
Modalidad educativa no formal como expresión de la educación para el desarrollo local

Non-formal educational modality as an expression of education for local development

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Resumen: El proceso de educación en función del desarrollo local se intenciona desde las organizaciones e instituciones del sistema educativo institucional cubano como encargo social, pues abordar la relación entre estas categorías privilegia el tratamiento de la modalidad educativa no formal donde lo social cobra sentido como vía para el desarrollo de procesos educativos con ese fin. Demostrar lo anterior conduce en el contexto guantanamero a visualizar el accionar de agentes formadores fuera del sistema educativo como el proyecto comunitario “El Garaje” y el Grupo de Desarrollo Integral para la ciudad.

Palabras clave: Desarrollo Local; Dimensión Educativa; Educación; Modalidad educativa no formal

Abstract: The process of education based on local development is intended for the organizations and institutions of the Cuban institutional education system as a social task, since addressing the relationship between these categories privileges the treatment of the non-formal educational modality where the social aspect becomes meaningful as a way to develop educational processes for that purpose. Demonstrating the above -in the context of Guantánamo- leads to discuss the actions of training agents outside the educational system. Two examples of the above are the communal project "El Garaje" and the Group for the Integral Development of the city.

Keywords: Local Development; Educational dimension; Education; Non-formal educational modality

Introduction

The approach to the relationship between education and development has been addressed by various sciences such as Philosophy, Psychology, Pedagogy, Economics, which have explained their positions from the way they treat education as an object of study. From Sociology, in particular the Sociology of Education, it has been analyzed with the generalized vision of development as progress and economic growth. The term development

is undoubtedly one of the most frequently used today, which indiscriminate use becomes more complex even when applied to society and its integrating aspects. Without pretending to solve this reality in this material, it is essential to approach a conceptualization of local development attending to the interest of it.

In this sense, Quintana (1993) presents the demonstration of the degree to which education contributes to development, using the residual factor method under the Cobb-Douglas formula, relative to the production function. In relation to the formation of a human capital he expresses:

According to classical economics, the factors of production are three: natural resources, labor and capital. Considering education as consumption and as investment: education as consumption is something that satisfies a right and an individual need. Education as an investment is a means that will produce wealth (and that the State therefore seeks to use in its planning (p.354).

From the analysis of the above, the authors of this article consider that the existing relationship between education and development, as well as the progress that education has shown in this sense are two possible points of view to explain the intention of the research that is presents, as well as the relationship it establishes with the development from categories directly related to the Economy of education: economic growth, consumption, investment, financing and profitability.

The Economics of education focuses, in turn, on the analysis of the economic value of education, proving, calculating its contribution to general economic development (repercussions of education in the formation of a human capital in the increase of productivity, in the distribution of income, investment value of education). On the other hand, it analyzes the economic aspects of the educational system (costs of education, financing of it, investment that it requires, conditions for the profitability of education.

Quintana (1993) exposes two sociological trends in the development of the sociology of education: the theories of consensus (functionalism, structuralism and organicism) and theories of conflict (social Darwinism, and the New Sociology of Education). When explaining each one of them refers to functionalism, structural functionalism (dominant in

the decade of 50/60, these explained the reproduction of the social system from studies of different educational systems worldwide), neo functionalism in sociology of the education, symbolic interactions, the sociology of Marxist education and the New sociology of education.

A summary made by the authors based on Rivero and Proveyer's (2005) consultation on the chronological trajectory of sociological trends from the sociology of education, raises the presence of structural -functionalism in which three main aspects apply to education: technological functionalism, human capital theory and reformist functionalism in which we talk about the development of productive systems, technological innovations, education as an investment and educational inequity.

Critical Sociology, inspired by the theory of conflict, moves towards social conflict. With the New Sociology of Education or Emerging Sociology, the micro-sociological view of the processes and the idea of the hidden curriculum appear; we talk about interpretative theory, resistance, feminists and ethnic groups. The Educational Sociology of the 90s has redefined the theoretical and empirical relationship employment education, the Human Capital Theory is re-emerged, training is spoken of as a fundamental factor for economic evolution and international competitiveness, the training ideal appears linked to the world of work, and Critical Pedagogy takes force and with it the subject as a center.

This last one becomes, in the sense of the investigation, in point of view to explain the importance of the subject as center before the educational processes in function of the DL and the approach to other educational modalities that privilege their attention, in as much the previous theoretical tendencies they have led to visualize the educational system and the school as contexts of studies by excellence of the Sociology of Education and its relations as an institution and development, and its meanings as content, maintaining the logic of structuralist research and from the institutional analysis.

