between capital and labor that took shape after the Second World War."

It can be said that the constitutional recognition of the right to education begins with the 20<sup>th</sup> century, and the obvious transformation of the state is in its relation to the right to education. From a need to consolidate the liberal state to becoming a human right of a social nature that is solidly recognized today, from the Universal Declaration of Human Rights of 1949 and the constitutional provisions of most democratic countries.

The value of the sociological approach offers a perspective that emphasizes the inextricable link between education and society, and how much they condition each other. The existence of a proper education in the Sociology space, is not a recent issue, classic and key exponents of this science, which had its establishment in the late nineteenth and early twentieth centuries, inscribed in a period of institutionalization of social sciences, identifies that "The sociology of education is a specialized field of this science that accounts for the main links between education and society. To this end, it has focused on the school as an institution that provides collective and individual cultural identities, assigns individuals in areas of social differentiation, whether cultural, gender or social class. In turn, it is conditioned by broader social phenomena, such as relationships of power or control in a given society, migration trends, population growth, economic policies, among others"(Rivero, 2015).

Tools and answers to the problematization of the right to education have an incomparable setting in sociology. Clearly, to say education does not mean to mention a spontaneous process, which takes place disconnected from the realities of the world, regions and nations and specific territories. Meanwhile, social processes express and define events involving politics, ideology, culture, economy, and development.

An inclusive look to education from social sciences contributes to the understanding of the critical moments faced in the first 15 years of the new century. Pedagogy, psychology, economics, philosophy, history, anthropology and ethnography, geography and law all have their own readings on education. In another analysis, the intention could be to put all these sciences into a dialogue and find out how many commons points co-exist in the interpretation of education in 21<sup>st</sup> century society.

However, from the literature and critical approaches on the right to education and their future, some questions arise that indicate that its sustainability conditions society. The answers require a sociological imagination, capable of reading the historical "... the knowledge of the history of a society is often essential to understand it [...] When you study a higher level, when you compare, you become more aware of the historical as intrinsic to what you want to understand and not simply as 'general fund'" (Mills, 1960). Also one identifies the contextual framework, predicts events and glimpses the future. Who is or are the owners of education? Where it is decided who is educated and who is not? What determines if education is available to everyone? Why do some enjoy a type of education, others another type, and some none at all? To reply with objective arguments makes evident a serious problem facing the world.

The answers are according to our view, from the right to education. The approach to understanding where it is held and why it is one of the most cardinal debates today by its size, design, significance and involvement in the life of human beings. The mechanisms of exclusion, differentiation and discrimination as evils we must face strategically have a genesis that are explained beyond education. There is a societal constriction of education, and global mechanisms are needed to build bridges of understanding and justice.

Several authors in the last decade, have tried to present the progress made by sociology to explain the path of education from that perspective. Approaches, schools, and well-defined theoretical approaches and events pervade the education-society relationship. Baxter Rivero presents an analysis which we subscribe to here because it exposes the evolution of the society-education relationship, and from it emerge many elements which constitute the essence of the debate on the right to education.

We consider that this relationship brings understanding and theoretical foundations to present the results of the study performed. It is not enough to present demands, and make a critical analysis, understand that originates evolved resistance to achieve progress towards change. Education is first, an aspect which determines the real possibilities of individual and social change.

The prospects of the classical sociological thought make up a framework of reference for the approach to any social phenomenon. Karl Marx, Max Weber and Emile Durkheim are fixed axes of modern sociology. Apart from changes in their thoughts, their epistemologies have led most of the later intellectual currents for the analysis of social evolution. The legacy of these authors contributes valid estimates to the field of education. His relationship with the analysis of the right to education, not only provides key aspects for the reading of its evolution and development, but also to understand where the social weaknesses lie that persist today.

The Marxist proposal (1818-1883) does not explicitly count on an essentially educational theoretical production; however, it has undeniable value to understand it. But Ornelas, C. (1994) and Fernandez (1999) warn its emphasis on the reproduction of social inequalities through school as:

- Perpetuates ideology, trainer for the working world and safeguards the social hierarchy.
- Conservative of the dominant ideology, it has a class nature-style society that generates it, and thus is given a configuration of social awareness commensurate with class interests and thereby legitimize their rule.
- Trainer for the labor world, this way education of the younger generations prioritizes the acquisition of knowledge, skills and attitudes that are inconsistent with their place in the occupational structure and instruction that turns on that decisive work force of society. This need is played in every generation workforce, belies the rhetoric of education as emancipation itself (Hernandez, et.al. 2009).
- Safeguarding social hierarchy that it supports and argues that puts individuals in the economic and social structure. The latter to be based on adversarial relationships, positions that would assume the subjects will also be uneven. The criticism of Marx and Engels was focused on the impossibility of a school to enact equality in a context of inequality.

One of the measures proposed in the Communist Manifesto, "free public education for all children. Prohibition of child labor in factories in its present form. Combined regimen of education with industrial production, etc."(K. Marx and F. Engels [1847] 1974: 95). An egalitarian institution involves the universalization of education. This is guaranteed by the free service, as opposed to private centers and public high school for the rest. Also mandatory, that would eliminate various forms of child exploitation (Rivero, 2015).

This future education emphasizes on rights of children and youth. To Pecourt (2012), Marx proposes a dialectical interaction between the school revolution -- which implies new forms of organization, curriculum and pedagogies -- and radical change in capitalism. If you change school without the capitalist context, school transformations will be unproductive, because the school does not operate in a social vacuum. Apart the contextual distance, the historical period, the debate on the right to education has coincidences in this thought.

Another classic is Max Weber (1864-1920) who, with his notions of domination, offers a path that allows us to understand the school as a structure of domination and types of education, a vision far away from production and places itself on that comprehensive

vocation that characterizes its social action. The above features demonstrate the institution as device of control, administrator of the spiritual goods of society, similarly to the church, and an instance of management of worldly goods, embodied in a basic and general socialization.

Torres, C.A. (1996) highlights an approach to school as a legal domination device with bureaucratic administration, especially with regard to vocational education. This one is established from three ideal types, which can be based on a relationship of supremacy: the charismatic, traditional and legal. From these types of domination, types of education involve the establishment of types of individuals. So, the charismatic domination is entitled to an education, which is also charismatic, resulting in the "elected" subject; to the traditional, a generalist education and a subject "cultivated"; and finally, to the rational, a specialized education, leading to the "specialist" subject (Hernandez, et al., 2009). Today valid reflections to approach the diversity of educational models are in public and private sectors in the world, building subjects, intentionally, justifying then, another key issue -- education on rights.

Emile Durkheim (1858-1917) who introduced the moralizing effect of education and achieved to name and to specify the field of study of the sociology of education, works with great rigor the concept of education and the role attributed to it. The conception of this author on the social, shows how the fundamental categories of our consciousness are shaped by society through social institutions, especially school. This brings us to the core pillars of his educational theory. It is a social event and it meets one social important vital role, superior to any other institution.

Education as a social phenomenon is observed when Durkheim conceptualized education as, "... the action exerted by the adult generations on those who have not yet reached the level of maturity required for social life. It aims to encourage and develop in the child a number of physical, intellectual and moral states that require him as much as the political society as a whole and the specific environment to which he is specially bound" (Durkheim [1922] 1975: 53). Regardless of how much this analysis coincides with the ones presented by the rapporteurs on the right to education, it is not possible to order a child to defend their own right to education. They depend on their parents, their realities, their context, their history.

The teaching of morality involves not just preaching it or inculcating it but also explaining it. It is the representation of the rule itself, its causes and its rationale. For Durkheim society is the goal of moral conduct that goes beyond individual interests. To which there is to adhere to the "soul of the company" as a set of ideas that go beyond the limits of the mentality of the individual that has been formed and live from the contest of a plurality of associated individuals.

The moral education of the child involves making him understand his country and his time, make him feel his needs, initiate him into their lives and so prepare him to participate in collective works that lie ahead, "... the moral is closely linked to the nature of societies [...]. It is society that makes us come out of our individual isolation, which obliges us to consider other interests that are not our own, it is society which has taught us to control our passions, our instincts, to channeling, to limit us, to deprive us, to sacrifice, to subordinate our personal purposes towards higher goals" (Durkheim [1922] 2005: 33).

The success of the social function of education is not only guaranteed with effective teachers in the exercise of their role, but also with a rigorous monitoring and control of



the state. "If society is not always present and with a watchful eye to force the pedagogical action to develop in a social sense, this one would necessarily serve particular beliefs, and the great soul of the country would be divided and reduced to an incoherent multitude of small fragmented souls in conflict with each other. Nothing more opposed to the primary goal of every education [...] and in order to pay this result still need to not be at the mercy of the arbitrariness of individuals ". (Rivero, 2015)

Here it can be seen, as the issue of public or private education, that it is a cardinal aspect of the debate today. Private education, as a commercial service, is a concern facing new challenges.

After World War II, education and sociology opened up viewpoints, and one can turn to a systematic analysis of trends, authors and paradigms, which were interrupted in the nineties in the context of technological, economic and cultural change, along with the redefinition of the role of education. These new areas of analysis and theoretical production deployed have tried to respond to the accelerated structural transformations of advanced societies during this decade, a production that is expressed in a variety of trends and ideas, visible in two periods (Rivero, 2015).

In this period the first consolidation of national education systems in crisis (1945-1990) can be recognized. Among three main trends: structural functionalism, critical sociology and the New Sociology of Education. The development of these has not been similar or with the same intensity in all academic settings. However, it has revealed the operation of the school system and its political, cultural and economic implications, from different ideological positions.

An important stage takes place in the structural functionalism from the 1950s when education becomes a priority area of intervention. Important references in the evolution of the right to education present arguments in this respect and can identify as a common aspect the centrality of the impact on economic development, and how it was an instrument of equal opportunities. This is supposed to ensure justice in possibilities for schooling as the basis of equity in a democracy.

Here we have an important element for understanding the debate on the right to education, which is identified as the meritocratic principle of society. This stage observes that social positions are the result of ability and individual effort. And it is education and its structure and processes, the perfect institution to identify, select and properly rank the available talents, that will provide access to qualified and necessary work positions for the progress and welfare, as is the conception of conditioned meritocracy.

Another issue is the analysis and identification of the concept of equal opportunities with equal access. As such it is only possible to achieve educational equity by guaranteeing entry to all into the educational system, which involves the observation of multiple understandings. Therein lies an ideological perspective, noting that the sources of inequality in the society are the difference in access and personal efforts or virtues, a very relevant aspect to the debate that we are currently facing.

In this scenario the educational research is promoted, because from the increase in public spending on education, the government granted more funding for this priority. Especially in countries with an ideology of planning, social welfare and a tradition of establishing institutional reform, based on a previous empirical research. In this context, the structural-functionalist analysis achieved great prominence and began to outline its theoretical premises and research objectives.

From structural functionalism it is understood that the education system must fund beliefs, values and norms shared by members of a society. The school becomes a tool for social control, action and regulatory scope for optimum performance of the system. The school class is assumed as a place of socialization whose function is to choose and mainly support the most-able.

Three fundamental currents concentrate the functionalist positions: Technologic Functionalism, Human Capital Theory and the reformist functionalism or methodological empiricism. To date, they are theoretical tools for understanding actions and education policies and their impact on the social life of nations.

In general, the structural-functionalist tradition of an empiricist character and apolitical intentions was leading the major trends in the sociology of education in the United States, France, Germany and Japan. It had great influence in Latin America, through the technical assistance from international organizations, the presence of American teachers, sponsored by programs as Fulbright or foundations like Ford and Rockefeller. This tradition, although linked the school with the interests of society places too much emphasis on consensus and stability at the expense of social conflicts. It presents a vision of the behavioral-reductionist student, a passive product of socialization. Besides this, it is necessary for someone to define and incorporate into society the norms and values that the school preserves, ignoring the political dimension that is inherent (Giroux and Penna, 1990). It is in this direction that the Critical Sociology of Education is headed.

Critical Sociology emerged from sixties Marxism. Student demonstrations were occurring and the failure of policies for educational equality were confirmed. This favored a critical sociology of education, with principle axes of questioning the functionalist conception of society and of the role assigned to school. In this context, theories of reproduction are highlighted, especially the cultural and neo-Marxist tendency. Very valid contributions at this stage by Bourdieu, Baudelot, Establet, Bowles and Gintis give continuity to the critique presented by Durkheim and Parson in a look that is placed on the axis of the function or role of the education system in maintaining social order and formation of consciences to reproduce or maintain that order. Others like Foucault and Willis have more coincidences, but distance themselves from these trends.

The New Sociology of Education or Emerging Sociology from the late seventies alternatives emerge to functionalist theories of reproduction, known as the New Sociology of Education, which was proposed to overcome the mechanical interpretation of the role of school. It recognizes the role of agents as sources of counter-hegemony and social change, demystifies the school as a guarantee of equality and social mobility, through the study of its operation and the mechanisms of reproduction, and addresses a micro level that is said to have entered the "black box" with a privilege by elements of the hidden curriculum.

School is considered as a reproduction system, but also as production. Inside schools, something comes about differently than what was officially planned, and sometimes, even in confrontation. Concepts of selective tradition, hidden curriculum, resistance and opposition, as well as pedagogies of differences are highlighted (Rigal, 1996).

Among these, the contributions of Basil Bernstein stand out for their analyses of the pedagogical discourse and practice of communication for the transmission of patterns of domination. The work delves into the subtleties of power, understanding the school as symbolic control agency. The interpretive theories of Michael Young consider social phenomena and their explanations are historical, connected communication in the

classroom with the transmission of inequalities or imaginary teacher with student performance and this, in turn, social success or failure. Meanwhile, theories of resistance focused on educational change and, in other cases, social, from the responses of subordinate groups on the structure of domination. They defend real alternatives for social change through education. Authors such as Paul Willis, Henry Giroux and Michael Apple stand out.

Among contemporary perspectives from the nineties, compared with the previous period, there is no dominant theoretical and methodological framework in the sociology of education. Epistemological frameworks coexist, according to political, theoretical and methodological positions. They have tried to respond to changes in advanced societies, and the crisis of national education systems, around which there are several consensuses: empty and archaic knowledge, inappropriate and teachers unmindful of educational attainment of pupils' institutional routines (Rigal, 1996); incompetent school for equality, high-quality, social representation of the crisis and meeting contemporary educational needs (Tiramonti, 1997); loss of its political force, educational speeches given powerless ritualization of everyday life, and consecrating power of values, norms, customs and consensus (Puigros, 1994).

However, in the Latin American context there is a paradigmatic and essential reference Paulo Freire's proposal from the 1960s, when he postulated his theory from a dialogic perspective. In his book *Pedagogy of the Oppressed* (1970), Freire developed the theory of dialogical action, years before Habermas wrote the *Theory of Communicative Action* (1981). Freire's contribution to education has been becoming important as the theoretical basis of many authors who have continued to deepen and provide concepts from their contributions. Freire's dialogue was not limited only to the interaction between teachers and students, but also and mainly included all the participating community. Defining dialogicality, "It is a requirement of human nature and a claim in favor of the democratic choice of the educator" (Freire, 1997, 100). In this regard, emphasis is placed on intersubjectivity. In order to transform the educational reality, it is not enough to have the sum of individual wills, but an eminently united and committed to working for a common goal through dialogue and coordinated action is needed: social transformation.

This path shows the evolution of the sociology of education, its importance, and how it is related to the discussion of the right to education. Many of the questions that the sociology of education systematized respond to conflicts and constraints that manifest today for educational processes and education with more justice. The dominance of hegemonic thought limits the production and understanding of the contexts of the South. The 21<sup>st</sup> century reinforced the construction of many theoretical understandings of the social function of the school. Education and structuralist-functionalist logic has prevailed. The role of education in society announced a review of the relevance of the debate on the right to education, as the only mechanism to make sustainable human transformation, and in turn, the opportunity to build a fairer world.

### **Approaches in the debate on the right to education**

For an analysis that intends to place itself on the axis of the right to education, it is necessary to identify whether we are dealing with the same concept and representation of the meaning of 'human right'. I start these reflections from the resolution adopted by the General Assembly at its fifty-fifth session in its Millennium Declaration on 8 September 2000, which required one aspect among its values and principles, "We recognize that, *in*

*addition to the responsibilities we have with respect to all of our societies*, we have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level" (UN, 2000; emphasis added). That message places a commitment on states and nations. Fifteen years later, this not only remain unresolved but there are situations and crises that demonstrate increasingly unbridgeable gaps dignity, equality and equity are increased.

The right to education has the characteristic of a human right, this is why it is important to monitor and enforce the concept and practice. For some parts of the world today, access to educational services may not be the primary concern, but the numbers of illiterate children who have never had, and still does not foresee the possibility of receiving, education, generates a discussion that reached important dimensions between nations and international organizations that exist as instruments and stimulation pulse to change this reality.

Since September 2000, all members of the Unity Nations, 147 in total, represented by heads of state or governments, approved the so-called Millennium Declaration. These commitments were already approved when the United Nations Charter was ratified, and they recognize the responsibility of all members to achieving these goals. It is recognized that in the midst of this process identified as globalization, certain conditions and progress and create progress, but significant inequalities become noticeable in the distribution of wealth, for which the nations had to adopt a commitment to justice and equity.

Among the most notable are those related to education, disease, gender disparities and environmental sustainability. Hence the millennium goals will synthesize this effort into levels of precision and converted into concrete actions and work agendas for governments and become an indicator of economic development of nations in an evident way.

