



Sexuality education in Cuba, evolution historica Education of the sexuality in Cuba, historical evolution

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Summary

The work constitutes a selective compilation of information from different sources motivated by the lack of material that offers, in a synthesized manner, the evolution in which relations between the sexes have manifested themselves in the Cuban historical context. Three moments are grouped that allow us to analyze facts and phenomena that have transcended to the present day in the aspect of human sexuality, its education and the influence of economic-social formations. The multifactorial nature of education and its sociological, psychological and epistemological foundations are emphasized, while Cuban figures are exalted in this context.

Keywords: Sexuality; Sex; Education; Evolution; Context; Gender

Abstract.

The paper collects selected information from diverse sources. It resulted from the need of documents that explain in a brief manner the evolution of the interrelationship between members of both sexes throughout the history of Humankind. For a better understanding of the topic, the context, facts and phenomena of three moments are analyzed; they have reached our times in regard to human sexuality and its education, and the influence of the economic and social formations. An emphasis is made on the many factors of sexuality education and the epistemological, psychological and sociological aspects of the subject. It is remarked as well the relevance of Cuban personalities in regard to that kind of education in the social context

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Introduction

When examining the evolution of relations between the sexes, it is essential to establish their antecedents going back to the period of hominization, called by Engels (2001), the Influence of human gender, where indiscriminate sexual behavior is characteristic, so that each woman belonged equally to all men and each man to all women. That is why in all patriarchal societies a depersonalized and discriminatory sexist education of sexuality has historically been established that denies each human being to choose the particular paths and their own limits to live their sexuality in coherence with needs, potentialities and aspirations.

Therefore, it is wrong to think, as Engels (2001) warns, that women are slaves of men from the very origin of society; On the contrary, her slavery only begins with the rise of social classes and private property. Since the slave era, contempt for women, the conception of them as objects, without social rights, leads men to sexual violence. Historically and until today, those capitalist countries that have established laws about social and sexual equality have generally violated them with impunity. We have an illustrative case of this in the Fourteenth Amendment to the Constitution of the United States, ratified in 1868, which guarantees all people their civil rights and equality before the law.

The study of the historical development of the forms of relationships between man and woman, is based on the materialist conception of history, the spiritual life of society constitutes a reflection of material life - which determines it - although at the same time it influences active form over the other, in this regard and sharing the criteria of González (1987), where he analyzes that the appearance of morality in the history of man is conditioned by the need to regulate the relationships that are established between them in certain socioeconomic conditions, hence it becomes its means of control to the extent that the development of the productive force determines greater independence and significance of individual property.

Therefore, the objective of the work seeks to substantiate the historical evolution that has manifested itself in sexuality education in the Cuban context.

Development

For a better historical understanding of sexuality education in Cuba, its behavior has been grouped into three moments, whose evolution of the context allows us to analyze sequences of

facts, processes and phenomena that have transcended to the present day, taking into account the documentary review as a way to carry out the corresponding analysis and reach conclusions that allow us to understand the importance of attention to this sphere of personality for the life and happiness of the human being, as an object and subject of education.

First moment or pre-revolutionary phase (Before 1959)

Martí (1982), with his characteristic acuity, analyzes this phenomenon of the capitalist society of his time, as stated in the letter to María Mantilla on April 9, 1895:

And my little daughter, what are you doing up there in the north, so far away? Do you think about free and virtuous work, so that good men desire you, bad men respect you, and so you do not have to sell the freedom of your heart and your beauty for the table and the dress? (p.9)

The philosophy of sex (1889), informative material published in Cuba by the Catholic University Association, explains that the objectives pursued by the sexual relationship are the procreation of children and the strengthening of the bonds of marriage, highlighting that in cases where Unless both conditions are present simultaneously, intercourse is contrary to the precepts of Christian morality. We agree that, undoubtedly, one of the objectives of the sexual act is the consolidation of the loving and spiritual ties between man and woman, but we do not agree that the intimate relationship is only morally permitted when it is aimed at reproduction; Human sexuality is consciously separated from the reproductive process, since it contributes to the happiness of the couple, to communication and to the enrichment of their bonds, independently of procreation. However, we know that man is capable of using his sexuality responsibly when he wants to have children and start a family.