The research presented reveals the behavior of educational processes that, according to local development, are present in the Guantanamo municipality based on the analysis of the actions of training agents, whose object or mission does not focus on this, which does not absolutize or it denies the work done by teachers and other research centers in relation to it.

It refers to the Integral Development Group for the City and the sociocultural project El Garaje, as training agents that have maintained a work in the sense of what is exposed as a non-formal educational modality, not only seen from the actions carried out as part of the information and the training taught by them, but as a sense of socialization in the process of transmission of knowledge because the participation of social actors is taken into account.

Development

Education cannot be considered a limited process in time and space that occurs only in schools and at a certain time. Within this, three concepts or related educational modalities are differentiated: informal education, formal education and non-formal education. The analysis of these shows similarities and differences according to duration, universality, institution and structure.

The use of the expressions "informal education" and "non-formal education", more specifically the International Conference on the World Crisis in Education of 1967 and, above all, the use of the term "pedagogical literature" began to be frequent in the late 1960s. With the publication of the well-known work of Coombs *The World Educational Crisis*, which remarked the need for new educational media, different from school, to address the crisis that this educational system was going through. In principle both were used, and indistinctly, to denote education generated outside the school; that is, the sector of the remaining educational universe of the strict school (Marenales, 1996, p.1).

Marenales (1996), refers that formal education has defined limits absolutely institutionalized (primary, secondary), limits in levels (1st, 2nd ...); these limits are hierarchically structured and organized. Non-formal education is that instance of learning that is outside the scope of compulsory schooling. It has limited extension (hrs.), defined objectives, but without age limit. It is developed both within organizations and outside of them. It has a high structuring characteristic. Informal education is unlimited (all life), it affects all people. It is not institutional. It has a low level of structuring, which locates and justifies the intention and explanation of the assumption by the authors of the non-formal educational modality.

According to the classical definitions, formal education is that given in schools, colleges and institutions of formation; the non-formal is associated with community and civil society

groups and organizations (the one that at that time was considered to be able to make a special contribution to training in the developing countries), while the informal one covers every other kind (interaction with friends, family and co-workers) (Barreiro, 2015, p.2).

Santiesteban, (1998, p.23), states that:

(...) education is an integral process that has three components, these are: the information that has as objective to pass knowledge and its results: knowledge; the training, which objective is to develop aptitudes, abilities, techniques; its result: knowing what to do, and thirdly the educating that aims to develop attitudes, personality, values; its result: being unique.

These elements were expressed but in another way by Quintana (1993, p.382) who states that:

Education has a very broad purpose. It provides the individual not only with information - many are in danger of being left alone with this - it also trains him to understand what he knows and know how to express it, gives him a knowledge of himself and others, and a scheme of the world in which he lives (politics, science, art).

The evolution of conceptions about development points to the treatment of the economic sphere as preponderant, subjecting others. Its adjectival and approach from these other dimensions (cultural and social) has put to the brink with a vision more remote of the economic determinism and an emphasis in the study of the social being. In the same way, the conception of the cultural element as essential for the development has propitiated its local and community particularity for which the formative aspect has been functional to the prevailing institutionality. Institutions such as the Center for Local and Community Development (CEDEL), the Center for Exchange and Community Initiatives (CIERIC) in charge of working on sustainable local and community development, promoting art, culture, project management, participation and cooperation with diverse social and institutional actors, constitute work references for the interests of the study.

Scientific production in the country requires the consultation of research on local development (LD) developed by Ravenet (2002), Labrada (2008), Álvarez (2008), Figueroa (2009), Pérez (2010), Peñate (2011), Riera (2012); Garcés (2012), Alonso (2012), Ricardo

(2012), González (2013), Trapote (2013). These scientific results respond to the sociological, economic, pedagogical, educational sciences, technical sciences and physical culture sciences. They constitute contributions to the construction of the theoretical and methodological references of the LD in the country. All have systematized the aspects referring to LD and community from the analysis of space, the local, community and community as a quality of development, its relationship with the LD, the cultural dimension, case studies, government conditions to generate this type of development and relevance of knowledge and innovation management, methodological models and procedures, gender approach, without approaching educational processes.