Katarina Tomasevski states that human rights are based on the rule of law, and therefore the indicators capture the level of commitment and capacity of governments to translate the policy into reality. International human rights law consists of a network of treaties governing education, trying to place the minimum standards to be achieved by governments worldwide. In the 21<sup>st</sup> century, this is provided for in the constitutions and laws of most states and governments, which facilitates the recognition and approval at multiple global and regional treaties on human rights, consensus that the right to education is a civil, cultural, economic, social and political right, and setting the international legal framework, which implies a key policy, enabling the translation of indicators for implementing and facilitating potential assessments. (Tomasevski, 2004)

The existence and value of the reference document helps to clear the idea of what actions the right to education are eligible from the government, as it is set out coherently in the form of basic to complete standards, which are reflected in each delimited commitment to achieve human development goals. Several studies argue and summarize outlooks to make an analysis of the right to education. So, they take on a vision sustained by sociological theory, which enhances the education-society relationship, contributes to the analysis presented. It is not news that the information received from each country, both the quantitative and qualitative, is variable and this complicates a comprehensive analysis for this study summarized in which respects the debate is focused today, as well as its contribution.

However, it has the disadvantage of not exceeding the contribution of the analysis of social contexts. Considering each has its own characteristics, results of a story, and

cultural developments, political, economic and social, that make it unique and unrepeatable, conditioned to social development processes, especially public policies.

The guarantees for education as a human right vary from country to country. Commitments change. All states ratify, but for many it is only commitment. The first issue is debated in the centralization or not that the state gives to education. And as this element of the sociological trajectory explained, it clearly exposes the centrality of the debate on how the state implements, assumes the right to education, and the reasons that move it to it; and the other issue is its binding, which also vary in duration, depending on their priority.

The selection for this study to observe the role of governments, referring cases of selected studies, is essentially aimed at assuming responsibility over the right to education. The inscription on a common international framework should provide a framework for education that is accessible-affordable-adaptable-acceptable.

These obligations are dormant and virtually read into the national laws and regulations. Many already incorporate others, such as the gender education strategies, but it is recognized that aspects such as religions interest, roles, rights, freedoms and autonomy levels of teachers still do not achieve a significant presence.

These definitions hold more potential to address problems of global character education, providing a framework that standardizes the management and the obligation of governments. It also provides a search and analysis of where the weaknesses and opportunities are concentrated. For example, if we mention that it is obvious as major debates are (Tomasevski, 2004):

- On the number to whom education is delivered and the quality of what is offered. Education that is not easy to change, that does not enable the subject to interpret reality or encounter the situations and vulnerabilities of life. Therefore, the association of education with poverty reduction is not enough to achieve this, the approach to mitigate poverty is indivisible from human rights, the absence of one, affects the other. Without education, less employment opportunity; without the precariousness to sustain life, hence serious health consequences, even a hopeless situation.

- On free access to primary education. Many limitations and differences to achieve it, and many differences in the period, while some countries only offer 3 to 4 years and this is not sufficient. It is argued that a lower than 5-year education period makes one return to illiteracy.

- Failure to recognize that education still is the main form of institutionalization of the child's socialization, highly connected to all the efforts being made for the children and their rights.

- Another aspect is to minimize the transmission of values between generations, it has its fundamental scenario in education, and they are essential to society.

- The role of education is crucial in the fight against exclusion and conflict prevention.

- The need to reconcile the right of parents to choose education for their children, with elements that help to understand the complexity of the inclusion-exclusion relationship.

- The presence in the statistics of access to private education, with paid services, distorts the concept of the human right to education, which would be considering the numbers of those who can pay.

It is essential in our study identified as the interplay of the right to education between the global and the local, which translates that globalization and localization, it becomes central to the current debate. Not only because it makes sense and gives meaning to the territory, which has several important elements, since not to lose history, customs, culture and identity in education has a meaning; but because it threatens the issue of the centrality of state responsibility to the right to education, so that if the option is to decentralize to local, it is going down in families and as many local stages this commission, and it aggravate the situation of the poor and vulnerable completely devoid of objective solutions.

How is the analysis integrated? How does one look at a nation and manage to fairly get closer to the right to education? There is no doubt that the unique advantage of the human rights approach is its legal framework defining human rights and the obligations of governments, covering horizontal and vertical separation of powers.

The drawback remains that the legal framework only means only an approach to the concern. The transformation of reality, many factors determine concrete rights are not guaranteed. The fact that the data exposed about the South, discouraged, although associated with them, the fulfillment of the Millennium Development Goals. For many African and Latin American boys and girls, steps are taken, but literacy remains an elusive dream.

Reinforcing this idea, the proposal is referred to by Laura Tavares (2014), which systematizes the need to think, formulate and implement a social policy as an integral part of the development process to be built. She made an essential element to consider and see what is unique, not as random, but as the sum of social programs, which are often isolated and fragmented, lacking integrity. Such integration would build a social policy which becomes a political goal, be decisive and necessary condition for the remaining guidelines for public policies, including economic. Thus expressing the principle of unity of social policy.

Therefore, sharing Tavares' ideas, one can ensure and achieve more egalitarian patterns, beating the huge inequalities that still exist in countries. It is the will and appropriate management strategy, priority, and which may contribute projection. And with that centrality is education.

The defense on the basis of the right to education is a system where education is free in places where it is distributed, as an exercise of a right, and not in terms of the ability of each to afford it. Under human rights law governments have an obligation to adequately fund education for children, who should not pay for their schooling or be deprived of it for lack of resources. Children cannot wait until they grow, and hence they have as a priority the right to education in international human rights law. The consequences of denying education during their growth period cannot be repaired retroactively.

It is also seen how the consequences differ from one region to another. Africa has disadvantages and less chance for solutions than Latin America, although there are similar concerns. The mere fact of moving the discussion of law to access to education is already an indicator, coinciding with the former rapporteur, and is a concession to the economic approach on this issue.

Could be considered that any interpretation of educational processes and changes inevitably involve, both from historical and current perspectives, an analysis of the education systems political dimension and its importance as social control institutions of. The importance of education policy as essential on the right to education debate.

## II. Features, realities and challenges of education in Cuba in the context of the right to education in Latin America.

*Teaching who do not know? It is primarily a work of infinite love.*

*José Martí.*

*Education, one of the pivots of the Cuban Revolution,  
has gone over the 55 years by significant moments of learning,  
searching and renewal.*

### **The right to education from the regulatory situation in Latin America.**

The present is an analysis to understand how implementing actions are expected to achieve the right to education, with a specific analysis for Latin America and Africa, leading to review the letter that regulates the nations with regard to this right. Somehow it is a starting point that provides homogeneity in any analysis.

Stop and analyze chapter prepared by the Regional Office of Education of UNESCO for Latin America and the Caribbean, in collaboration with the Institute for Statistics (UIS) and the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), we seek to understand as it is conceived and how feasible is education as a human right, as a matter to ensure people for its implications for human development. (UNESCO, 2005)<sup>1</sup>

Many of the elements discussed here are common to the legal framework that has the right to education, so that the reference value to Africa and Latin America as regions where even inequalities and vulnerabilities remain explicit. Understanding the letter and attachment to it in the implementation of inclusive public policies, it is what makes the difference.

What was stated in the Universal Declaration of Human Rights, Article 26, states that: (UN)<sup>2</sup>

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available; access to higher education shall be equal for all on the basis of merit.

2. Education shall be directed to the full development of the human personality and strengthening of respect for human rights and fundamental freedoms; It shall promote understanding, tolerance and friendship among all nations and all ethnic or religious groups [...]

3. Parents have preferred to choose the kind of education that shall be given to their children right.

This implies that this understanding allows us to understand education as a right gives a statute that demands progress toward legal enforcement for all citizens in the international and national levels. And in the same way, it integrates the context of other social rights such as the right to health and decent work, which are interconnected and reinforce each other.

The idea also be a linked to the full development of people right, strengthens the idea that the education factor in determining the opportunities and quality of life of individuals,

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<sup>1</sup> UNESCO, 2005. Capítulo Oficina Regional de Educación de la UNESCO para América Latina y el Caribe, con la colaboración del Instituto de Estadística de la UNESCO (UIS) y la Comisión Económica para América Latina y el Caribe (CEPAL).

<sup>2</sup> ONU<<http://www.humanrights.com/es/what-are-human-rights/universal-declaration-of-humanrights/articles-21-30.html>>

families and communities, approaches, concerns, and It is in the top of the agenda for debate in the regions, is aimed at providing information that enables governments and other actors take measures to guarantee this right universally. However, the will is not enough, it is necessary to have the ability to identify sectors of the population who are excluded for various reasons, mainly associated with poverty.

The relationship produces education in improving income levels, health of people, changes in the structure of the family (in terms of fertility and participation in the economic activities of its members, among others) promoting democratic values and civilized coexistence autonomous and responsible activity of people has been amply demonstrated, are very illustrative data results worked as Human Development Reports. Education is crucial in the distribution of welfare opportunities, particularly in societies such as the Latin American and Caribbean, characterized by social inequality. "The guarantee of an apprenticeship linked to the formation of the identity of persons and their ability to live, do, engage and learn continuously, must be the cornerstone of an integrated concept of education for the twenty-first century." (UNESCO, 1996). It is no accident the priority given to the issue internationally, being until today after two decades, the main project in Latin America to achieve universal primary education.

Events and strengthen global and regional forums on various scenarios the priority given to the right to education since 1990, at the World Conference on Education for All the need to ensure universal primary education as part of an "expanded vision" was raised. In 2000, at the World Education Forum held in Dakar, progress in relation to the targets set in 1990 and a framework that includes, inter alia, to ensure that all children have access established he evaluated a primary education of good quality and completion. During the preparatory period of the Forum a framework for regional action was agreed. In 2002 strategic focus aimed at promoting the achievement of these objectives and the Ministers of Education were identified approved a new Regional Education Project for Latin America and the Caribbean (PRELAC) for the period 2002-2017.

It is appreciated that the incorporation of the goal linked to universal primary completion to the Millennium Development Goals education follows a sustained consensus building and priority to regional and international process.

The documentation that exists testifies to the weaknesses and deficiencies in quality and opportunities, subject to social inequalities, which affect greatly the chances that have children to complete primary education.

Designs chords equity policies are needed. This is a social commitment that allows the adoption of measures at the local level and better identification of the excluded, to design programs to meet their particular circumstances. And we note the projection of Latin America, the domain of the regional situation and as ready to progress this provides a framework of opportunities, that despite the difficulties still latent, feelings are more hopeful. Attention to equity gaps that limit achieving the Millennium Development Goals, are the subject of attention of regional and research organizations. The quality of education is also analyzed.

The state must take education as a fundamental human right and a public good that this reaches everyone. For even more efforts that right does not reach everyone. The centrality of this study reviews the indicators of the right to education, but emphasizes the main challenges for the state, especially in understanding and assuming their role as "guarantor of rights". Unfortunately, not all governments understand that, in those terms agree recognize most experts.

The privatization debate is complex. Their presence hinders consolidation and full understanding of the value of equity as a priority. It should be noted right to education from a change in the political culture. Efforts to require inclusion be more realistic and



offensive. A key aspect is the increased investment in education, which should be much higher, progressive and sustained, placed on the logic of the needs and priorities of education policy in the territory. The association of partisan priorities with budget increases, increase brand inequalities and discredited governments.

In another, the revision of the structures and performance levels to administer and manage the educational process will be required. The work of trade unions, the defense of logic and interests of workers in the education sector, affecting the changes and challenges of today. Without training and a coherent strategy to boost teaching new generations connected in the totality of everything, both of advances, as the most unacceptable scourges, it will be increasingly complex work of inclusive education, to ensure instruction human rights, gender equality and equity.

We emphasize the coincidence with the work done by (Gentili, 2009) ups and downs, especially with current trends in educational policies (Tiramonti, 2014)<sup>3</sup> summarized in: changes in legislation and the repositioning of the State, the mandate of inclusion and the search for new formats, concern for middle school, read key cultural changes in technology, alternative de-colonizing, and retention technologies nineties. Adjust these trends to the dynamics and realities of each of the nations in the region will allow more objectively respond to the agenda of the Millennium Development Goals and other initiatives for the incentive of reducing inequalities and poverty. At the regional agenda is transcendent the review and analysis of educational policies.

### **The reality of Cuba, debate inequalities.**

Recent years research on issues of poverty in Cuba has increased. Featured studies belong to (Espina, M. 2008) (Zabala, mc2009 and 2010) (Ferriol, A.2014) (Fleitas, R. 2013), among others who venture into problems of housing, health, cultural consumption and others.

Studies of inequality in Cuba have greater seniority than poverty. Social sciences got greater consensus to refer misery, or deficiencies of any group in this light. "The reflection in Cuban social science on social inequalities and / or sociocultural differences began in the nineteenth century under the influence of the European Enlightenment, its humanism and Enlightenment." (Fleitas, 2012)

A reference in any sui generis, when referring history to show relevance, or distinction of various problems and social ills in Cuba, it is the document "History will absolve me"<sup>4</sup> of Fidel Castro. The identification and characterization of poverty, backwardness, inequality and exclusion, and proposed reforms and measures from a structural conception of the nation, had no history. That clearly identified in the light of analysis of our time, show a document confirming rescue actions that lead to human rights and development towards a humanist, adapted to social reality. Among the identified primary education, emphasizing the full right to grant free education for all without distinction. Fidel Castro says: "The land problem, the problem of industrialization, the housing problem, the problem of unemployment, the problem of education and the problem of people's health;

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<sup>3</sup> Tiramonti, Guillermina. "Tendencias actuales en las políticas educativas de la región." En Dossier Revista Propuesta Educativa. No. 34. Año 23 / NOV / 2014.02. Especialista en Políticas Educativas y Docente Titular de la Universidad Nacional de La Plata. Investigadora del Área Educación de FLACSO Argentina.

<sup>4</sup> Castro, F. 1953 "La historia me absolverá". Cuba. Reconocido también como el proyecto político del Movimiento 26 de julio. Organización que encabezó las transformaciones políticas y económicas que se produjeron a partir de 1959 y la lucha insurreccional a fines de esa década en Cuba.

I are the six points to problems we would resolutely directed our efforts, together with the conquest of freedom and political democracy "(Castro, 2007: 38)<sup>5</sup>.

In the case of Cuba, education was one of those priority axes in each place where the Revolution was settled. In the following description, "A field schoolhouses attend barefoot, half-naked and malnourished, less than half of school-age children [...]"; It reflects a truly alarming situation is observed if other statistics as well, for example, was in Cuba a million illiterates in a population of five and a half million inhabitants are contemplated.

With regard to education the responsibility of the State noted. Just a few days after July 1. January 1959, the National Literacy and Basic Education and the April 22, 1960 Fidel is calling to create the Contingent of Teachers Volunteers was created in Cuba. (Canovas, 2014)<sup>6</sup>. They were prepared in the camp Mines Frio in the Sierra Maestra, then literacy in classrooms that were being created in the country.

It was the immediate coping illiteracy, limited to full access to education, transforming the average overdue for schooling degrees, limitation and shortage of teachers, lack of institutions and strategies of teacher training, the situation Structural schools, and the state's responsibility to get opportunity for capacity building equitably.

Education, history, educational system settings, hit the uniquely Cuban society. "Literacy was a great mobilization of the Cuban people. It is not known who learned more, if the literacy, family literacy, or peasants "(Canovas, 2014). Dismounted a rift between town and country, mobilized an exchange that surpassed instruction, all learned, literate and literacy. And Cuba attended a total shift in mentality and behavior of people. Background as Ana Betancourt Plan Studies for young farmers, the Brigades "Pilots" Conrado Benitez Brigades literacy teachers and workers Patria o death, they are examples of how the process was taking broad social mobilization, and started from the principle as train and prepare teachers.

In just one year the illiteracy in Cuba was reduced to 3, 9%. That was the beginning of a battle to achieve further levels of education in the Cuban population. And there the nation was pronounced in delimiting the problem of education, he concluded not eliminating illiteracy, but should be "efforts to raise the intellectual level and quality of teachers, a matter of improving the techniques of teaching work, processing plans and programs, progress in the system of relationships between teachers and students, experimentation and constant research and educational development ". (Hart, 1961) The Law on Education Reform it was approved by the Council of Ministers on December 21, 1959.

The Law on Education Reform and summed up the importance of the ETP in Cuba, trades and farming occupations. The nationalization of education in 1961 favored the development of technology to lay the foundations of industrialization and supporting the economy.

Moreover, it was crucial the development of universities. They were only three of this level in the country: The University of Havana; Marta Abreu of Las Villas; and Antonio Maceo, from the East. In the sixties, the Supreme Council of Universities is created and this assumes a set of reforms in education that "fundamentals of Higher Education" was named adopted on 10 January 1962. In academia measures were taken related to the elimination of repetitive and scholastic methods of teaching. Scientific research was included as an element of the teaching process and scholarship schemes were created to allow access to the humble strata of society. "The creation of the network of medical

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<sup>5</sup> Castro, F. 2007 "Reflexiones". Periódico Granma. La Habana. Cuba

<sup>6</sup> Cánovas, L. 2014. "Se hace camino al andar." Entrevista concedida a la periodista Lissy Rodríguez Guerrero del Periódico Oficial de Cuba Granma. En < [www.granma.cu/cuba/2014-01-07/se-hace-camino-al-andar](http://www.granma.cu/cuba/2014-01-07/se-hace-camino-al-andar)>

schools included to form professionals in the health sector and later the Pedagogical Institutes. Since 1975, at the First Party Congress, the restructuring of higher education, which was intended to extend the nationwide university approved; until the Ministry of Higher Education was founded in 1976, and with it came 18 universities. Cuba today has 68 universities with the mission to preserve, develop and pro-move through its substantive processes and relationship with society, human culture. (Canovas, 2014)

Other experiences accumulated with the universalization of education in 2000, as part of the programs of the Revolution, and sought alternatives facing survival, after the 90s, worst stage in the national economy. In 169 campuses nationwide that were attended by higher education institutions they were created.