In the Civil Code approved by the Spanish Cortes in 1888, and extended to Cuba by royal decree of July 31, 1889, marriage is conceived in the form of a civil contract where the woman is always the disadvantaged party, since the Husband is the administrator of the assets of the marital partnership. We thus corroborate that both sexes are judged with different measures and rules when committing the same crime, which is undoubtedly one more manifestation of the unjust discrimination of women in all spheres of life. In this sense, it is estimated that in our country, by approximately 1958, 194,000 women were employed; the

Most of them were domestic or worked in the service sector, while several Thousands were dedicated to prostitution.

On the other hand, Leiva (1994), regarding this period, states that “in our country there was no teaching in Sexual Education at any level of the educational process, not even for doctors and educators; Knowledge of the sexual sphere was limited only to anatomical and physiological aspects” (p. 23).

At the stage under analysis, the population was totally uninformed in both sexes, full of taboos, inhibitions, limitations and myths, they could not find how to know the most basic aspects that must have been conveyed to them by parents, teachers, doctors and the limited means of education. diffusion then existing. The few books or articles that could circulate in magazines, etc., constituted non-scientific, totally pornographic material. It is inferred from this panorama that in the few schools in general and the technical ones in particular, this sphere of sexuality was not addressed.

Very few doctors, especially psychiatrists, worked in therapy and made some contributions, but in general they avoided treating those patients who dared to verbalize their problems, generally men. Furthermore, there was no history of family planning, ignorance, illiteracy, dependency and submission made the proper relationships of the couple and the family in general more uncertain. From what we deduce the level of inattention to the education of healthy and responsible sexuality in this pre-revolutionary stage.

However, there was no lack of vision from figures who thought about the transcendence of this important sphere of personality, such is the case of Ángel Arce Fernández, who founded the Institute of Sexology in 1930 given the knowledge about sex. In this regard, González (1987) points out: “Doctor Arce has been the first in Cuba who, with his scientific reputation, created the new specialty that he so rightly exercises” (p. 16).

The social historical continuity in this context of sexuality is resumed despite the underestimation and marginality of women, therefore, there was also no lack of daring, knowledge and knowledge of Luisa Pérez de Zambrana, Gertrudis Gómez de Avellaneda, among others that made themselves felt in Cuban public spaces in the second half of the 19th century. Meanwhile, there were others who went beyond literary matters and overflowed their spirit on the paths of the

knowledge by being interested in subjects refractory to their sex at that time. Faithful to this trend was María Luisa Dolz y Arango (1854-1928).

Dolz (year), cited by Sierra (2001), points out: "Why should women be deprived of the proper development of their intelligence, as if a brain susceptible to illustration were not seen as equal to men, as if it were not capable of penetrating the arcana of science?" (Sierra, 2001, p. 48). Precisely, in the last decades of the 19th century, when slavery was abolished in 1886, it had a decisive influence on the subsequent female development of the island. Added to this is the process of capitalist modernization with growing US imperialism. The war of national liberation greatly influenced the projection of women. This does not mean that there is broad participation in this regard.

Indeed, Cuban feminism will develop as a movement after the first North American intervention and the formation of the Republic in 1902. This ideal state structure of freedom and democracy for many, excluded women. The Constitution did not consider them citizens, that is, it exempted them from any right to elect and be elected. They were denied all civil political rights; The woman could not appear on the family council, she could not be a witness to notarized documents. Article 437 of the penal code allowed the husband to kill his wife in a compromising situation.

Some freedoms were granted to women when in 1917 they were granted parental authority over their children, a year later divorce was approved, however, the situation of women still does not show a true transformation. In this regard, Dolz responded in a survey carried out in the Women's Club in 1930: "... Cuban women have not yet reached full conquest of their aspirations with harmony in the progressive development of women" (Sierra, 2001, p. 53).

In 1923, the First Women's Congress was convened, the first in Cuba and Latin America. In this event with her presentation titled: The social mission of women, María Dolz, stated that women cannot limit themselves to the home, although women collaborate for the good of the country in that, their transcendental and first mission as matron of the family. and she emphasized that she cannot give herself with her snail in her shell, because she will not see in marriage the only future of her life, the only one of her aspirations, the exclusive desire of her existence, nor will she be forced to accept it without the participation of her heart. For economical reasons.

To these positions in the family and in society, moral and sexual standards have been added and even the hidden recurrence of abortion due to the lack of purchasing power, with the staff not scientifically qualified (curandera), machismo translated in many cases into a position of arrogance and arrogance of the man manifested in unisexual behavior expressed in gender equality.