On the other hand, Carvajal (2005), Boffill (2010), Mejías (2011), Castillo (2011), Reyes (2011), López (2015), Robles (2017) refer concretely the categories presented in the article from studies that address the reality of cities such as Salamanca, Chicago, Guyana, defended in the Cuban context, proposed procedures for the management of the link: subsidiary MES (Ministry of Higher Education) -municipality, and methodologies for the development of professional skills in the social communicators for the development, where is noticed an absence of approach to the educational processes that take place in non-formal contexts, which manifests the need of the present study, under this perspective the relationship that takes place between education is crucial for the local development from the non-formal where the social makes sense.

For this, the definition of LD that Álvarez (2008, p.4) proposes is taken into account, who states that local development is a multi-causal, evaluative, normative and cultural phenomenon, centered on the exploitation of endogenous potential, for which popular participation is required, high levels of coordination of material and human resources and training of local actors. To which the authors of this article add information and training as elements of the conceptualized for the purposes of what is presented as results.

The subject is analyzed in the Guantánamo municipality since the municipalities of El Salvador and San Antonio del Sur have been taken as historical references in this province for the analysis of local development; because of the importance that it reverts as the head town and the concentration of the formative processes in it. Likewise, the intention of overcoming the generality of the use of the dimensions and indicators of GUCID for the

work with the LD from unveiling the necessary educational action of other institutions and social actors of the municipality oriented to this type of development. The 2011-2015 period is selected because it responds to the results achieved on the subject and the strengthening of the same from the sixth PCC Congress until the seventh held on the April 17th, 18th, and 19th, 2016.

The main results are shown from the application of the interview as a method that privileges the technique of interviewing key informants such as the director of the Integral Development Group for the City of Guantanamo, coordinator and members of the methodological team of the Sociocultural Project El Garaje directly related to the LD process in the municipality, in terms of patenting and completing the information obtained from the content analysis technique focused on the review and analysis of the documents that regulate the LD and the educational actions carried out with and by organizations and institutions of the municipality witnessed by other people who carry out actions in function of this.

It was taken as units of analysis The Integral Development Group for the city and the Sociocultural Project El Garaje, (project attached to the Municipal Department of Culture, the only one of its kind in the country, recognized by Rigoberto Fabelo, director of CIERIC, which impacts directly in the formation of social actors for local and community development by constituting its main objective, composed of professionals from the culture sector, the University and the CITMA Ministry, both social actors who have contributed from their actions to the purpose of educating for the DL.

The Group for the Integral Development of the City of Guantánamo (GDIC) is in charge of promoting the rational use of human resources oriented, under the principles of sustainable human development, to achieve the contribution of the people of Guantanamo to integral, rational and sustainable development of the city (mission that was initially proposed in 2004). It was formed as a group in 1990, and in its early years they worked by intuition without theoretical accompaniment. His work for 26 years has been witness to everything that happened in the province.

To demonstrate the viability of their proposal: the urban culture to be established through the understanding of urban imaginaries, their social implications in the face of urban violence, sustainable mobility and risk management, try to identify the relationships between actors, institutions and social groups that make up a social system, with the priority of concretion, in which human development, participation, and sustainability are taken into account as the most current concepts.

This contributes to infer that its contribution to the LD of the city has been oriented fundamentally under the logic associated with the urban and architectural development. According to Zulma Ojeda (2008), director of the GDIC: If you want to build a local democracy capable of managing a sustainable city, you need to train the actors ... to create a culture of autonomy linked to participation and self-management. She considers that they are practiced and linked to the way the GDIC works, from the application of the Popular Education (PE) modality to the social work with groups, considering the interpersonal and group relationships of the individuals.

In an interview carried out by Herмосilla (2008), it also raises the importance of inculcating in the mind of each inhabitant of this city that all the transformations made are in his favor, of society. The group is articulated for the development of its educational actions with different organisms and institutions such as: University of Guantánamo (Faculty of Social and Humanistic Sciences) as a teaching unit and its Department of LD, with the Cultural Sector the links are with the artists of painting fundamentally; the Educational Sector, administrative structures of the organs of Popular Power with the Provincial Assembly are also involved.

In 2006, the LD program that transformed the city by strengthening the urban structure began. Although the period being evaluated goes from (2011 - 2015) from the review of the documentation that is possessed it was possible to observe that before and after this period its link to the LD is evidenced. The information has been organized from the three areas considered to act concretely from participatory processes developed in this institution on the basis of the PE (Ojeda, 2006, pp. 57-58) and the development of actions of the group as: information and training.