Give high importance to the full realization of the right to education of its citizens, it has been premise of the Cuban state. This materialized in the priority and developing policies and programs to face reality and delays especially structural and institutional obstacles. The first major step was the eradication of illiteracy and the creation of conditions to guarantee universal free education at all levels of education, which is now a reality. This responded to basic principles such as:

- a) The principle of mass education and equity in education
- b) The principle of study and work
- c) The principle of democratic participation of the whole society in the task of educating the people
- d) The principle of coeducation and of schools open to diversity.
- e) The principle of differentiated attention and educational integration
- f) The principle of free

Hold that character and principle of free education at all levels, it has been one of the strongest to keep the Cuban revolutionary project achievements. The conflict of territoriality was confronted with an extensive system of scholarships for all students, ceasing to be a limiting long distances, or membership in a rural or urban area not close. The designs of strategy and policies, are in a dimension of national character, even if the structure responds to a design from local, it has spread the notion that school is the most important cultural center of the community. Acquires much value the various readings of the role of the school in the community, starting to recognize a close dialectical relationship. Their involvement happens to be just an influence in both directions. Today it is undeniable that communities determine their schools. If predominant indicators of inequality and poverty, whether local movements occur within the class structure, by transformations of economic, or other immediately or no impact on the school environment.

This is not a new event, the history of poverty in Cuba, and the links with overcoming inequalities in education, are associated with the very beginning of the Cuban Revolution. The interest in his research stems from the need to confront and opportunity that created the Cuban revolutionary government that was installed in power, with the shift in its social policy. On the one hand, by encouraging social research that stems from educational and cultural transformations that start in that decade and, secondly, the new egalitarian approach to economic and social policy. (Fleitas, 2013)

Today, says the consolidation of a national system of education where several generations of Cubans are privileged to continuing education and free at all levels of education, advocating the concept of lifelong education.

Social policy expressed clear will to keep education a top priority, however, as we have argued in analyzing the relationship with the context changes rapidly impacting all areas of society, causing new concerns and challenges ahead.

### **The right to education in Cuba. Expressions.**

The right to education, quality and social impact caused in Cuba, is placed between one of the most important features of Cuban society. The effort made by the education system to train, develop and strengthen core ethical values, so consciously incorporated into the lives of students. The educational improvement has been consolidated on the basis of the values of equality, equity, non-discrimination, solidarity, integrity, honesty, love in socially useful work, respect for the elderly and helping the disabled, care social and environmental property.

Initiatives through community education programs at national level by non-formal methods as "Educate Your Child" and "Facts for Life", strengthened and represent important precedents for references to the Convention on the Rights of the Child, adopted by the Assembly General of the United Nations in November 1989. Both programs are supported by UNICEF and have significant value as strengthen the system of influences in knowledge about the rights of children receiving students through curriculum subjects when they enter school. Mention is intentional, because it is likely to express a very novel to promote rights and values and practices strengthen families to ensure equality, fairness and respect for the rights of children example.

For the arrival of 2000, existed in Cuba 614.592 children, representing 70% of the population aged 0-5 years old. It came into existence in rural areas a total of 12,000 non-formal groups, accounting for 46.16% of the total (26.426). 100% of the population between 5 and 6 years of age (1,588 children in preschool level) belonging to intricate rural areas is served. 51.4% are girls. These data observed as a result of explicit will in the Cuban educational policy are relevant, but much more when read in the historical moment when the fact was happening. The closing of an economically decadent and various signs of social lack of balance decade.

Identify all educational effort, from the structural and functional conception had return to society and vice versa, would be expressed in the "For Life", becoming an enriching experience. The school as a cultural center, educational activities placed in different social settings. Sensitive to help preserve the right to a healthy development and protection of children, adolescents and young subjects multiplied. Among them are: family education and coexistence, education and health care and environmental protection, all aspects enshrined in the document of the Convention on the Rights of the Child, adopted at the United Nations.

With a structure and strategies outlined education, with pertinencia placing the center of any intention to develop, both human and economic, political and social; Cuba economically collapses and live the difficult situation affecting the people in the '90s called The disappearance of the socialist bloc and the tightening of the economic blockade and the hostile policy of the US against Cuba, produced acute transformations in educational settings. Or communities or families, and therefore children were again the same.

It was necessary to continue and improve the Cuban educational system, and in correspondence with the profound economic and social changes in the country in the decade of the 90s, and the challenges of the contemporary world themselves, were conducted in the same stage a research group of character teaching aimed at finding new strategies to put more in the activity center directors, teachers, students as the protagonists of educational changes. (Foreign Ministry, 2014)<sup>7</sup>

If what changes would have to refer, and how much persevere intention of the right to education is implicit in it, we can mention that the highlight was maintained during this

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<sup>7</sup> MINREX, 2014. Tomado del site oficial <[www.cubaminrex.cu](http://www.cubaminrex.cu)>

stage in relation to the training of teachers. The essences of strategies offered absolute priority to create an educator able to incorporate humanistic dimensions, and to move from principles to education instruction. Curricula for teachers, transformed since 1992, to adjust to a territorial and local reality, which began differences to consider are met. The emphasis in education is aimed at:

- Diagnosis of each school, so that from their characterization can efficiently manage the process of teaching and learning.
- A process of stimulation of human potential.
- Working with family and community.
- Designing curricula that facilitate their update and adjust flexibly to the specific conditions in centers where he works.

It can be seen that this strategy livelihood and social policy condition is backing the popular will and understanding that education alone would give the objective possibilities for change and transformation.

The clearest expression was the priority given by the government, expressed in the substantial increase in the number of schools: of 7,674 that existed before the triumph of the Revolution (Course 1958-1959), to 12,442 today; teachers increased from 22,800 to 250,000, which places Cuba as one of the countries with the best indicator of inhabitants per teacher (42 inhabitants per teacher) while the world average is only 103. And the number compared to the first world alumnus average only 9 per teacher.

To show that 100% of children are in school, who enjoy, for 6-7 hours daily residence, 220 school days in the year, is one of the highest in the world. There is a whole strategy to address the development of so-called Special Schools to cater for children with special educational needs, to the greatest extent possible and as their individual skills, in addition to fend for themselves, join the social life. Showing actions of inclusion and attention to diversity.

The data indicate that put care for abandoned children cared for in institutions, in homes for these purposes. Expression little known in Cuba, and although unequalled by other Latin American country, also present in our reality.

The work of community education, observed essentially from prevention, is addressed to socially disadvantaged children, which focuses on comprehensive care to reach the families of these students. The situations in many circumstances to put children in front of home generators of risk and social disadvantage to their descendants.

It's close related to the expression of the right to education with the educational policy, consciously plotted as strategy and essential aspect of the social policy of the Cuban nation. Main elements to affirm it are support on the analysis in the school system structure, part of the universal educational system character, and progress in schooling obligation of acquire until 9th grade, showing others indicators related to the studies continuation, the access to university studies, and the concept of study to the life, manifested on experiences and universities created for elder people.

### **Expressions of solidarity and internationalism education with Angola.**

A genuine expression of the political and vocation of solidarity and internationalism of Cuba will, although it is an expression in many areas of development, has been essential in the education and training of young people from various developing countries. Program contributions "I if I can" and "I if I can go" directly associated with the eradication of illiteracy, show a new way to bring education to those who have no alternative. "Almost ten million people have already learned to read and write with the Cuban literacy method

for adults I, yes I can, which since 2002 has been implemented in 30 countries."<sup>8</sup> It was noted that in early 2016 should exceed that figure, since that date must have graduated the nearly 795,000 people who are right now in the classroom. In 2006, the Cuban teaching method received the Sejong Prize from the United Nations Educational, Scientific and Cultural Organization (Unesco).

The Angolan government wants 85 percent of the Angolan population register literate by 2025, Prensa Latina acknowledge recently published. Angola is the first African country to surpass the millions of the Cuban literacy teaching method, one million 139 thousand 729 Angolans are registered literate<sup>9</sup>.

No recent Cuban "third internationalism" that has been brewing in Havana for several decades. In 1960, over 100,000 Cuban health professionals have served in 101 countries worldwide and more than 21,000 students from Africa, Latin America and the Caribbean currently attending medical school in Cuba<sup>10</sup>. In Africa, the magnitude of this kind of cooperation has been enormous, and the most telling case is Gambia, a country that before the implementation of the Cuban Integral Health Program (PIS), only had 18 Gambian doctors, a figure that increased to 158 thanks to the PIS. Besides the above, the mortality rates in the country dropped from 121 deaths per 1,000 births in 1998 to 61 in 2001<sup>11</sup>. So says a reference on relations between Cuba and Africa. And places Cuba among the countries that contribute to combating poverty in our context of developing countries Data by regions and countries exceed our goals, however in the interest of this work references contribution to the Angolan nation reached the figure of 2189 the trained young university Cuba, with guarantees of return to their country to help the social transformation of their country. Many studied from elementary school until 1781 posgraduación. Y today Angolans are undergraduate students, all from the National Institute of Management Scholarships (INAGBE), of which 623 are studying careers within the Ministry of Education Superior (MES), 189 educational profile races, 16 races and 953 racing sports medical science. In the second half of 2014 a total of 430 students who began his undergraduate studies in 2015, 166 of them students for careers pertaining to the MES, 70 and 194 for teaching careers for health careers were received<sup>12</sup>.

Suman 1172 teachers who contribute advice, openings specialties, and training in the scenario of higher education. The recognition of these contributions results in official visits and signing of agreements for exchange and cooperation in the educational area.

The inevitable reflection, leads to the question of how it was and still is possible for Cuba to offer this unique opportunity? The answers only maintain an explicit political intention, unwavering vocation of solidarity and internationalism. The same as in difficult circumstances has maintained a consistent education system, designed for human growth.

### **Education in Cuba and their interaction with human development.**

Cuba shows a reality itself, which responds to very particular context and historical characteristics. An election of socialist social system, more than fifty years defending public policies of justice and equity. The economic basis of that draft complex swings, because they qualify for a sustained economic, and therefore a culture of local economic

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<sup>8</sup> Valdés, Licet. En Conferencia de Prensa. Subdirectora del Instituto Pedagógico Latinoamericano y Caribeño (IPLAC), <http://www.cubadebate.cu/etiqueta/yo-si-puedo/>

<sup>9</sup> <http://www.cubadebate.cu/noticias/2015/07/03/angola-supera-el-millon-de-alfabetizados-gracias-a-metodo-cubano-yo-si-puedo/#.VncyMLwDWk>

<sup>10</sup> Medical Education Cooperation with Cuba. "Cuba & the Global Workforce: Health Professionals Abroad." Disponible en: <http://www.medicc.org/ns/index.php?p=0&s=12>

<sup>11</sup> González López, David. Cuba y África: Política Exterior cubana en África. Posted on noviembre 1, 2012

<sup>12</sup> Entrevista concedida por especialista de la Dirección de RRII MES-Cuba.

response, which is constantly looking for alternatives, and has been inefficient, marking materials quality limitations Cuban life.

Became more dramatic during the special period began in the '90s "could be identified as the most complicated historical circumstances of the Cuban economy, with serious consequences for society, based on adopted measures and adjustments. The rebirth of poverty at this stage is identified by scholars.

Despite this reality, "the government maintained invariably universalist approach to health, education and social security. However, adjustments in the economic policy of that period involved changes that have an impact on the social structure creating inequalities, although that had not been completely eliminated, at least kept very low values, almost imperceptible in society at the beginning of this decade. In fact, the new policy for several years generated a social optimism that was missing material poverty was so widespread in the neo-colony and colony, and were so shocking measures sixties, believed that only with such changes and It was enough to banish a phenomenon that lasted centuries of institutions in the country, which became a structural problem, associated with multiple economic, social and cultural factors." (Fleitas, 2013).

Equal opportunities have been a principle of the Cuban model of development and its education policy. The education reforms were momentous for the nation and for the region, the mere fact of being the first country free of illiteracy in Latin America makes it a nation where arguably education and training acquired centrality in the way conceiving the world and relate to social policy.

The conception and the right to education, observed from the UN debate on access and the average years of free education offered equal opportunity for boys and girls. However, this is not exactly the subject of debate for Cubans. For most, especially those born after 1960, it is obvious for more than five decades, there is a right to attend school for free, with many possibilities to find a space for personal growth and development does. There are generations of Cubans who were born with the indisputable right to education. This makes it more interesting this analysis, because the debate is then moved from other perspectives and associated changes in the dynamics and social structure of the country. So somehow, it is reconfigured so are understanding Cubans the right to education, causing another, almost essential educational reform, which aims to quality and access review the continuation of studies and access to employment opportunities associated with educational levels achieved. It is in these areas where inequalities are appreciated and gaps that manifest gender differences, territoriality, acquisition levels of economic, social origin, race, sexual orientation, among others identified in the studies developed poverty are emerging.

The national education system is organized and structurally tested to maintain performance levels despite the difficult and adverse economic conditions. Notwithstanding any living stage, Cuba has guaranteed an education strategy for all public and free. Including the training of thousands of young people from developing countries, supportive program that did not stop even in the conditions perores strategy as an internationalist and solidarity that characterizes the revolutionary project. So without closing the class, without depriving any Cubans of their right to education, and offering the opportunity to young people in their countries had never achieved, the question for a discussion of the right to education in Cuba, goes directed this work how to maintain and adjust the conquest and levels of development to the social reality facing today, where situations of poverty and vulnerability, the exercise that right by itself identify, does not guarantee equity and justice in accessing other rights to which education opens its doors, because they depend on and interact with other dimensions of reality.

The approaches to the issues on the concept of development in Cuba, agree to recognize its historic character, and be impacted by the events of the late twentieth century. The impact of policy approaches that were designed and executed to provide solutions to the dilemmas faced by the nation, are irrefutable proof of a political purpose.

"The main feature of the Cuban development model that was built from the 60s in its socialist character is defined by the predominance of state ownership in the business system of the economy and institutional organization that exists in the country. The legitimacy of that model was made possible due to the promotion of a culture of popular participation that allowed the direction of the national government fed back; and a logical policy that favored equal opportunities in access to basic resources: food, employment, housing, health and education, whose aim was none other than that of improving the quality of life of the people and eradicate chronic poverty It existed in the country. To achieve this goal it was necessary that social policies are made priorities of the development strategy, and that approach has been maintained even during the period of economic reform 90. Participation and equal opportunities were not mere slogans Revolution, but the principles governing social and economic policy, endorsed constitutionally and socially accepted as part of the development model that has been built over the past fifty years. Formed the ideological basis of a development policy that sought to remove a regionalist as that which existed in Cuba in 1959 bourgeois society, patriarchal, and racist." (Fleitas, 2012)

This same author, explores the contradictions of Cuban development model has faced. Breaks with the prevailing neoliberal model; and secondly the blockade considered a factor that has impacted all areas of social development, being at the base of the explanation of why in certain historical circumstances, not always the goals of decentralization, full participation and greater equity is achieved.

There can be declared a human development approach and an intellectual and political commitment Human Development in Cuba, research 1996, 1999 and 2003 are proof of that. An important consideration is the measurement of territorial development, to analyze key indicators for education and health achievements are sustained by the policy of social equity are observed. For these areas, it is more visible, but decentralization and an enterprise system in line with the demands are totally inadequate.

That movement between the local and global development, has shades of communities when it comes to real participation. The intention of bringing solutions, to identify needs and adjust cultures, traditions to everyday life, has moments of strengths. The 90s and the 2000s, were scenarios where popular education movements, the rise of the PDHL (local human development programs), the incorporation of thought and study of Paulo Freyre arise, emerging training programs social workers, community work promoting and strengthening the development of the territory.

Variable ratifies considering territoriality "recognize the city as the ideal space for endogenous development and the role that national and provincial actors can play in the context of an articulated and decentralized relationship where all levels are important and move towards the same goal: improving the quality of life of the people".

In the experience of the right to education it has been decisive participation as methodology. Many of the solutions achieved in the 90s, where Cuba did not close a single classroom or any school depended on it. The emergence of forms of decentralized cooperation and partnerships between local actors and all forms of cooperation for development, sustainability determined the Cuban educational model. The experiences in work on gender equality, and overcoming inequalities, showed an area of great innovation in development practices.



### **Challenges of the right to education in Cuba.**

This study reveals that Cuba privileged way exposes an implementation of the right to outstanding education in the region and the world. However, this does not eliminate the challenges and new logic to be considered by all actors to be able to maintain what has been achieved and approach that called for capacity building to address current human survival conflicts with greater success and fulfillment.

In that context, greater commitment to the ideal and principles of equity Cuba has undergone transformations, in conjunction with its historical development. In a complex economic environment and under difficult circumstances.

Outstanding results hold regional comparative studies, attention to primary and special education, early childhood education in kindergartens, and other related guarantees given to the continuation of studies, together with a free educational system so universal, are indisputable results.