The change from Capitalism to Socialism was necessary so that the ideas and conceptions of great men of universal and Cuban history in the social context and in particular of sexuality were revived forever.

Second moment (1959-1974)

The year 1959 marks a momentous moment for Cuba in its history as a nation. Not only did it mean the culmination of 100 years of struggle for their liberation and independence and the end of the repression and ignominy that had oppressed us, but it also marked profound socioeconomic-cultural changes that had repercussions in all areas of the country and therefore in the family: fundamental cell of our society that had just begun to know what equality was, the full enjoyment of its rights and the possibility of access to education and health.

Among the profound changes experienced, those related to the objectives of education could not fail to occur: to train the new generations and the entire people in the scientific conception of the world, to develop in all their human fullness the intellectual, physical and spiritual capacities of the individual and foster in him, high feelings and aesthetic tastes; convert communist ideological, political and moral principles into personal convictions and daily habits of conduct. In this sense, the objectives of sexual education were derived:

- Assimilate a system of scientific knowledge about the biological, psychological and social aspects of sexuality.
- Form a system of sexual convictions, values, feelings, needs, motives and moral aspirations, enriching the personality.
- Develop forms and habits of conduct, skills, customs and modes of relationship between the sexes in correspondence with the needs of the individual and social demands.

Starting in 1960, important events occurred such as the founding of mass and political organizations that influenced their congresses and meetings to promote changes in the ways of thinking of adults, young people, adolescents, girls and boys related to sexuality. In

In this sense, the integration of ideas and actions between the Ministry of Education and the Ministry of Health

projection of programs aimed at the objectives pursued.

A significant moment was the National Congress of Education and Culture, held in Havana from April 23 to 30, 1961, in which various topics were discussed, among which was the problem of sexuality, which opened paths for the flourishing of new conceptions and alternatives that favored the dignity and health of the people, for example, among many, we can highlight the fact of exempting from criminal responsibility the abortion necessary to save the life of the mother or to cause serious damage to the physical integrity of the woman, a fact to which Álvarez (1965) referred.

The measures adopted by the revolutionary government in this period of the 1960s, taking into account the flight of unscrupulous doctors who profited from interruptions, the lack of contraceptives and lack of knowledge of how to plan a family, undoubtedly formed an awareness that would develop with the social advance that was taking place, although remnants of outdated capitalism persisted. For example, between 1962 and 1965, the birth rate was 35%.

% per 1000 inhabitants. Clandestine abortion still existed. The gradual introduction of a new culture of sex and sexuality in adults and young people with slight progress was necessary. Even our education system at this stage was not in a position to produce a qualitatively superior change, since it was difficult to overcome the deficiencies and insufficiencies of long years of ignorance born in the Colony and Mediatized Republic. Just to mention one fact about the efforts that the Cuban State had been making, it means that the number of Technical and Professional Education centers grew as did their enrollment, but their plans and programs suffered from the difficulties indicated in undertaking the objectives of sexuality education, as well as the level of teacher preparation. The efforts made, and the will not stop in the educational sector, made it possible to climb new steps.

Third moment (1975 to the present)

The year 1975 marks a transcendental moment in Cuban history with the celebration of the First Congress of the Communist Party of Cuba, which outlined perspectives and orientations towards the formation and development of new changes for the well-being of the socialist society that had been proclaimed in April 1961.

With the improvement of the national education system, begun in 1976, contents in primary and secondary school programs, such as Natural Sciences for 3rd and 4th grades and in Anatomy, Physiology and Hygiene for 9th grade and General Biology for 11th grade, however, it was confirmed that its inclusion constituted a step forward in the curricular approach to sexual education, but did not satisfy the needs formative with its fragmentary character, predominantly informative and polarized to the biological framework. Since the establishment of the revolutionary government, but fundamentally in this period, we observed an increasing increase in the incorporation of women into work and in the incidence of the female mass in the labor composition of the country, which today constitutes 65% of its technical strength. The above corresponds to the expression that in socialism, the question is not whether or not women should work in production, but how to best harmonize that work with the fulfillment of the function of wife and mother. In this sense, the Constitution of the Republic of Cuba (1976), in force since February 24, 1976, stipulates: "Discrimination based on race, color, sex or national origin is prohibited and is punishable by law" (p. 20).