As part of the information that has been transmitted so that the people linked to their work know the actions that should be done or what was to be done, the following activities stand out: call for the contest Self-managed local experiences of the Félix Varela center and the National Network of Green Map and circulation of the document (Rapporteurship); business round with the aim of contributing to the development of the town from the incorporation of new products produced in the companies of the territory; citations, communiques of the Provincial Assembly of People's Power for the treatment of development issues; personal exhibitions on city issues (GDIC) in the Villa Iris Exhibition Hall; publications in journals and brochures on situations in the city, as well as invitations to competitions about the carnival.

Training workshops have been held aimed at helping people learn to have tools that allow them to act on their vision of local development such as: the meeting of the historians of the neighborhoods and popular councils and the workshop Emergence and evolution of the village and the Guantanamo region (1802-1898); the Territorial Workshop of PE; craft workshops for future marketing of what is produced; participation as part of its preparation in three conferences on LD (Organizational process to accompany the Programs of Integral Development of the Guantánamo Province, Environmental Management in the LD, and Studies of Vulnerability and Risk Hazards of the Guantánamo Province), taught by the professors of the University of Guantánamo José Antonio Rodríguez Oruña, Guillermo Lemes Mojena and Joel Gómez Rodiles, which allows to affirm the existence of a relationship between the LD Department of the university and the GDIC.

There are spaces which topics of interest are linked to the LD, such as the space Coincidences, the socio-cultural project El Patio de Adela; the formation of popular education and remote accompaniment (FEPAD) in the modules of conception and methodology of PE, popular communication, community work and group work.

The subject in question pays attention to spaces such as the Patio de Clara and José (awareness workshop), which aims to motivate the population of the La Caoba neighborhood through exchanges from experiences and knowledge they possess, dialogue, reflection, to strengthen urban social transformation based on PE.

Community projects such as Ho Chi Minh, Palmira, La Caoba and Río Guaso are closely followed by the GDIC staff and the FEPAD. In the same way activities are carried out aimed at the socialization of university and municipal experiences for the LD in Guantanamo. It is valid to mention the 1st Territorial Workshop of Socialization of University Experiences for the LD, organized by the group of LD of the University and the GDIC, the circle of interest with children of high school, the workshops with the supervisors of the ordinances.

A total of 39 workshops have been made; 5 conferences, 3 citations, 9 invitations, 6 calls to different contests and events, 8 documents, 5 debates, 2 spaces, 7 projects, 2 letters, 2 rearrangements, 5 meetings, 2 congresses, 1 exhibition and 1 request, 2 received LD awards. These activities whether specifically for urban planning or preparation purposes, have an educational nuance and are linked to the LD.

For its part, the sociocultural project El Garaje arises in 2006 from the need to train local actors to give impetus to the implementation of socio-cultural projects in the territory. Among its objectives is to develop capacities in social actors of the territory for the management of community projects as well as the accompaniment to them. Under the direction of Mercedes Pico Cruzata new initiatives arise that make their work more intense.

The garage, located in Cuartel between Emilio Giró and Carretera, has its starting point in the Prince Enano project, a sociocultural project to energize the community of Raposo, dedicated to children in an area of the city where there were no recreational spaces for the child population. It gave way to others, such as the Catalina project and the community mini-library Dora Alonso.

Based on the growth of work, initiatives and community interventions carried out by the Garage, this became a reference and reference center for the province and some national and international institutions, to such an extent that it represents managers in the territory. CIERIC aids those who receive methodological support and in terms of materials and supplies. It also sponsors the Community Intervention Good Practice Competition at the local level that is presented within the framework of the Guantanamera Culture Week.

The Garage is supported by institutions such as the University of Guantánamo through the Faculty of Social and Humanistic Sciences, the Center for Improvement for Culture, the National Union of Writers and Artists of Cuba in the province, the territorial delegation of CITMA, the Provincial Sector of Culture, the CIERIC (national and regional), the Provincial Center of Houses of Culture, the Municipal Directorate of Culture, and the Department of Promotion for Health. The different topics addressed in their training process are: design and management of sociocultural projects, participatory diagnosis, community work, popular education, cultural management, sociocultural animation, gender and participation, articulation of actors, environmental management, evaluation, transforming art, communication and local development.