Results of interviews and review of official documents realize that teacher training is one of the priorities of the Ministry of Education as well as the formation of a comprehensive student. They are nominated in school courses in one year accounted attend an enrollment of 1 million 804 thousand students in 10,366 institutions challenges facing the country. (Orta, 2014)<sup>13</sup>

However, in primary education, by 2014 already to notice a decrease in enrollment over the previous year, which is associated with decreased birth in Cuba. While increased the number of external students, which now amounts to 75 923, due to increased enrollment in schools and teaching that are forming in technical specialties. The answer to this population mobility responds to the falling birth rate, which begins to impact differently the various educational teachings.

The educational coverage in Cuba, have a need for 183,100 teachers to have covered one hundred percent of our classrooms, and now has 93, 1 percent, ensuring coverage of 99.6 percent. Revealing the situation of the exodus that has faced in last years. The different structures in each territory get several alternatives that were designed by the Ministry of Education (MINED), among which are counted that managers spend the whole system to direct teaching, and keeps hiring professionals who are not sector.

Each year evidence, strength training that involves teaching schools. The need for teachers initially figure of over 16 000, 4000 students graduated from pedagogical schools, 1820 teachers of middle level and 3323 of pedagogical universities were incorporated, demand was solved. Also among the alternatives it will be the effort of teachers in training, who from the fourth year of his career making linked to teaching practices. This is associated with the new reality of the country situation, among other attractions economic impacts of new forms of employment in Cuba.

A new experience associated with the reality of each country, is still training with related classroom, experiment already reached 235 classrooms. Many are associated with non-state models of management, especially in specialties such as hair and beauty, among others. This gives the dimension, the dynamism with which the economic changes the country is facing. An adaptation and flexibility in the teaching process is studied, "meaning that the school will have a greater role and responsibility in the organization of the teaching process. This does not mean that schools will be allowed to violate the curriculum or affect the merits of hours. Does not eliminate school lunches, just given the possibility to the family to decide if the student will go to lunch at the home and will have

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<sup>13</sup> Orta, R. Yailin. 2014. "Retos y proyecciones de la educación cubana" 26 Agosto 2014. Resumen de comentarios de autoridades del Ministerio de Educación de Cuba (25 Comentarios) Programa Especial de TV nacional Mesa Redonda. La Habana. Cuba.

to commit to this then return to school ", also expressed MINED authorities, the consider that strategies aimed at making adjustments as needed.

Various educational experiences of the 70s and 80s, they were dying, as in the 90s faced economic crisis. The consequence was losing many practices, all aimed at vocational training, work-study relationship, and capacity development incentive for the formation of values and ethics of human development. In that sense, an explicit purpose of the education in Cuba, has been rescuing interest circles, movement monitors, sports and cultural festivals. "These are possibilities that make it to school with the community and make it the center of many of the processes of the neighborhood", for it also required more and more solid partnership between the school and parents. A challenge for the managers of the institutions is to create institutional spaces for dialogue and fraternization, according to provide increased monitoring each student.

The quality of teaching programs, getting distinguished training and development objectives for education and age group, is another direction of attention. The review schedules, especially at primary level, children stay all day, it requires further creativity and diversity of the planned activities.

Another weakness has been the deterioration of the proper use of language in written and verbal form. The frequencies of Spanish Language as a subject that should be the basis of training quality Cubans are reviewed.

Before the change, the focus of territoriality becomes relevant in rural areas, the distances to travel, do not allow the national timetables for completing the learning activity, demanding creativity and search for alternatives to teachers, to solve problems and specificities in some communities.

Strengthen the course in civics, intended to complement the integral aspects and cultural training that is expected of education. This together with the role and example of the teacher, will be crucial to debate and discuss the formation of values, better use of time for consultation at libraries, working with the art instructor, coaches, depending on grant for higher quality employment leisure and children and youth.

In the structural order, the challenges are great, there is a local wear due to the impossibility of proper maintenance. The essential efforts are directed to lighting and basic conditions, being still very limited in some scenarios. The main purpose has been directed to the basic secondary schools have laboratories for Physics, Chemistry and Biology at the moment exist only in 72%.

Evaluation systems, for immediate implementation are reviewed, considering the development of thought and not the mechanical reproduction of knowledge received, the proposal to include discounts for misspellings, and add to the Spanish tests, oral expression, responding to a claims and concerns of society. As well as reduce and concentrate examinations according to the objectives and levels of education degree. Encouragement to participate and get results from competitions at all levels remains a form of incentive to demand higher quality and dedication to study.

The Cuban case holds an educational policy based on social policy defined in equal opportunities. At the regional level it has marked differences from other Latin American countries in education policies and overcoming inequalities, indicators, strategies and results of regional assessments realize it.

However, reality and global processes affect and cause the necessary consideration of challenges, in the Cuban case to maintain and quality leaps and social inclusion. In recent years the most recurrent challenges and causes of low quality, and in another case a representation at the social level, which makes it popular target of criticism and analysis are associated with:

- The exodus of teachers,

- The need to increase the quality of professionals,
- The urgency of the appreciation of the union, both by society and materially.
- Increased efforts to maintain adequate levels of continuing studies.
- Need to combine the links between family and school.
- Strengthen the work of the community and the territory as a true expression of the school-society relationship.
- Necessary introduction of new information technologies and communication.
- Increased efforts on maintenance and recovery of school infrastructure. Enabling adequate drinking water, and food where well designed.
- Assess the impact of changes in the economic model and openness to work in private schools.
- Consider shifts in the class structure, from the new forms of income with school-society relations.
- The relationship with the school is established from the communities with greater social vulnerability.

Educational processes have had a formal, institutional, adjusted strategies that respond to national policies that guarantee certain levels of equity. The social, and economic adjustments faced generate various social responses.

The education system is in the daily life of all Cubans. Their challenges impact every family, every community, every scenario. Non-formal practices, logical relationship starting to settle, deserve to be addressed not only by way of criticism but as a natural way forward to further steps that respond to different historical periods. The empty spaces just happen to complicate further the gaps that occur in the success or failure at school, on school career, and the formation of cultural capital, which will determine the employment, political, ideological and cultural nation. Taking a context that may cause inequities, recognizing vulnerabilities and in some cases poverty conditions, allow education to care for the full exercise of the right to education, and to prepare new generations to live another reality.

Understanding the scholar system's structure (character, performance, duration of obligatory period), financing, constant statistic report, the existence of compensatory programs, attention to early childhood teachers, school system and ensure continued existence of shared goals it is the stage, where the role definition of educational policies will be essential.

### **III- The educational case of Sumbe, Kwanza Sul, in the African-Angolan context for the right to education.**

*"Man becomes man for others",  
so, the colors of Africa are not only in nature but in the eyes of its people. "  
African proverb Tsonga tribe*

#### **The African context for the right to education**

To identify in an irretrievably way that there are 58 million children between 6 and 11 years out of school, is shocking. That statement issued by UNESCO, noted that there has been a general sparse improvement since 2007. This improvement holds essentially in nations that advance their efforts to invest in positive measures such as the abolition of school fees, the adequacy of study plans and financial support to needy families.

The Director General of UNESCO, Irina Bokova, shows concern for countries to renew their commitment to ensuring that all children have access to school and learning<sup>14</sup>. It is recognizable the lack of progress in reducing the number of children out of school, what confirms the concern: indeed, there is some possibility that countries reach the goal of universal primary education by 2015." That was from 2014, "We cannot freeze at this data. On the contrary, we must give alarm signals and gather the political will to ensure that the right to education of all children "is respected. (UNESCO, 2014)

New global statistics compiled by the Institute for Statistics (UIS) show that about 43% of children out of school, 15 million girls and 10 million boys, probably never will step into a classroom if current trends persist. The lack of progress on a global scale is evident, and this is due largely to the high population growth in sub-Saharan Africa, a region where there are currently 30 million children out of school. Most of these children never start school and those who do are at risk of dropping out.

Across the region, more than one in three children who joined the educational system in 2012 will desert before reaching the last grade. The approach to global data and statistics, makes more evident the challenges to education in the world. In that context that responds to a dynamic of shocking changes, Africa offers a reality that needs understanding and approach by all in the search for solutions.

To approach the problems of education in Africa and understand the Angolan context, provoked a search for what behavior, conception and design strategies mobilize social change in Africa. To know that in the Declaration on human rights there is a chapter dedicated to Africa, it is evidence of an intention to provoke that international agencies direct a precise gaze into to this region. In section VII entitled Meeting the special needs of Africa, there are items that express the will of this international body to guide the fate of the Africans, it is presented verbatim: "We will support the consolidation of democracy in Africa and assist Africans in their struggle for lasting peace, poverty eradication and sustainable development, thereby bringing Africa into the mainstream of the world economy. And for this decision: full support to the political and institutional structures of emerging democracies in Africa; encourage and sustain regional and sub-regional mechanisms for preventing conflict and promoting political stability, and ensure that the operations of peacekeeping in Africa receive reliable flow of resources; take special measures to address the challenges of poverty eradication and sustainable development in Africa, including debt cancellation, improved market access, increased official development assistance and increased flows of foreign direct investment and transfer technology; and help Africa build up its capacity to tackle the spread of HIV / AIDS and other infectious diseases" (ONU-2000)<sup>15</sup>.

In these intentions it is not explicit the commitment to education, however it presents with complete objectivity, the achieving of any of the objectives planned for the region. Africa has emergencies and education becomes a matter of salvation.

The wealth of the African continent, the scene of social and historical events, such as: wars, epidemics, looting, gang rape, among others; whose traces are reflected in education, culture, relationships and family, as well as configuration and conception of the world, which have their nations, enables and demands a sui generis understanding for its future.

The fundamental institutions that make possible the socialization, development and growth processes of human beings, are not detached from their historical, economic, political and cultural partner, thus the family, religion contexts and African society also

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<sup>14</sup> Director General of UNESCO, Irina Bokova, Brussels, June 26

<sup>15</sup> UM, 2000. "Millenium Declaration", 55th session, Theme 60 of the A/RES/%%/2 program

has its peculiarities. And the relationship with what is happening in schools has significance and meanings.

The context and the living history as a continent, it has involved significant trends in the advancement and progress towards experiences of enjoying better quality of life and enjoyment of basic rights. Culture, family structures and institutions impact all the processes of socialization and influence the lives of men and women since its inception.

Families make very extensive connections, which are formed as "tools of psychosocial adaptation"; characterized by aspects such as the size of the family of origin, structure, availability of social assistance or the level of poverty, it implies various roles and functionality of the child and the child within the family, causing a process that grows, migration from the family of origin in search of opportunities, from an early age.

In the case of role differences between boys and girls, it is important to note that inequalities are striking, as is expected of men's and women's independence more closeness and social competence. Movements in the allocation of roles, even if they can be seen more opportunities and need for performance, make visible a reduction of the role as mentors who was performed by parents, to dominate many expressions of losing their authority; associated with the growing role of head of the woman, who remains critical and more active, essentially for children and adolescents in the transmission of vision and understanding of the worldview and decision making.

The war and the events experienced in many of these countries, among other consequences, brought family breakdown. Children living on the street alone or with family members, in situations of abuse, and widespread poverty. Many assume performances of older children, who work as fathers and mothers of the smallest, in the process devoid of experience and adequate strength from its impact on the formation and structure of personality, it is possible to maintain a rich cultural tradition of games and learning.

To distinguish the transits and paths followed by Africa in the changing patterns of socialization, will involve not only to think of education because the state, family, culture, among others, acquire meanings to make readings appropriately connected with historic moment.

However, for the African case, we do not assume a reading that is higher or lower in importance of education as a form of socialization, the discussion of its impact in shaping attitudes and thoughts, it is not just a theoretical matter, a reality underlies and it is read when we approach these training processes, which are not only the responsibility of the school. There is a gap between the needs of a society that is immersed in formulas already in the past, and that has deep wounds.

It is relevant to the data observed in the review of the research and the studies on Africa, where the importance of school history is unknown. This situation also affects the variability of schooling, the high dropout rate according to different countries and sex; to be men the ones more involved in the education systems. Fact that reflects the discrimination experienced by women; who increasingly are subjected to domestic work. The questions then arise as to identify levels of understanding, the response capacity that the school has to promote, preserve and rescue a historic cultural identity, which facilitates the understanding of the African popular expression and its challenges and meanings today.

To promote economic and technological progress, transmitting culture and education, it is a social responsibility to the school. They will be given the conditions, to education, on what basis and what are the contents acquires meaning in everyday life. The UNICEF declaration calls for reversing this situation by declaring a fundamental, "achieve high enrollment rates in primary education, to increase the number of those in the initial phase

of adolescence, they are about to enter high school as appropriate for the age "(UNICEF, 2015)<sup>16</sup>. It describes the situation of children and insists repeatedly on the number of children worldwide who are out of school, but just refer the number of African children with frequent age for primary education who are outside the school, rising to 69 million today.

The number of children and adolescents out of school in the world is increasing, and reached 124 million in 2013, according to UNESCO, which warns that international aid for education is insufficient to universal primary and secondary education (UNESCO, 2015)<sup>17</sup>.

According to a report from the Institute of United Nations, held in 2010, the enrollment rate in primary education in developing countries was 90% for males and 87% for women. Data for the period 2005-2009 to distance themselves from the African reality, where they get to be up 81% and 77% respectively, for the specific case of sub-Saharan a disadvantaged region of the continent<sup>18</sup>. The same situation occurs with teenagers in age of frequenting the final years of primary education, they are nearly 71 million of those outside such centers<sup>19</sup>; besides being sub-Saharan Africa, the region most affected with 38% of adolescents out of school" (UNICEF)<sup>20</sup>.

Mainly in Africa and South Asia, females have a greater disadvantage in school, which rages in the less developed regions, the statistics demonstrate greater consequences for them. Many children and adolescents drop out of school, it refers to a 39%, and others have been repeating the initial cycle or recovering the delay of a late start. A 64% do not always make it to high school. A statement that is found in the 2007 figures of the least developed countries, whose gross rate of secondary education was 48% compared with 75% of the final years of initial education<sup>21</sup>.

The analysis of the difficulties that aggravate access to different teachings, draws attention to elements that hold the debate on the right to education. It predominates, first, the cost of schooling, which is greater in the secondary than in the primary, causing a discontinuity of studies, and the impossibility for families to insert their kids.

Secondly, and very important to this study, the situation of territoriality, with increasing need for transport, many of the schools are located geographically distant areas of residence, and therefore intensifies the conflict between educational aspirations and the economic cost to move and stay, constituting another cause of abandonment and desistance.

In another order, the lack of professionals, accidents and injuries, early sexual intercourse, HIV-AIDS, issues related to mental health, child labor, marriage and teenage pregnancy and employment opportunities; They are just some of the many factors that limit the proper development of children to reach adulthood.

The focus in the gender analysis it is essential. Pregnancy and maternity in the adolescent stage, a phenomenon in sub-Saharan Africa has a strong impact, to encompass 18% of girls between 15 and 19 years were mothers; a figure that far exceeds the performance in other regions. In Latin America, for example, teenage mothers reach 8% in North

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<sup>16</sup> UNICEF. 2015. "Estado mundial de la infancia 2015: Reimaginar el futuro" *La situación Mundial de la Infancia*.

<sup>17</sup> UNESCO, 2015.

<sup>18</sup> Instituto de Organización de las Naciones Unidas para la Educación, la Ciencia, la Cultura y las Estadísticas. "Out-of-School Adolescents". p.108.

<sup>19</sup> Idem.

<sup>20</sup> UNICEF, "Bancos de datos globales"

<sup>21</sup> Idem.

America and 5%, while in Europe, Asia and Oceania the proportion is 3%<sup>22</sup> (Da Cruz, 2014)<sup>23</sup>.

Recent studies recognize dissimilar factors affecting the prevalence of pregnancy and motherhood, between African teenagers, some of which include: the abrupt transitional situation that has already been mentioned and which is characterized by an accelerated process of urbanization. Roland Pourtier<sup>24</sup> speaks of “a real population explosion” than anywhere else in the world, which is undoubtedly the most spectacular transformation of contemporary Africa; as cities have accumulated a very young population, with 60% of people under 20 years and therefore with considerable reproductive potential.

The incidence of territorial variability, has revealed an impact, because malfunctions and breakdowns that face the socio-spatial organization are unprecedented. And at the same time the future of the children of teenage mothers, it is also riskier. For young people who come to the cities, these situations result in harsh conditions hindering not only the life of a teenage mother, but also that of their children. There are a number of homeless teenage mothers, it facilitates the abandonment of children, or negligence in their care when they have it. The abortion, interruptions happens in the hands of unskilled and often when pregnancy is already advanced.

These circumstances, stands today as UN and other institutions, demand for this region of the world a free and universal primary education. It is worse not only on will or declaration of states, but in the implementation of policies to facilitate the transformation of the reality that it is showed today.

### **Angola and the educational event in Sumbe, Kwanza Sul**

Understanding the African reality, facilitates to have the visibility of where are the centrality of social concern. The coincidence in defining that education is the basis and essence as a fundamental right which opens the door to other human rights, is no longer a slogan.

The reality of Angola, meanwhile, has other conditions. After a protracted war nearly 30 years, is totally immersed in a transition marked by high levels of vulnerability in a large number of communities due to years of internal conflict, to the fastest lap of the population to the places of origin and in widespread poverty.

The territories show important differences in infrastructure, access to public health services, and others, and including educational services are very limited, and determine development opportunities. The processes of institutionalization are recent, mostly facing the post-colonial matrix remains, specifying curriculum changes and reorientation in educational policies, to reverse the Eurocentric vision steeped in the cultural arbitrary that transmits the school.

Its economy exposes GDP growth, and puts the nation on a fast track to becoming a middle-income and better infrastructure. In recent UNDP reports slight gains were recognized, but the limitations for children and adolescents results in less than 10% coverage, with the guaranteed primary school for 76% of under twelve enrolled, meaning about one million children who still attend, with high repetition rates and dropout. The quality and universal access are permanent challenges. There is no comprehensive social protection system.

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<sup>22</sup> Idem.

<sup>23</sup> Da Cruz, José Pedro. 2014. “Maternidad adolescente desde la perspectiva de género en el município Sumbe, provincia de Kuansa Sul, República de Angola” Tesis de Doctorado. Departamento de Sociología. Universidad de la Habana.

<sup>24</sup> Roland Pourtier. L'explosion urbaine.

Approach to research in Africa is a debt, accessing data and global comparisons of this region may release Angola countries where less progress is made, however testimonies, interviews and approaches to which we agreed in this work, alert urgency and need to stop and observe how and where to start the right to education in this nation. The ability to identify reality and educational challenges facing the People's Republic of Angola revealing the impact of war and the state of education opens.

Angola as part of government policies, has declared universal and free the primary education, but it does not mean that all children receive an education. A third of children in this country do not attend school, according to the international NGO Save the Children. Decades of civil war destroyed many of Angola's schools, and investment in training teaching staff were discontinued.

The press and official data, recognize investment in education. After the end of the war, in 2002, the situation began to change slowly, along with the boost in the high international oil price boom in this oil-rich nation. Some of the proceeds are being invested in education. Total public expenditure (current and capital) on education (UNDP, 2014)<sup>25</sup>, expressed as a percentage of GDP is 3.5, the region behaves in 5.2, and even expresses a change from previous stages, is insufficient.

The other key aspect of government work, refers to training and call to action of more than 70,000 teachers. They are explicit actions through media, and the presentation of programs to rebuild hundreds of schools destroyed during the war and train more teachers to work in the country. Unfortunately, the demand for education is not satisfied, and poorly qualified teachers end up taking charge of classes of 60 students.

The recognition from the highest political structures of government, expresses the current state of the nation, and highlight the two major challenges facing Angola today: combating hunger and fighting for the reduction and eradication of poverty; given the impact it has on the lives of the population. This is essential for understanding other government structures in municipalities and provinces. The experience in Sumbe shows a reality that is fully consistent with the intervention of the President of the Republic of Angola, Jose Eduardo Dos Santos, in the opening ceremony of the 3rd Legislative Session of the second term of the National Assembly.

It supports this analysis an applied academic research, which delved into the role of the school for the Angolan teenagers, making its case study in the only school or secondary 2nd cycle, in Sumbe<sup>26</sup>.

Sumbe is the capital of the Kwanza-Sul province. Municipalities are Amboim, Cassongue, Conda, Ebo Libolo, Mussende, Porto Amboim, Quibala, Quilenda, Seles Sumbe Waku Kungo.

The second cycle school of Sumbe Kwanza-Sul was created following the decree No 64/83, to provide pre-university education for youth and adolescents in the municipality of Sumbe. It was first called a Pre-University Center initially, but after the educational reform in 2001<sup>27</sup>, it becomes: the second cycle school of general education of Sumbe / Kwanza Sul / Angola. It includes study grades: tenth (10th), eleventh (11th) and twelfth (12th), and it encompasses the largest concentration of school-age teens (15 and over). It is structured in terms of responding to the demands of the province; and their behavior on the composition, geographic location, resources and main demands.

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<sup>25</sup> PNUD, 2014. HDI

<sup>26</sup> Ghano, Luciano A. 2014. "La escuela y los adolescentes desde la perspectiva sociológica. Análisis del caso de Sumbe, en Kuanza Sul, Angola". Tesis de Doctorado. Departamento de Sociología. Universidad de la Habana.

<sup>27</sup> Julián Altunanga Zerquera. Currículo del 2do ciclo de enseñanza Secundaria Angolana. p.11.



The setting was ideal for the targets to identify what are the actions the school develops to transform and contribute to the formation of adolescents. The approaches were indicating that to focus its eyes on the target response was only an inquiry, to a situation that deserved study and deepening in any analysis of the nation.

The contributions of this research were evident, because to reveal that there is a lack of strategies and actions for a specific age group with sui generis characteristics and specificities, such of the adolescents; it offered to draw conclusions that show their vulnerability, and it revealed the relationship with the social context and development prospects. Being very interesting not just reading the description and time of application of the instruments, but also the relationship with history of local and national development, which undoubtedly impacts the configuration of the reality that was identified.

This case study was intended to research Ghano (2014), and expresses the relationship and support in the pre and post graduation that has kept Cuba in Angola. The distinction of what is presented in this analysis lies in resuming the data collected from a reading that is held in the experience of Cuba, to understand education as a process, as a right and a center of social policy, set health and social security. In another order, makes explicit as there is a direct relationship between the expressions of the right to education with the socio-historical context and the political will expressed in social policy.

The methodology used was the case study and data analysis was used triangulation, supported by the participation action research methodology. This enabled us to identify population, territorial characteristics, resources and demands.

That study revealed among other results, that allowed elements characterize the educational context, associated with elements that distinguish the infrastructure and provide conditions for formation processes in line with the needs and demands existing in the local context. They stand to support the analysis the following considerations:

First, infrastructure, health and education, show the existence in the territory of one hospital, 53 doctors and 512 nurses and technicians. And education in 71 schools, 1425 teachers to respond to 42,563 students. 84112 recognized that neither study 16087 and dropouts. Expression of objective difficulties and local resources would not be easy to achieve and overcome life situation.

Second, those related to quality of life, are those related to water, sanitation and energy; found deficient services in the water supply, treatment of solid waste, transport, among others. Deteriorating roads, construction and repair relating to both bridges and structures. The vulnerability of housing, and access to general public services.

Third, a diagnosis with indicators that reflect the history, traditions and circumstances that characterize daily life presents. Making relevant context marked by its history, symbols, constructions interactions between subjects, culture, languages and traditions particular (...) that make express confrontation with reality differently. (Ghano, 2014, emphasis added)

And finally, fourthly, the value of the case study to understand the local, regional and national context revealing how much impact do the aspects studied meanwhile, have unique and individual character, to refer the case of Sumbe, and General to relate the strategies, policies and impacts of national and regional contact.

And in that analysis rests reading we bring from the Cuban experience in preventing and project the emphasis on education. An interpretation of reality revealed in correspondence with the scene identified, mobilized the analysis to identify policies, representations, and expectations of the actors who constituted the study sample.

Some theoretical elements that underpin the value of a case study were considered. First, remember the influence they exert levels of development approaches in research and

analysis, as determinants of the variability of the phenomenon under study; because these results can distance themselves from what was stated, if applied in another province or municipality. And for the Angolan case, differences related to geographical location or level of economic development achieved are observed.

According to the researcher Stake (1999), the case study is addressing the particularity and complexity of a singular event, important to understand in circumstances and in connection with more general trends; since the micro reality does not appear disconnected from the context, it is also a reflection of the peculiarities and contradictions of the macro level.

The relevance of the case study for sociological research is critically established by Robert Yin, author of methodological texts, in which such research is based on as successful; by treating a technically distinct situation, in which there are many more variables of interest than observational data. Appearance reflected in its results, which includes multiple sources of evidence, data that must converge in a style of triangulation and formulated from the prior development of theoretical propositions that guide the collection and analysis of them.

In turn, authors like Cook and Reichardt underpin the advantages of combining qualitative and quantitative research in such approaches, while enabling compliance with various objectives such as checking, evaluation and explanation of the phenomena; invigoration of the types of methods and research results; and the use of converging operations, which allow countless correct biases in any method.

These aspects are necessary background to support the analysis that provides an understanding of the educational reality in that context.

**What aspects are relevant to identify the characteristics of the second cycle school Sumbe?** It is interesting the analysis perspective of the rights to education, because immediately allows you to see aspects that emerge from a diagnosis or characterization which lets you interpret which conditioning is having education as a right.

For example, within these aspects, even though they are not the ones who become statistics, they are:

- The distance and remoteness of schools, as a notable feature in this territory. In general, the settlements of populations are beyond the locality where it is located, making hard the access to schools.
- The educational background is insufficient. There is a school of second cycle in the municipality, there is a lack of infrastructure in the sector and of material and human resources (teachers, administrative and transportation)
- Limited relationships with family and society, showing lack of attention to adolescent the family.
- Different age groups coincide. 30 years old, students share classes with the 15 years old, making difficult the-job training and motivation. (See figure and table)
- The extent and duration of classes is six hours each shift, due to the high enrollment, and lack of teachers.
- The educational process is shared by four disabled students, without adequate resources and training of teachers for the appropriate inclusion.

Variables such as age, sex, and tuition lose any chance of being addressed with specificity, affecting the right to education in an orderly manner, in keeping with age, and addressing the weaknesses above teachings. The 57.29% have more than 21 years, with a teaching scheduled for adolescents between 15 and 19 years. The training process is completely distorted, which considering the Cuban experience can be treated worse levels of

understanding involves teachers, assume responsibility and answer a social policy with clear purpose to offer these young people already outdated level social.

Another consequence is that those who are between 15 and 19 representing 18.75% between 17 and 18 years and 17.22% between 19 and 20, the school loses influence and centrality of educational work, concentrating on these older ages difficulties in early pregnancy, school dropout and violence.

The data on poverty alleviation in the District, states That Among other things it is 84.112 Who are adolescents outside the educational process<sup>28</sup>. Adding the WHO figure of 16,087 teenagers drop out of school for lack of school materials, lack of attention from parents Regarding the studies, the existence of family conflict and economic situation of These (families in poverty). These adolescents Elements That leads, in the best case, to enter the labor market as a way to help His family; while at worst, teenagers WHO neither study nor work, begin to take drugs and commit crimes. (Ghano, 2014)

These manifestations characterize an educational context, which is not left alone in the school setting. The school must face a reality that affects their environment, associated with lack of orientation, lack of a clear definition of the role of the family, no communication strategies that contribute to halt a cycle of poverty reproduction.

That relationship school society, discussed from perspectives of historical, philosophical and sociological analysis is intense, they need each other to change. On the one hand the school must try to respond to their problems: poor school performance, dropout, grade repetition, unequal ages in the same classroom, low-quality educational programs, demand actions and strategies to keep them within the education system. And secondly, a society that interacts with the appropriate school work dimensions.

The Cuban experience of educational work, notes that state school as fundamental cultural center of a territory is not only the will of the actors in the school setting, it is necessary that consistent with the will of local institutions and political strategies.

In addition to the organizational, pedagogical and strategic aspects that are revealed in surveys, interviews and focus groups that developed during the field work, elements of a material nature are reported as limiting for best results are mentioned: the lack of coffee, water safe, telephone, library, areas for sports, automated information center, being more acute by the regime of school work in three study sessions: morning, noon and night. Lack of school transportation, school supplies, and physical conditions in its local structure 273 have individual seats and 403 for collective use, for a total of 676. In this space, the school has 48 classrooms, to assume the formation of 1 562 students , enrollment in pre-university education. The ideal composition should be 35 students in each class; figure triples, ranging about 100 students per classroom and causing overcrowding in local and difficulties for individual and differentiated work with adolescents. (Ghano, 2014). There is only room for the work of teachers, and to learn computing. Elements that increase the quality of teaching.

The school actually showing evident, the absence of a strategy of teaching process, and management to ensure that process. Addressing differences within the age group attending and not having infrastructure, requires a high level of preparation of educators. And it reveals how despite the obvious key objective statement by the authorities, is not an expression of priorities for implementation of their operation, being affected and limited the institution in fulfilling its purpose.

### **What outcomes are associated with the right to education and the reality of context?**

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<sup>28</sup> Programa Municipal Integrado de desarrollo rural y combate a la pobreza. Provincia de Kwanza- Sul.p.34

The characterization of the school, was instrumental in the decision to apply instruments. The use of surveys to teenagers, teachers, managers, subject specialists and administrative, offered the opportunity to contrast their views in debate and discussion groups accompanied by participant observation.

The richness of identifying the different actors, define the school environment, the educational process, and the relationships between them, and with others; as well as to know their impressions about the functioning of the institution. It is excellent result, used by the author to reveal what is the influence, in one way or another, in the problems of adolescents and especially to identify the work of the school. The results describe the performances of both students and teachers on education. It is timely appreciate being appreciated not as a right. Although expected, and reflected hopes to get through the school a better future.

Conditioning the participation of stakeholders to ensure that right, crossed by financial barriers, which define today's debate about the right to education. Among the most important instruments used, it is the first survey of 313 students, it is seen between sociodemographic characteristics, the average age of seventeen. All are mostly black skin and (195) are concentrated in eleventh grade.

The territoriality variable is revealed as another significant data on this socio-demographic characterization, the thing is that much of adolescents are born in the city of Sumbe (120 are native); while others come from other. This means 38.33%, restaurants have to travel considerable distances from affected by the lack of transport or other means, one of the causes of dropout. An alternative is to live in the same home town families, another consequence of social impact as the average of members of a family in the area is up to 12 people. Most students eat from urban areas (210) and less from rural areas (103).

Thus, we are ratifying applied to this context, a number of considerations that support a limited distance and means of transportation available to the poorest to reach and access to schools. Which is making the service unaffordable, violating the right to education formally assigned to all But reality and everyday life becomes impossible.

A reasoning was unacceptable, attributing the responsibility of the main manifestations dropout, truancy, drop outs, etc., to benefit themselves. One aspect investigated in applied survey was regarding the reasons for attending school. The results around it, exposed in Figure 11, show that a total of 294 responses (93.9%) reveal a preference for that institution; then in hierarchical order, there were also opinions (274 representing 87.5%), which added as a significant element of good relations with their teachers; reasons while 241 (67.9%) reported the school as a way to achieve a better future. (Ghano, 2014)

Associated with the current debate are the references, some more explicit than others, the quality and training of teachers to meet the new challenges of education. The applied survey, when inquiries regarding both perception and teaching staff of teachers, we see discontent in students. This is evident in the answer the 87.9%, it was that there are just a few teachers who attend their doubts, reaching a minority of (4.1%) to consider themselves even humiliated and abused by their teachers. At the same time, a majority (73.4%), go to their parents and relatives to give solutions or answers to their problems, and only 15.9% sought help with their teachers. (Ghano, 2014)

These data place irrelevant one of the fundamental tasks that the school has in society, being a carrier of answers and help in transforming the mentality. It was under study, but indicators of educational level of the family are low, often discourage the continuation of studies, so that adolescents into work and contribute to the livelihoods of families often extensive.

Moreover, students reveal that 6.3% does not know the direction of the school; while 65.4% of students think that their relationships with other directors are regular and 14.6% reported not having any relationship with them.

In this analysis of the school environment, we also that 54.6% of students consider this positive space; which is evident in the fact that 67.7% participate in the activities of the center, although 3 teens (0.95%) prefer to stay out. Also it was obtained that this institution offers them protection, a criterion valid for a total of 170 students; while another 120, allude to find support here. (Ghano, 2014)

Very positive and relevant the result which places 100% of students in the school logic, there should be no psychological violence, corruption, anarchic managers, negative environment, lack of teachers, teaching aids and literature. This recognition is extremely valuable. It provides an awareness that mobilizes actors in defense of their rights.

The responsibility for identifying financial obstacles highlighted the need to create incentives and find suitable mechanisms, for which it cannot be assigned only to the school, and that is the role of the state in the completion of the faculty, create material conditions laboratories to study better, that teachers are better prepared, more sports and cultural activities are carried out, and to be respected in that sense the meaning for school students.

The *second survey* was administered to a total of 77 teachers, of the 85 that make up the teaching staff, this represents a 90.5%. Basic research intended with this instrument, to identify the relationship of educators with adolescents. Among the most relevant and useful for this analysis features are: the age range of the cloister that fluctuates between 24 and 57 years, being the age most common between 31 and 35 years old. The total number of teachers surveyed (100%) who are black and a majority (64 to 75%) was born in Sumbe. 29% have between 16 and 25 years of work experience, while 12% of teachers is almost beginning in the profession, with less than 5 years of work. Also significant was identifying than 5 (5.8%) of them have been working at school for 11 years; and 25 (29.4%) do so for 4 years. (Ghano, 2014)

The most important for this analysis was the crossing of data obtained from the application of this instrument, and to note that despite accepting that they do not have, or are preparing to address systematic training of adolescents; they recognize levels of efforts to keep school organized, recognizing the administrative direction, as receptive and solver in the extent possible. Adding a consideration that favors the efforts made, reflected in the motivation and interest of students.

Having work experience in other teaching fields allows them to assess as more interesting and motivating this opportunity. This element provides the importance that we give to the preparation of teachers, and the value of interaction with various teachings, which ensures a greater chance of success and performance.

The application of an *in-depth interview*, complemented to identify advantages and disadvantages of teachers to work in schools of the second cycle (Ghano, 2014). Entre las ventajas reconocidas se destacan:

- Obtaining a status in society.
- Acquire an adequate conception of the contemporary world, which demands the formation of a subject able to take up the current challenges; thus favoring, building societies adjusted to a human project.
- Promotes a strong liberal education and a high critical capacity of men.

- Promotes the development of a more productive and critical thinking, which enables the individual to his surroundings and himself.
- Stimulates the acquisition of research skills.
- Develop skills for better teaching professional performance.
- Form personal values of responsibility, humanism, simplicity, solidarity, justice, equality, etc.
- Allows to interact with reality in relation with the new acquired information technology knowledge.