In terms of training, the Project Management Courses are taught at least twice a year in the Garage, with the presentation of the experiences that take place in the Award Contest for the Management of Good Practices of Community Intervention at the end of the year. Local level sponsored by this. The courses about tools for the improvement of diagnosis, social development and equity were taught: Day for non-violence, Methods and tools for the positive transformation of conflicts, Participatory methods for community work and Gender focus in Project Management by members of the Project's Methodological Team. They also provide advice and support to the Local Development Group of the Municipal Government of Guantánamo for the development of socio-cultural development strategies from where it is intended to raise awareness about the importance of culture for Local Development, where the usefulness of the strategy is evident for other actors that implement projects in the territory such as the Hermanos Saiz Association (AHS).

The review of the minutes, reports, and paleographers as evidences of the activities carried out allowed to conclude that before 2011 the project participated in an agreement of Food Sovereignty, carried out two workshops, two courses (on project management). From 2011 to 2015, it carried out actions such as eight design and project management courses, eight workshops (participatory diagnostics and conflict management, social development, equity and the creation of the methodological team of the Local Development Program from Culture and Evaluation), five editions of the Contest.

Two important moments of the project from the educational point of view were the participation in the Agreement Signature of the AECID (Agency of Cooperation for Development), and the application in the province of the Program of LD and Community from the Culture powered by the CIERIC. It joined the Food Sovereignty and LD Agreement of the Spanish Agency for International Cooperation (AECID) until approximately 2012, where it coordinated community management.

The Garage was given the task of attending the number two axis of training of social actors, the responsible: Mercedes Pico Cruzata (CIERIC) and Ana Mirta Fournier (Culture Sector and part of the methodological team of the Garage at that time), gave an opportunity for the province, it was developed to protect the community initiatives, it allowed the realization of participative diagnosis with all the actors of the Popular Councils in which the Program was in the province, all the members of the management and methodological group arrived in this process to all the communities, in an interview with Mercedes Pico, she said that for her it was something new with respect to the organizational process and the follow-up to the actions, she favored the articulation with culture, health, education, Cuban Association of Animal Production (ACPA), Cuban Association of Agricultural and Forestry Technicians (ACTAF), among others, was a success in the sense of training because they trained actors belonging to different institutions of the territory as well as government officials (delegates, presidents of Popular Councils, training specialists) which led to new learning and to strengthen their experience in community work.

The Program of LD and Community from Culture has among its objectives to promote sustainable LD in the Guantanamo municipality by activating the potential of the economy, culture and civic responsibility in the design, management and evaluation of policies and development strategies. Its general objective is to promote sustainable LD in 12 Cuban municipalities in the Center and East. It is located in the municipalities of Baracoa and Guantánamo; the latter a member from April 2012 to April 2016 in its first stage. During this stage, the Garage became the Methodological Team within the Program to advise the municipal government of Guantanamo, this being the second important moment from the educational point of view of the same.

With regard to the presence of the aforementioned Program, on March 22 and 23, 2016, the Evaluation Workshop was held with the municipalities of Guantanamo and Baracoa. The use of community opportunities, the possibilities and strengths of development from the culture in the territory was determined as key. It was considered a step forward for the cultural work, the impulse of the LD from the culture was visualized as a change of mentality with respect to the culture, to the sustainable development of the territory. A set of concrete actions was made that shows how the program's objectives in the province are fulfilled during the 2 and a half years of execution.

The elaboration of the LD Strategy from the cultural dimension, the Training Strategy of the Program and the Cultural Tourism Route were expressed as main results. It was posed as challenge to achieve the accompaniment of the implementation of the strategies and initiatives and to implement the itinerant Garage from the voluntariness and the transforming art. For all the above, the authors consider El Garaje a methodological center that guides the sociocultural dimension and community management in terms of local development, which has intended their work to achieve a culture of local development in the Guantanamo population.

Conclusions

Educational actions based on local development carried out by the training agents that constituted units of analysis, namely the Integral Development Group for the City and the sociocultural project El Garaje, are carried out under the logic of popular education, a methodology that responds to the theoretical assumption of critical pedagogy, and were put in function of information, training and education as elements contained in an educational process, which has helped to visualize its actions in the Guantanamo municipality.

The behavior of the educational actions carried out by the two units of analysis in terms of local development in the Guantanamo municipality reveal the vision of this development, from the urban reordering by the Integral Development Group for the City and the empowerment of participatory processes of and with the social actors by the GDIC and the Sociocultural Project El Garaje.

The experience of the units of analysis as educational agents in terms of local development is done under the non-formal educational modality, although both seek to patent their educational processes by establishing relationships with formal educational institutions such as the Center for Improvement of Culture and the University of Guantánamo.

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