And as disadvantages:

- The level of actual preparation of teachers who works in the school.
- The teacher does not have a correct structure of methodological work to enable the education reform taking place in the high school in Angola.
- The teachers' professional practice is still insufficient for achieving human and social development of students.
- Difficulties in the curriculum by areas of knowledge.

As a reference sample in the analysis, 35.2% of surveyed teachers, considers themselves to be prepared to do their work methodically. 5.8% reported having space and flexibility to give opinions and participate; while a majority (56%) expressed they only have time to teach classes. This is not consistent with the performance, or the educational work to identify aforementioned difficulties must play school.

This element, in addition to data that reveal the teacher-student, relationship, which 72.9% classifies it as normal and only 3.5% expressed to initiate them in an intimate way. There are aspects to be consider and to be concern about because the training model runs the risk of not changing, of becoming a reproduction of what is learned in response to another concrete historical reality. Then, the recognition of contributions to the expectations of student success, and it does so by conducting systematic preparation, so that students have confidence in themselves, can be a contradictory element under investigation for other studies.

The recognition of relations among teachers, managers and administrative staff, 100% believe that, they are based on the basis of respect, always maintaining a dialogue of understanding, to the tasks of the educational process. (Ghano, 2014). However, the levels of participation of all stakeholders in the decision making, is an item for further study. What are the levels of feedback between the structures and what are the limits granted to the functions of educators, involves looking at the design and development of it. The generations that are now part of educators, lived a harsh reality. To transfer enriching experiences, growth and human development involves looking at society and reality from objective perspectives, thus being decisive in the work of these settings attached to the right subjects, diversity, culture and integrating axis of worldviews with sense and meaning.

It is extremely interesting that despite the 84% offer a vision that values the school in a positive way, they consider that discipline in school is not good; to which other elements of concern are added by the total of respondents, and that should be taken into account.

The developed research states as follows. (Ghano, 2014)

- The student has built in what is inherited during the training process.
- To consider the cultural interaction of society to achieve the socialization of knowledge.

- To encourage proper communication and develop teamwork as one of the determining factors in individual development
- To achieve interest and skills to rationally organize work and implement methods of self-control and correction, both in its development and in its outcome.
- To stimulate the realization of proposed tasks unaided
- To overcoming difficulties independently.
- To develop the critical treatment of the subject matters.
- To visualize the lack of independence in the student group and the emergence of new problems.

It is relevant, the consensus among the interviewed teachers regarding where to focus improvements in the training of students. Ghano summarized as follows: (Ghano, 2014)

- To achieve a correct scientific-methodological work from the disciplines.
  - Knowledge on the part of teachers about the theoretical and methodological underpinnings of disciplines.
  - To work from the curriculum for each of the areas of knowledge, in the context of teaching-learning.
  - To promote discussion in class of the social problems of the Angolan context.
  - To encourage students to be recognized as active subjects in the process of building your knowledge.
  - To take advantage of opportunities for reflection and exchange, to foster scientific and educational conference.
  - To develop scientific-research activity of students, from a critical and reflective position.
- The work aims to raise awareness in an education on the right to education, it is also a matter of attention. Attaching to reflect on a right of its scope or objective possibilities of access it is unknown. Compliance with a kind of reality given to those who do not get access to education systems, is a reason to identify how much remains to be done.

In an open question in the survey placed the the educators, it was asked multiple choices, identifying which are the most discussed topics with students. And excels: the formation of values, national feeling and the nation, local social problems, national culture; and to a lesser extent, the problems of adolescents. (See Figure 14.)

The right to education, or human rights in general, do not make the agenda, however it rests in most of the identified an ethical issue, forcing its approach and profundization.

In another analysis, a survey of managers reaffirms that the biggest problem in schools is dropout, even though the existence of others it is a concern as school violence, lack of link between school and family, inequalities in classrooms, and low quality educational programs. Identifying as main difficulties for teachers, for the proper performance of their work: the lack of literature, school supplies; as well as difficulties in student academic assessment itself. (Ghano, 2014)

One key element to the right to education it is undoubtedly placed in the work of educators and constant preparation. In this case study, close to what is happening throughout the region, it becomes crucial to achieve continuous improvement of teachers; improve the mastery of characterization of the student; properly preparing classes; properly use of the evaluation system; make appropriate use of teaching aids and laboratory equipment in cases where they are available.

The flaws that exist in the current education system and the level of the management structure in which they are, place in a clear way who is identified as responsible. The

dominance into question the work of the master is felt, associated with levels of educational organization, training, and management solutions that put the school on the priority, getting a strategy of interaction with society and social actors, based on the legitimate claim to play its role in transforming the reality of Sumbe.

The references to the role of government in education, did not ask for the purpose of an analysis of the right to education, however, associated with the problem studied, the total interviewed managers, agreed on two key aspects:

- The need for the government to take better care of schools, because there are shortcomings with water, electricity; as well as infrastructure. It also calls for the creation of material conditions for the development of the educational process. (Ghano, 2014). Here the partial failure on commitments becomes clear, and open declarations of governments, taken in the Universal Declaration, and which we make reference. It is not enough the political will, or declare universal access if the conditions and the objective reality that society approaches does not lead to achieving the objectives set to make a vital right a reality, such as the right to education.
- The need to be invested in the training of teachers, it is something that significantly affects the quality of teaching.
- About the future development of the school to meet the new information and communications technologies, 4 (80%) of them consider that there are no mechanisms to facilitate this process, and only one responded positively for a 20%.

The regular assessment thinking priority to education, conditions directly reflected in the above.

It was very significant a *fourth survey* of 12 specialists in the subject. Of these, 8.3% believe that both the influence of the school, the role of teachers in the education of students is good; in contrast, 50% suggests that it is mediocre.

When we inquired about the knowledge of the implementation of educational policies, teachers mentioned: The implementation of the education reform, the reorganization of the school network, and the provision of a greater number of scholarships for low-income students.

The reference provoke adjust the thought to the idea that some steps are happening. The attention to inequality, and the incentive to find a solution to this imbalance, provides best hopes, however, considering that this is sufficient is completely shifted against the picture presented by this school, which reaches more significance, for being the only of this the type on the territory. The problems identified coincide in the Second Cycle School of Sumbe, with the Angolan education. Dropout rates, the lack of a link between school and family, construction and material difficulties, and school violence were the categories prevailing in the analysis of documents and analysis of the open questions asked in interviews.

In another order, given the need to identify opportunities for transformation and in what time, even though, there is a recognition of good management of the school( situations of serious indiscipline;) 91% adds that the improvement of teachers is poor, and 100% say that the quality of the classes is inefficient. So they declare as decisive the increase in the use of new technologies, expand interdisciplinary meetings, and encourage knowledge with the current development.

**What conclusions can be reached about this case?**



The implementation of the Educational Reform, remains below expectations and the complex issues facing the Angolan education. The government's response does not exceed the most notable obstacles which are: lack of premises and furniture for schools, excessive number of students in groups, lack of teachers, teaching aids and literature for both teachers and students. The absence of a system of continuing improvement for teachers, in order to face the single-teaching, and weakness in the quality and results of the methodological training.

The full right to education translates itself to investigate policies that marginalize young people. Considering that there is a lack of equal opportunities (66%), difficulties of equity (16%) and obstacles in access to resources (16%), it is the assessment of experts. This is related to the context and socio-historical reality that Angola presents.

You can refer to post-war type of education, showing elements that offer peculiarities and distinctions of an educational model, which despite not getting transform the reality of that right, shows an increase in the number of schools, the creation of training schools for teachers of primary education in each of the provinces, increasing teacher pay, the implementation of the education reform and greater openness to universities. These are clear manifestations of an educational policy. However, the problem of cumulative absences of social policies, beyond current efforts.

~~The Angolan case, I studied as a whole, has design policies and strategies at national level. Interest was contextualize and from the experience of Sumbe, a reading that provokes a discussion. The relationship of the right to education expressed directly related to education policy, and especially with the local development context.~~

For the case study progress still not satisfied, the social problem is critical, and reading makers, students and teachers are not conforms, or with the strategies implemented, not with the results that are achieved.

No correspondence between economic growth and that exposes the various complexities Angola for implementing educational policies that guarantee the right to education. The aftermath of the war, slow institutionalization of the processes of change in education, the gap between public and private education, collection of fees for access, large regional differences in human development, gender inequalities justified from cultural and religious approaches placed in very vulnerable girls, including those related to training and teacher preparation, attention to the physical infrastructure of schools and the contribution of social institutions in place in other priority to education, are objective limitations to the exercise of the right to education.

The Angolan case was not studied completely. Although the review and analysis of policy documents of the country has design policies and strategies at national level for education, when it was contextualize and from the experience of the Second stage School in Sumbe, under study case, a reading that provokes a discussion about the challenges of the right to education, it is essential to analyze how the situation described has relationship with right to education expressed concerns directly related to education policy, and especially with the Local development context.

When referring educational policies, the assumed reference position is not only Sumbe, but extends to characterize Angola as a nation, which is give a practical significance to this study. The factors bearing get insights from the case, refer an analysis of education policy which observed and analyzed, first the school system structure. In it the character of the education system (even decentralized), held in the operation using curriculum, evaluation system, the rules for school administration is emphasized; and the obligatory schooling period for girls and boys. No centrality lacking without matches, multiple constraints, ranging from lack of professionals, limited infrastructure and physical spaces,

to aspects of curriculum and evaluation and control processes of regulatory aspects that are approve.

Are take into account financing aspects, compensatory programs, attention to early childhood and teachers, and shared goals are considered. In this analysis helps the look of human development indicators, making it possible to view data from both countries, and reveal wider conclusions and usefulness for educational policies and it direct connection with the exercise of right to education.

#### **IV- A view towards education and human development indicators: the relationship with gender inequality and territory**

*"By ignorance we descend to easements, for  
education is promoted to freedom."  
Diego Luis Córdova.*

##### **The right to education and human development**

The last stop of this study is to reflect on the inequities and their interaction with the right to education. The challenge to present the analysis in two countries that have unique characteristics, manages to reveal the direct association of the right to education with the situation faced by nations.

The development debate moves to the concern about expanding the capabilities of people in an environment of opportunities, and how individuals use those capabilities. Concerns lead to understanding the origins and development, and specifically human development. No way is not found to education as the basis for any analysis seeking to place human growth priority. The late twentieth century and all that goes XXI is qualified in a speech to address inequalities and poverty in all its dimensions.

Although we agree that, "not all inequality study is a research on poverty. The process of birth and expansion of inequalities is much more complex and generally covers relations very diverse groups that differ by their social position in the process of distribution of wealth and power." (Fleitas, 2013) What is inevitable is not in place education as a basic priority right to take a firm step in solving this scourge with which we live.

Statistics from the World Bank recognize that less than 50 million extremely poor people residing in Latin America and the Caribbean, Middle East and North Africa, and Eastern Europe and Central Asia. "However, much remains to be done and many challenges remain. It is increasingly difficult to reach those who still live in extreme poverty and are often in fragile environments and remote areas. Access to good education, health care, electricity, clean water and other basic services for socio-economic, geographic, ethnic and gender reasons remains beyond the reach of many people, often. Moreover, progress usually temporary for those who have moved out of poverty: the economic crisis, food insecurity and climate change threaten to take away what they have achieved with so much effort and run the risk of falling back into poverty. It will be essential to find ways to address these problems to the extent that it is moving towards 2030" (World Bank, 2015).<sup>29</sup>

The concern focuses on how to mitigate or reduce the gaps. What is missing to get a higher mobilization for the sake of change. It is a question for the design of development

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<sup>29</sup> Banco Mundial. 2015. Pobreza: Panorama General. <<http://www.bancomundial.org/es/topic/poverty/overview>>

assumed. Its evolution is associated to economic growth and material wealth, and for many nations became a prime target. The stimulus to consumption resulted synonymous with welfare, and this has not only led to unsustainable but distorts a concept of development with a human sense. "That debate [...] has survived for a long time, even decades very close to the late twentieth century; It has been the prevailing formula in the development debate, even in the old Socialism disappeared, and remains today the vision that prevails in the circles of power that decide the destiny of our planet. It is therefore a purely economic concept of development based on the expansion of material resources, consumption and the alleged growing satisfaction of needs of a substantive notion of welfare (Fleitas, 2012).<sup>30</sup>

The impact of these development approaches condition social policies, the relationship of development to education is evident that educational processes responsive to development models, and they occur in all stages of human development. Access and sustainability of employment is at the center of the debate, current policies for education and job training are not properly oriented. There is a link to performance in education, stabilizing at an early age (between 7 and 8 years), and family environments may condition inequalities. "The infancy and early childhood are among the most formative periods in the life of a person. Investments in children, both in terms of time, money or other resources, increase the options available to them will present in life, improve their skills and lead to sustainable improvements in human development. However, children born in poverty, hungry and receive inadequate care, tend to do worse in school, are more frail and less likely to get a decent job. And as adults, much less invest in their children, perpetuating the vulnerability of generations. "(UNDP, 2014)

Hence the urgency to sustain human development vision that promotes values of justice, equality of opportunity, freedom, and participation. The role of the right to education in this endeavor is becoming increasingly important. Demonstrations of large disparities in income, wealth, education, health and other dimensions of human development, establish high vulnerability of marginalized groups, will increasingly leave opportunity to address adverse events. Those who are grouped at the lowest level of the socio-economic distribution are not there by chance, they lack the skills to get a decent and fulfilling life. As a consequence of the development models mentioned, deepening social inequalities are exacerbated. Hidden behind the mass consumption amid economic growth, not only was unable to eliminate social inequalities of all kinds: between groups considering (gender, race, ethnicity, generation) and territorial (national and local), but the gaps deepened; poverty experienced by some nations and groups became chronic. Reviewing human development reports, and meeting the Millennium Development Goals show distances for justice and equity.

The human development approach strengthens the assertion of the UNDP report (1990) "The true wealth of a nation is its people." The classical tradition of humanism that prevailed in the philosophy of the Renaissance and Enlightenment is taken up, which is based the value of reason and freedom to provide people with powers and responsibilities that enable them to resolve the dilemmas of their species and develop their human potential. (Fleitas, 2012)

The question then is how to Boaventura (2010) Can respond if actually the concept of human rights fill such a void? You can if a policy of radically different human rights of liberal hegemony is adopted and only if such a policy is conceived as part of a broader

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<sup>30</sup> Fleitas, R. 2012. Apuntes para un debate sobre Desarrollo Humano Local. En Actores sociales en proceso de desarrollo a nivel local y territorial, José Ramón Neira (coord.) Editorial Feijoo, Santi Spiritus.

constellation of struggles and discourses of resistance and emancipation rather than as the only political resistance against oppression only.

Therefore although many data offered by the human development reports contribute to the analysis, the South requires proper readings, from understanding the settings and contexts in which the processes of social transformation take place.

### **Right to education and gender inequalities and territoriality.**

Several reports and official data could be a reference for comparison from official data indicators that respond to that place as many nations. Based on the thought "Human progress is neither automatic nor inevitable" Martin Luther King, Jr., used to open the debate on human development report 2014, we consider it appropriate to use the data show there, and reading from a triangulated, reveal aspects considerations relating to the right to education and human development.

The reflection that introduces the HDR 2014 report on the recognition of the impact of globalization, acknowledging that went from being an enigmatic issue to be part of numerous studies and research evaluating its relationship with the events of everyday life. Recognize that not only hurts, but it brings benefits, it coincides in several authors. However, it suggests that there is a general feeling of insecurity in the world today: in livelihoods, personal security, environment and global politics, and that means taking positions debates and to sensitize them.

And this reference is based on the steps forward, and fundamental aspects of human development such as health and nutrition, which can be quickly undermined by a natural disaster or economic downturn, putting in place a different analysis of the problem Climate change and environmental studies.

In another, matters of individual security, longer local readings, to enter the global debate, because "Robberies and assaults may leave physically and psychologically impoverished people. Corruption and lack of responsiveness in state institutions can leave no alternative to people in need of assistance. Political threats, community tensions, violent conflict, lack of attention to public health, environmental damage, crime and discrimination add up all the individual and community vulnerability. "These elements are global characteristics, They not differ for the third world or another, because with the exception of the consequences that have brought war, the future of many societies today is connected to consequential events of these processes.

The maximum of the report is to identify and reveal to everyone that "true progress in human development, then, is not just a matter of expanding basic choices of individuals and their ability to be educated, to be healthy, to have a reasonable standard of life and feel safe. It is also a question of how safe are these achievements and if the conditions are sufficient for sustained human development. Any account of advances in human development is incomplete without exploring and vulnerability assessment. " If changes are not ethical and sustainable, we attended workarounds that recycle and deprive generations of a decent life.

"The Human Development Report 2010 introduced the Inequality-adjusted HDI, a measure of inequality that takes into account how each country's progress is distributed in the three dimensions of the HDI: life expectancy, years of schooling and income; They go beyond traditional measures of inequality (based on revenues) to take into account disparities in education and health. "

While advances are recognized, are revealed some key issues that facilitate equity, income disparities have increased in several regions, and inequality in education has remained virtually constant. The recognition of this element is alarming, although it has

been discussed, it is an explicit part of the agenda of the Millennium Development Goals, and stresses the responsibility of states to strike a balance regarding the issue.

This strengthens the identification of the problem of education in this study. And as the report states, the reduction of inequality must be held, but offsetting the growing disparities especially in health and education will not allow show better results.

Intentionally we assume that "there are public policy measures to close the gaps between people and between countries, and to build greater resilience and skills to those who otherwise would remain persistently vulnerable. Policies that prevent the devastation caused by disasters, promoting access for all to the benefits of prosperity and promoting wider social resilience, may all protect and sustain human progress. However, none of them is generated automatically. They are the result of collective action vigorous, fair and effective institutional responses and visionary leadership at the local, national and global levels. The whole society ultimately benefits from greater equality of opportunity" (UNDP, 2014)

This has been essential to stop the debate on the right to education in two countries in two regions of the world motivation. "The policy responses to vulnerability should prevent threats, promote the capabilities and protect people, especially the most vulnerable. And everyone should have the right to education, health care and other basic services. Implement the principle of universality expressly require attention and resources devoted to it, especially for the poor and vulnerable groups "are two key messages that the 2014 report issued and placed on education.

It is recognized that "People with higher human development, especially those with good health and education, are more resilient than those malnourished, uneducated and therefore in a weaker position that does not allow you to change activity or location as reaction to adverse events. Owning assets enables people to protect their basic use these assets when circumstances worsen capabilities. But the social context and power relations are closely linked to the vulnerability of people." Poverty and vulnerability are related, they are multidimensional and sometimes mutually reinforcing. But words are not synonymous. While the vulnerability is usually an important aspect related to the fact of being poor, being rich does not mean to be vulnerable. Both poverty and vulnerability are dynamic concepts. Just as some may not be poor all his life, it is likely that the rich are not vulnerable all the time or throughout their lives."

The report puts a summary box where are the major threats to human development, recognizing various risks from the economic and environmental crises, insecurity, the field of health and nutrition, emphasizing inequalities, and refers to the thinking inequality. "The 85 richest people in the world have the same wealth as the poorest 3.5 billion people. Between 1990 and 2010 economic inequalities in developing countries increased by 11 percent. They inequalities in health and education declined, even so, still maintained very high, especially in certain regions. Sub-Saharan Africa has the highest rate of inequality in the field of health, and South Asia has the highest rate of inequality in education.

Inequality is a major threat to human development, especially because it is a reflection of inequality of opportunity. And beyond a certain threshold, it affects growth, poverty reduction and the quality of social and political participation. A marked inequality also affects the idea of shared purpose and encourages rent-seeking by influential groups. Rent-seeking, aimed at getting a bigger piece of pie instead of increasing the size of the pie, distorts resource allocation and undermines the economy. Inequality limits the future of human development because it reduces investments in basic services and public goods, slows the progression of the tax system and increases the likelihood of political instability. Deep inequality between groups is not just something wrong, but can also affect the

welfare and threaten political stability. When certain groups, resources, and power is not distributed discriminate on the merits, so many talented people are left out of the deal. This inequality feeds discontent and claims. "(UNDP, 2014)

There is a relationship between vulnerability and threat to the options and capabilities that are crucial to human development. Human vulnerability is rooted essentially in restricting the most important for human development (health, education, control over the material and personal safety) opportunities. The capabilities of an individual (all things that may or making a person) determine the options you may have that individual. People become vulnerable when they do not have sufficient basic skills, since this severely limits their agency (the ability of people to make decisions) and prevents them from doing important things for them or deal with the threats.

The declaration of policies to reduce vulnerability and build resilience, not only prevention of crises arise, it emphasizes the promotion of local capacities, led by the universal provision of education and health services and social protection, classified here value of education as a right. Better social and economic policies can develop basic skills that directly improve human resilience. [...] Of course, it is always important to have specific policies to address the different vulnerabilities, but the main interest here lies in policies that reduce vulnerabilities basis throughout society.

The latest Human Development Report reflects the efforts and wills of many nations are considering to education. And that progress is happening, and while the world's average of 7.7 years of schooling, and the number of years of schooling increases expected in 2013 to 12.2, one can not ignore the reality of the regions is unequal. The indicators listed in the report related to education are: mean years of schooling and expected years of schooling. When comparing the regions observed that Latin America is 7.9 and 13.7 respectively in the above indicators; Africa being 4.8 average, and 9.7 years of schooling provided. However, in the last period, there is a slow or slowing the progress that had been happening, although it is recognized that "increasing the literacy rate and skills development has been crucial to boost the capabilities of people as well as their employability and productivity. "(UNDP, 2014)

37% Africa is among the regions of highest levels of inequality in education, alongside South Asia with 42% and the Arab States with 41%. The progress in reducing disparities in education has been limited, except in the regions of Europe and Central Asia.

### **Gender based inequality**

It has offered a lot of information that supports and demonstrates that women suffer many forms of disadvantage and discrimination in the areas of health, education and employment. Single-level analysis of the data and indicators that measures the Human Development Report and presentation of separate development values for women and men highlights these disparities. Worldwide, the average HDI value for women is about 8 percent lower than the value of HDI for men. Although between regions, the greatest difference was seen in Asia, in the African region are indicators for concern.

Although not new, the debate on capabilities and vulnerabilities associated with the life cycle, as interdependent and cumulative issues, provides important insights relating to the right to education. The impact on school-age years has future and present consequences. The capacities are created throughout life and should be nurtured and maintained as otherwise may stagnate. Many of the vulnerabilities (and strengths) of individuals are the result of their life history, where past results affect the current exposure and ways to cope. The formation of the capabilities associated with the life cycle has two characteristics: (UNDP, 2014)

- The first is that the capabilities at any stage of life depend on the trajectory, that is, they affect investments made in earlier stages of life. They are also subject to an ecological relationship and are affected by the interaction between the immediate environment, the community and society. Y
- The second is that short-term disturbances often have long-term consequences. People can not automatically recover from what appears to be a disturbance or temporary crisis (hysteresis).

Appreciated the differences in the ability to keep a job, uncertainties associated with aging and vulnerabilities transmission to the next generation, are associated with various events in early childhood. The Angolan case, suffered a war, limitations, and consequences for the lives of all, it is still an indelible mark. Also, the special economic period supported by Cuba, have inevitable consequences on the life of nations, to which the educational processes have not escaped. Some effects can be neutralized, but not always, since it depends on context and may not be profitable in terms of costs and benefits. Where investments in vital capacity are produced in the early years, the future prospects are better. Also opposite it is true: the lack of timely and continuous investments in vital capabilities can greatly compromise the ability of the person to achieve full human development potential.

Among the regions with the highest proportion of children in the total population in sub-Saharan Africa (16.2%) tops the list. In 2050, only the Arab States and sub-Saharan Africa will have a proportion of children under 5 years above the average. "The conditions experienced up to 18 years, including structural vulnerabilities such as poverty and inequality group, account for about 50% of income inequality throughout life." The mitigating the worst effects of poverty and deprivation , and breaking the intergenerational cycle of poverty give children better opportunities.

In such circumstances girls are the most vulnerable, and gender roles tied to domestic performances, and various scourges that make social victims to recycle generations a life without opportunities. In many countries, it is also likely to be given the multidimensional poverty among households headed by a woman and in which there is a person over 60, and the presence of young children.

### **Inequality based on territoriality. The premises in the debate on development.**

The multidimensional poverty studies have shown have a strong geographic component, being more emphatic in rural areas. They determine vulnerabilities and inequalities are explicit in every person and every community taking into account the country, region and world geography from which you are part. Initiatives, logical need to explain and confront this awareness.

The analysis must look for nuances, one is in countries with structural vulnerability that depends on external factors that are not easily handled by domestic politics. For example, the LDCs are defined as poor countries suffering from structural weaknesses in growth. Others are more likely to remain poor. Angola classified in this group.

Moreover, the landlocked developing countries and small island developing states are two other groups of countries facing major structural problems. This report examines many of the structural vulnerabilities that countries, including how increased interconnection creates new vulnerabilities they face. Most analysis and data on the vulnerability of countries focuses on environmental or natural disasters such as earthquakes or volcanic eruptions, and weather disturbances, or external economic events, such as crashes or external demand disorders of the terms of trade. Proximity to the case of Cuba, a sui generis geography and confrontation with many difficulties.

The need to overcome the economic focus of the development scheme, also placed the dilemma of territorial inequalities in the discussion. The deepening of poverty in the most vulnerable nations and economic and social failure of adjustment policies influenced the need to seek other forms of policies other than those of this unique and hegemonic model. It was necessary to start talking about the territorial scale of change processes. (Fleitas, 2012)

Acquires an important meaning debate the relationship between local and global development. Questioning the dominant role that the central structures in the economist and play down model of development that has prevailed, considering excessive centralization, and declaring one of the causes of social inequalities that are reproduced at national level.

The attraction or centrality of the analysis of the territory, were economic in nature, thus determining the concept and understanding of the local. "Today, it is accepted that all local development capacity is achieved when the interaction between all its dimensions. Political, economic, scientific, technological, social and cultural rights" (Fleitas, 2012). The vertical balance between the central structures and horizontal, gets boost local development. And that is what makes joint objectives as "economic growth with social equity, cultural change, ecological sustainability, participation of local actors, the welfare of the people living in that space, facing the challenges of globalization by promoting horizontal and supra-structures with supportive relationships. It is a comprehensive and sustainable development. "(Fleitas, 2012)

That feature of development, the scale of relationship between the local and the global, is applied to the nation and the world, it is always endogenous. And it offers singularities and specificities to the contexts of analysis. We offer great importance to consider the human conception of development.

Consensus and participation of stakeholders, not just government; to construct the collective subject and a sense of belonging, they are essential to drive the same, the endogenous. "The reconstruction of a power based on participation, is key to distinguish human proposed local development of any other approach, mainly because it is essential for achieving social equity in the country." Consider these elements in the debate on the right to education, brings another logical relationship between the key players.

It is essential in our study identified as the interplay of the right to education between the global and the local, which translates that globalization and localization, becomes central to the current debate. Not only because it makes sense and gives meaning to the territory, which has several important elements, since not lose history, customs, culture and identity in education has a meaning; but because it threatens the issue of the centrality of state responsibility to the right to education, so that if the option is to decentralize to local, going on down in families and as many local stages this commission, and it aggravate the situation of the poor and vulnerable completely devoid of objective solutions.

## **V- Education in the context of development. Data from Cuba and Angola. Reflections and contributions.**

*"Only through education can a man become a man. The man is nothing more than what education makes him".*

*Kant.*



The highlight of a study on the right to education is crucial to appreciate his character to access other human rights. Buy a significant weight consider what character dominates the network of institutions, and has links with employment, continuation of studies and the generation of inequalities both Cuba and Angola, was a contribution to the practical analysis.

The challenge is education as a free public. Considered the alternative of a paid education, the impact would be significantly detrimental to many humans, particularly children. It would be the destruction of the right to education and its replacement by purchasing power. This justifies the view presented by the Human Development Report. Based on the 2014 report, we can see what the behavior and position of Angola and Cuba for several indicators that show the results related to education, impacting the reality of their societies.

We selected seven aspects, which for analysis we rely on official data provided by the Human Development Report, to demonstrate how and reinforce numerous reports reveal that reach the application of instruments, essentially the review of documents and interviews, including Survey data applied in the case study in Angola.

The first aspect, the indicators shown in Table 1 and refers to the "Human Development Index and its components", countries classified here as the HDI 2013 and details the value of the three components of the HDI: longevity, education (two indicators) and income.

| <b>TABLE 1. Human Development Index and its components</b> |                     |            |   |   |  |                                 |              |  |
|--|---------------------|------------|---|---|--|---------------------------------|--------------|--|
| <b>R<br/>A<br/>N<br/>K</b>                                 | <b>COUN<br/>TRY</b> | <b>HDI</b> | <b>LONGE<br/>VITY</b>                                     | <b>EDUCATION</b>  |  | <b>INCOME</b>                   |              | <b>CHANGE<br/>IN<br/>CLASSIFI<br/>CATION</b> |
|  |                     |            | <b>Life<br/>expectan<br/>cy at<br/>birth in<br/>years</b> | <b>Average<br/>amount of<br/>schooling<br/>in years</b> | <b>Years of<br/>schooling<br/>forecast</b> | <b>(INB)<br/>per<br/>capita</b> | <b>(HDI)</b> |  |
| 44   | Cuba                | 0.81<br>5  | 79.3  | 10.2  | 14.5                                       | 19,844<br>m                     | 0.813        | 0  |
| 149  | Angol<br>a          | 0.52<br>6  | 51.9  | 4.7 w   | 11.4                                       | 6,323                           | 0.524        | 0  |
| <b>Elaborated by the author. HDI references, 2014</b>      |                     |            |   |   |  |                                 |              |  |

Notice how the countries in the study, first distant occupy positions within the range which places nations in human development. And in that analysis is fundamental education. The Cuban case, which has been an exponent of a complex economic situation reaches the position shown, supported primarily by the results obtained in education and health. The Angolan case reveals that their average years of schooling does not go very far from the 4.7 year duration 11.4. This clearly expresses the situation and manifestation of the right to education, particularly in children as a vulnerable group.

And in addition to identify comparative level in the world, it offers the dimension of priority that education is for the state. No doubt the answers for it, are closely related to education policies.

The second aspect is presented in Table 2 and Table 3, and shows the "Trends in Human Development Index in the period 1980-2013". This table provides a time series of values that allows us to compare HDI values HDI 2013 with previous years. The table uses the most recently revised historical data available in 2013 and the same methodology applied to calculate the HDI 2013. Along with these historical HDI values, the table includes the

change in the HDI ranking in the last 5 years and rates HDI average annual growth over three different time intervals.

Observe the movements in stages, it is explicit in Table 2, and each case is very instructive. Angola grows, it is rising as part of a nation recovering. Read the absence of data from the early years, right now the impact the historical and cultural memory. For Cuba, a similar analysis saving historical conditions 80 and 90 show lower values, but the response of social policies and strategies connected to the education and health indicators were positive to maintain these results.

Within HDI trends value behavior putting us in the periods defined by UNDP are as follows:

| TABLE 2 HDI values                             |         |       |       |       |       |       |       |       |       |       |
|--|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| value  |         |       |       |       |       |       |       |       |       |       |
| HDI classification                             | Country | 1980  | 1990  | 2000  | 2005  | 2008  | 2010  | 2011  | 2012  | 2013  |
| very HIGH HD - 44                              | Cuba    | 0.681 | 0.729 | 0.742 | 0.786 | 0.830 | 0.824 | 0.819 | 0.813 | 0.815 |
| LOW HD - 149                                   | Angola  | -     | -     | 0.377 | 0.446 | 0.490 | 0.504 | 0.521 | 0.524 | 0.526 |
| Elaborated by the author. HDI references, 2014 |         |       |       |       |       |       |       |       |       |       |

In Table 3, an analysis accompanying the HDI value and how change behaves as classified and average annual growth according to decades reflected. The annual average growth rate of HDI over three different time intervals, are a key indicator for historical analysis.

The Cuban case shows the significance of the 1990s, low average growth, coupled with the strong economic crisis facing. And in the case of Angola, the absence of data expresses the lack of records and mechanisms to realize how much and how effective are the strategies of war lived recovery. For both nations the movements are significant. Cuba fell by -9 however not risk essentially the right to education and health, the consequences will affect the quality. And to advance human development Angola by 2 remains conservative, or a consequence of clear implementation strategy and social policies that economically possible to do so.

| R<br>A<br>N<br>K                               | country | TABLE 3 Annual HDI growth |            |                           |           |           |
|--|---------|---------------------------|------------|---------------------------|-----------|-----------|
|  |         | HDI classification        |            | Average annual HDI growth |           |           |
|  |         | change                    |            | %                         |           |           |
|  |         | 2012                      | 2008–2013a | 1980–1990                 | 1990–2000 | 2000–2013 |
| 44   | Cuba    | 44                        | –9         | 0.68                      | 0.17      | 0.73      |
| 149  | Angola  | 149                       | 2          | ..                        | ..        | 2.60      |
| Elaborated by the author. HDI references, 2014 |         |                           |            |                           |           |           |

The third aspect focuses on the data provided in Table 4 on "Human Development Index Inequality-adjusted", contains two related measures of inequality: the IHDI and loss in the HDI due to inequality. The meaning and value of the IHDI sees beyond the average achievements in a country in health, education and income to show how these achievements are distributed among its residents. In this case Cuba, it is essential to present a vision of development which is achieved go beyond the achievements in

education and health, which in his case has differences with the levels of income. Sustained a policy of universal suffrage, which strengthens the humanistic nature of Cuban education and health.

The IHDI can be interpreted as the level of human development, when inequality is posted. The relative difference between the HDI and HDI-D is the loss due to inequality in the distribution of the HDI in the country. The table also presents a new measure, the coefficient of human inequality is an unweighted average of the inequalities in three dimensions. In addition, the table shows the difference in each country in the HDI ranking and the IHDI. A negative value means that, considering inequality, this reduces the classification of a country in the HDI distribution.

The analysis allows us to understand the impacts of inequality, and human inequality coefficient is presented, which is important for the millennium goal.

| <b>TABLE 4 Human Development Index adjusted for inequality</b> |             |               |
|--|-------------|---------------|
| <b>Data from 2013</b>  | <b>CUBA</b> | <b>ANGOLA</b> |
| Human Development Index (HDI)                                  | 0.815       | 0.526         |
| HDI adjusted for inequality (IHDI)                             |             |               |
| Value  | -           | 0.295         |
| Total loss (%)   | -           | 44.0          |
| Difference in rank according to HDI                            | -           | (-17)         |
| Human inequality coefficient                                   | -           | 43.6          |
| Inequality in life expectancy                                  | 5.1         | 46.2          |
| Life expectancy index adjusted for inequality                  | 0.865       | 0.264         |
| <b>Inequality in education</b>                                 | <b>11.0</b> | <b>34.6</b>   |
| Education index adjusted for inequality                        | 0.661       | 0.310         |
| Income inequality  | -           | 50.0          |
| Income index adjusted for inequality                           | -           | 0.313         |
| Income inequality – quintile proportion                        | -           | 9.0           |
| <b>Elaborated by the author. HDI references, 2014</b>          |             |               |

A fourth aspect, presents the analysis, considering gender inequalities and territory. This data is also relevant because the consensus analysis of the right to education, has been placed on more than one occasion these variables to debate. They qualify and define limitations or not to implement the right to education. The situation with respect to gender is important. Africa has a landscape that ranks among the worst in relation to the situation and differences between girls and boys. Table 5 "Gender Inequality." Useful indicators to consider the gender situation regarding the right to education are appreciated.

| <b>TABLE 5 “Gender Inequality”</b>                                |             |               |
|---|-------------|---------------|
|   | <b>CUBA</b> | <b>ANGOLA</b> |
| <b>Index of gender inequality</b>                                 |             |               |
| Value   | 0.350       | ..            |
| Rank  | 66          | ..            |
| <b>Rate of maternal mortality 2010</b>                            | 73          | 450           |
| <b>Birthrate among adolescents</b>                                | 43.1        | 170.2         |
| <b>Proportion of seats in parliament</b>                          | 48.9        | 34.1          |
| <b>Population with at least some level of secondary education</b> |             |               |
| Women   | 73.9 e      | ..            |
| Men   | 80.4 e      | ..            |

|   |      |      |
|---|------|------|
| <b>Rate of participation in the active population</b> |      |      |
| <b>Women</b>  | 43.3 | 63.1 |
| <b>Men</b>  | 70.1 | 76.9 |
| <b>Elaborated by the author. HDI references, 2014</b> |      |      |

The data allows us to compare the situation between women and men, and somehow realize the levels of participation achieved, 48.9 percent of women integrates the parliament, which is an expression that accompany major policy decisions of the nation. Angola with 34, 1 percent, but got not compare evolutionarily, goes another sign of inclusion in this level of political participation. Many decisoras, particularly in the case study Sumbe are women.

Complements this analysis shown in Table 6 "gender development index" for a comparison between men and women. The most relevant and interesting aspects considering the purpose of the analysis and comparison is placed on education and to measure the disparities in the HDI by gender. HDI values estimated separately for men and women, whose relationship is the IDG. It is noted that while the ratio closer to 1 (one), the smaller the gap between men and women. The components of the HDI - longevity, education (with two indicators) and income - are also presented by sex, and can be seen as there are differences between sexes and discourages women. Some data for the Angolan case, are not reported, which expressed only by its absence, concern and priority level where the problem is.

| <b>Tabla 6. "Index of gender development"</b>         |             |               |
|---|-------------|---------------|
| <b>Year of reference 2013</b>                         | <b>Cuba</b> | <b>Angola</b> |
| Index of gender development                           |             |               |
| HDI Ratio of women to men                             | 9.62        | ..            |
| rank  | 61          | ..            |
| Value of the Human Development Index                  |             |               |
| Women   | 0.796       | ..            |
| Men   | 0.827       | ..            |
| Life exectancy at birth                               |             |               |
| Women   | 81.3        | 53.4          |
| Men   | 77.3        | 50.4          |
| Average amount of schooling in years - Cuba 2002-2012 |             |               |
| Women   | 10.1        | ..            |
| Men   | 10.3        | ..            |
| Years of schooling forecast 2000-2012                 |             |               |
| Women   | 15.1        | 8.7           |
| Men   | 13.9        | 14.0          |
| <b>Elaborated by the author. HDI references, 2014</b> |             |               |

In a fifth aspect, we believe it was valid to identify elements that describe poverty. However, when asked about the multidimensional poverty index that provides information on multiple deprivations that people face in their levels of education, health and life, we do not get in the latest HDI data on Cuba and Angola. In this case for the countries of the study is interesting management problems and nuances that have characterized it in recent decades.

For Cuba it is a debate that has other information, regarding their treatment in the social sciences, and it is true is attending a recognition of vulnerabilities, and association with other events cause critical looks and comparisons with regard to other stages and historical periods.

A relevant and related to the right to education rests on the skills aspect ratio - employment, the issue generated debate and controversy. For the case studies are the most important data in the case of Angola, the employment rate of 75.5 and child labor it represents 23.5 percent of children between 5 and 11 years, which was measured during the week reference, and to undertake at least one hour of economic activity or at least 28 hours of housework; or children between 12 and 14 years who, during the reference week, did at least 14 hours of economic activity or at least 28 hours of household chores.

These rates for Cuba represent 58.4 percent of the employment rate, with youth unemployment of 3.1 percent of young people between 15 and 24, and 3.2 percent among those 15 and older. The guarantees and national regulations state very unlikely the existence of child labor, but to changes in the Cuban economic model, there is an incentive that increases, by families and community encouragement to work at an early age, or link work-study arrangements that are not regular in the Cuban educational model. In another are the data reflecting personal insecurity, of value to this study by direct association representing the limitation for exercising the right to education. In the case of Cuba there is a 1.9 percent homeless, while in Angola is 0.2. The reasons may be different. Studies on the situation and condition of housing in Cuba, placed multiple causes that generate instability in the housing situation. The number of orphans in Angola in 1100, with a prison population of 105 per 100,000 people; while Cuba has a prison population of 510 per 100,000, and the analysis moves into control and social organization with different characteristics. Both nations emerge from historical processes and events that affect everyday life, war, and revolution implies a decision, which connects social policy with the most basic rights, their emergence and evolution depend on the context.

In another, an important thing is recognizing a depth of food deficit of 4 percent, and Angola 153 for the period 2011-2013. The rate of homicide rate in Cuba is 5.0; Angola and 19 from 2008 to 2011. The two are some aspects that can be associated, however, revise its impact on education. Hunger, or food deficit condition the response capabilities of an individual, imagine the struggle for the right to education is essential before life. Therefore, the importance of the debate on the right to food is placed as basic and elemental life of humans step. At its base lie child labor, malnutrition, desertion and dropout, among others that characterize the lives of children in poverty in the world. This makes the reality of the right to education a multi causal aspect and depends on conditions that limit without doubt the development of individuals, expressed as can be seen in many facets of everyday life.

The sixth aspect, it refers to the levels of development and behavior of education. In Table 7 "Education," education indicators with standardized quality indicators of education are presented. The table provides education indicators: literacy rates of adults and youth and the proportion of adults with at least some secondary education. Gross enrollment rates at each level of education are complemented dropout rates in primary. The table also includes two indicators on the quality of education; primary school teachers who have received teacher training (teacher relationship), as well as an indicator of spending on education as a percentage of GDP.

It is very important to observe and stop at the data offered, because they are of practical use to consider our proposals. From here you get to define the scope and state that are key indicators to measure the right to education from the official information available to the HDI.

And also provides a reading that summarizes the will of governments, the emphasis is placed from the structure so that the indicators of the right to education more practical and applied. Speaking of affordability, access, acceptability and adaptability would not be very distant, though the effort was truly try their implementation. The statistics, which transmit more reading interviews, survey data, confirms multiple factors underpinning these numbers, and less favorable, some of the causes for variations can be disregarded, since they depend on obstacles, and transformation treatment of these situations on national political agendas.

There are challenges for both countries to make progress and solve Angola; to maintain and improve Cuba. The two situations will happen without action.

| <b>Table 7 “Education”</b>  |             |               |
|---|-------------|---------------|
|   | <b>Cuba</b> | <b>Angola</b> |
| <b>Literacy rates</b>   |             |               |
| Adults above 24 years (%)   | 99.8        | 70.4          |
| Youth between 15 and 24 years (%)                                 | 100.0       | 73.0          |
| <b>Population with at least some level of secondary education</b> | 77.1 g      | ..            |
| <b>Gross enrollment rates</b>                                     |             |               |
| Pre-primary   | 109         | 87            |
| Primary   | 99          | 140           |
| Secondary   | 90          | 32            |
| Terciary  | 62          | 7             |
| <b>Drop-out rate in primary education</b>                         | 3.5         | 68.1          |
| <b>Quality of education</b>                                       |             |               |
| Primary teachers with teaching qualifications                     | 100         | ..            |
| Performance of 15 year-old students                               | .. .. .     | .. . . .      |
| Student-to-educator ratio   | 9           | 46            |
| <b>Educational spending</b>                                       | 12.9        | 3.5           |
| <b>Elaboración propia. Referencias IDH, 2014</b>                  |             |               |

The association of each aspect on the right to education is an unavoidable exercise. The analysis provides statistical data, reviewing causes a reading from the same rise in the letter of universal rights, to the description of current events.

The figure refers to education spending expressed results. Education involves an investment for governments. Its location as one of the key players of the right to education is not formal. It can also be measured by the fact that reflects how much does the control and allocation of state resources to further develop capabilities. A key, which helps to see more clearly, is the cost of research and development, which is expressed in current and capital expenditure (public and private) on creative work undertaken systematically to increase knowledge and use of knowledge in order new applications, expressed as a percentage of GDP. It covers basic research, applied research and experimental development. The Cuban case devotes 0.6 percent, but were not declared any data for Angola. The transformation or change is closely associated to it, training activities and improvement, involving a conception of development. Reply from national or local arrival of transnational multiple, as is the case of Angola, the nation determines an investment in skills and human development. And in Cuba, to face the changes in the economic model, and maintain social gains also requires political will.

Finally, and as a seventh aspect, the necessary reference to the consequences generated by the environment. Increasingly people requiring immediate assistance during a period of emergency resulting from a natural disaster, including displaced people evacuated,

homeless and injured, expressed in millions. In that case be a child or an old man, or a woman in charge of a home immediately placed those human beings in a situation of greater vulnerability. If very low levels or no education is added, understand the severity, emergency, and resilience demands to address this natural reality, are almost impossible. The impact of natural disasters per million people in the period 2005-2012, expressed to the countries under study that the number of deaths for Cuba is zero, and in Angola 21 per million, presenting an affected population for Cuban case is 61,215 people per million, and Angola of 13 856. It can be seen the vulnerability of the geographical condition of Cuba, an island hit by various natural phenomena, which are not avoidable. The way to counter lies in building capacity for coping and recovery. Both depend on education.

Walking this analysis, there is sufficient considerations to make proposals to sustain the need to keep alert and demand priority is to get this right for all.

The answers to questions that are directed to know How can companies overcome deep divisions and exclusions historically rooted? They rest irretrievably on the right to education. It is going to improve the availability of basic social services, strengthen employment policies and increasing social protection, especially when social norms and laws get truly protect the rights of particular groups facing discrimination in public life , seen today as excluded, invisible, and main victims of inequality and poverty.

Participation, social cohesion can influence the quality and competitiveness of nations and institutions to design and implement pro-poor policies, and how they should be conducted. Our countries have a greater impact on the ability of the companies that build to face pressures and adverse circumstances, including economic inequality, the degree of social fragmentation and suitability models that take away from the human meaning of life.

Aspects strengthen the value of this study. Angola and Cuba could appear as realities impossible to compare. However, an approach to reality from a careful theoretical and methodological logic to locate the historical context and relate to balance its phenomenological evolution and the role of individuals in maintaining or cause changes in their daily lives, they are crucial. Society responds to multiple determinants is essential culture, and politics; both are shaken by the processes of globalization. Keep manifestation of the identity and diversity, will get axis justice and equity.

Understand the centrality of social policy and their conditioning to the implementation of any right, particularly education, will and strategy rests with governments. It will not happen any change spontaneously. The difference shows Cuba for the region and for the world.

## **FINAL CONSIDERATIONS**

The problem of education does not cease, and provoked fights, debates, dialogues among all, until justice and fairness is achieved. This study placed in the search and deepen interest in the right to education, opening a path where the biggest dilemma are the uncertainties in the treatments and approaches to the subject.

The front door of human rights, is undoubtedly education. How much possibility of self-defense, discussion, claim is void against illiteracy. It is a band with vision, and closing any possibility of transformation and change for humans.

Excellent tool constituted the documents, research, publications and updates that support digital sites CLACSO, CODERSIA, ideas, Unesco, UNDP, UNICEF and others dedicated to the studies on poverty, inequality and vulnerability.

In our South countries and progress distinctions they are associated with strategies and wills, and the footprint of the historic partner conditions that mark the future of our peoples. Poverty, access to precious resources for life, like water and food, as well as slow in coming educational services to children, social researchers require more opportunity to meet, to learn and move forward with certainty towards solving common problems, and not to separate and emphasize cultural differences and historical partner. The study presented allows to consider educational policies as determinants to education right. The analysis is based and developed in the Cuba and Angola socio-historical context, held to understand educational policies from: structure of the school system, their nature and extent of the Obligatory school period; financing, based on PIB and public expenditure on education; the constant statistic report, that process through the accreditation process, approval, evaluation and socialization; compensatory programs, grants, scholarships, care supplies, medical, among others; priority attention to early childhood; teachers, training, incentives, opportunities for debate and improvement; and shared common goals, expanding coverage, strengthening infrastructure and compensation to vulnerable populations.

The most important aspects and final considerations allow *first*, identify the international debate on the right to education and its relationship to education policy, interpretation helps define the path of analysis offered by the sociology of education.

The mentioned aspects dominate the debate on the right to education: how many get education and with what quality? free access to primary education; the recognition that education is the main form of institutionalization of the child's socialization. In the same important role in the transmission of values between generations; combating exclusion and conflict prevention; the need to reconcile the right of parents to choose education for children; and the presence in the statistics of access to private education, because with paid services, the conception of the human right to education is distorted, considering that would be only the numbers of those who can pay. The role of the state, associated with approaches that consider public intervention in education requires addressing aspects of regulation, financing and production elements that determine the right to education in the current education policy. Equity, market attention to differences, changes in education are aspects of contemporary agenda, which manifests notable distinctions in his critical from one region to another analysis.

*Second*, the practical significance of the educational policy of Cuba in the exercise of the right to education and support and the reveals social model build. Cuba, an educational policy based on social policy, defined in equal opportunities is maintained. Why it is distinguished regionally relative to other Latin American countries in education policies and overcoming inequalities. Indicators, strategies and results of regional assessments realize it.

Takes on challenges that have been in correspondence with the socio historical stages that the country has experienced. And likewise, the challenges for sustainability will remain connected to it. Among the most important is identified strengthening the work of educators, taking situations as the exodus of teachers, the need for increased quality in professionals, the urgency of the appreciation of the union, both by society and the material aspect. And also, the demand for coordinated to maintain adequate levels of continuity of education efforts, the need to join the links between the family and the school and strengthen the work of the community and the territory as a true expression of the relationship school- society.

Since the economic and contextual perspective, we must assess the impact of changes in the economic model and openness to work in private schools; considering the shifts in the class structure, from the new forms of income with school-society relations, and the



relationship with the school is established from the communities with greater social vulnerability. The social policy of Cuba, made distinctive quality and capacity of the education system. Showing the close relationship between the right to education and social policy.

*Third aspect* expose the study case results in Sumbe, Angola; focus the readings of the relationship between education policy and the right to education in the African national and regional context. It identifies the approaches and research in educational themes are scattered, institutionalization is still a recent process, face a post-colonial matrix remains, specifying curriculum changes and reorientations in their education policies, to reverse Eurocentric vision steeped in the cultural arbitrary that transmits the school.

The general theoretical concepts, also allowed identify the identifying features for a culture to generate open dialogue on the right to education in Angola, to build relationships and contextualize establishing the school debate. The case study in Sumbe, revealed as more alarming problems of school: dropout, school violence, lack of link between the school and the family as well as the constructive and material difficulties. To which attention and confrontation will depend on a flexible concept of the curriculum, allowing readjust its aim and content; in correspondence with the specific context and the particularities of adolescents in this region. These data describe an educational reality associated with the social context and consequences of historical background that make the lives of families and young people, who grew up under the aftermath of war.

The relationship school society is crucial in the development and definition of the aspects that condition, characterize and projected paths of life of children, adolescents and youth. To move forward we need to understand the social and historical context and social policies must respond to the reality. The, after the war, social imaginary becomes a limitation for real change and transformation, which requires a conscious education, inclusive willing to respond to a scenario that has its own characteristics.

*Fourth*, HDI indicators expressing national and regional policies and educational strategies that contribute to the right to education. Data provided by the Human Development Report, leading to strengthen the view that the South must strengthen their unity, for a confrontation with the limitations that become common. The differences conditioned by history, culture, politics and society are concerned that qualify differences. We conclude the analysis showing that education and the exercise of that right depends on two key aspects: 1) the link between the local context and interpretation and assumption of educational policies. And 2) the inclusive social policy and implementation strategies. Failures in these elements are factors that delay the transformation of reality. And that direction is the main contribution of the experience of Cuba.

Data are expressed results that make clear the priority and significance of the current education policy in both countries. Eloquenty stating that the results obtained in Cuba are correspondence with the points made in its social and educational policy. And finally, fifth, the analysis of impacts and relationships of education policies and socio historical context are associated with the exercise of the right to education.

The analytical perspective of sociology, provided that goes beyond political or legal glance understanding of the implementation or not of a human right. The possibility of a sociological imagination, which undoubtedly facilitates to interrelate multiple conditions that facilitate or limit as basic human right.

The defense of the right to education will be increasingly urgent objective. The struggle, transformation and social change are depending on education. Once it gets to be alive, the next essential step is to be worthy to exist, that is reachable only from the quality levels

of awareness of reality whatever it touches us live, offered only with at least a basic education.

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