This entire transformation process was incorporated in 1977 by the creation of the National Multidisciplinary Group of Sexual Education, which was attached from its birth to the Permanent Commission of the National Assembly of People's Power for the care of children, youth and equality of rights. women's rights. At present, it is the National Center for Sexual Education (CENESEX), which has allowed the integration of various sectors into the work. For this reason, the lines of this center are aimed at training, development of audiovisual media, sexual orientation and therapy, however, the tasks of planning, organization, deployment and control of the entire problem of sexuality and their education.

On the other hand, in the presentation on "Sexual Education" presented by the aforementioned National Group (CENESEX), reference is made to the fact that in our society coeducation and the scholarship regime are integrated and it is important to guarantee adequate information and training from the nursery school and primary education, levels at which the first changes of adolescence occur and where the development of the principles of moral relationships between peers of both sexes begins to a large extent. Most of adolescence passes between

the school ages covered by secondary education, a period in which he and the adolescent need greater attention, guidance and example to serve as a model and guide.

Making an assessment of this idea of the indicated group, we realize the level of depth and professionalism that has been achieved when compared with the outdated, absurd and unargued conceptions of the old philosophy that set us back and at the same time encouraged us to climb new steps. of wisdom and experience. By 1980, the Ministry of Public Health established directives regarding sexual education, guidance and therapy. In January 1983, an interdisciplinary commission was created at the national level to address different aspects of sexuality, hence attention to adolescents and the risks of early pregnancy was prioritized in sexual education programs to avoid this at younger ages. in which bio-psychosocial maturity limits the young mother to take responsibility for the education of a new being.

The risk of abandoning their studies, the inability to adopt the role of mother when they are in full training, are warnings that are contemplated in the education of mothers, educators and young people themselves within the conception of sexual education that It cannot be framed only in the biological sphere, since social influence is decisive, direct and begins with life itself. Different investigations in the field of education in our country have demonstrated these difficulties that are prone to the period of adolescence, such as the case of Guerrero (1995), González (1987) and Castellanos and González (1987), among others. .

On the other hand, it is important to express that when we examine the issue of relationships between men and women, it is essential to keep in mind that the social equality of rights and duties between both does not mean in any way that each sex loses its identity and that the differences between the male and female sexes. However, throughout human history, equality between sexes and genders has been violated, only with the triumph of 1959 and especially this last stage, significant changes worthy of human beings can be seen. As has been demonstrated, the remnants of the past are not eliminated solely through the promulgation of laws and decrees or through the creation of certain material conditions. The fundamental thing consists of educational work, in the development of a permanent ideological combat against the prejudices and discriminations that still exist, in which the different social forces of the community that intervene in the formation and development of the personality of boys and girls, adolescents and young people.

In the 90s, efforts were directed at raising the professional level, while at the same time Resources are dedicated to the preparation of various materials for the preparation of the of command through a training system with a high level of updating in different topics of interest, in whose action the limitations have been in the temporal variability for its maximization because the multiplier effects of the flow of knowledge received in improvement through the deployment of Pedagogy, the effort involved in pedagogical mastery and the great self-teaching development in order to achieve the preparation of all the faculty.

Taking this stage of the 90s of the 20th century as a reference framework, as a social-historical space in which the improvement process indicated the guarantee of greater efficiency in the pedagogical process, we frame the study of sexuality, without ignoring the antecedents that influenced that a substantial change would take place reflected in this period and without failing to take into account the way in which it operates in the face of a new level of scientific support due to the changes introduced. Despite the advances in this last stage, teachers do not have the necessary scientific preparation to use the curricular route in this educational sphere as the main one, mainly using the extracurricular route.

On the other hand, the methodological guidelines maintain their general conception about the psychosexual particularities as a starting point, but do not explain in the content, its enhancement regarding sexuality, however, the application of the educational project on sexuality in the period 1997 to 1999 in basic secondary schools led to a deployment of actions in a model of school sexual education that included:

- The diagnosis of basic learning needs of students, teachers and the family.
- The design of action plans whose main way is the use of the curriculum.
- The pedagogical experience led to a positive impact on the school framework as it conditioned certain work styles in this regard, related to:
 - The determination of promoters and a school team that directed in each context all the collegiate actions with the command structure with special treatment through the class cloister for each grade of the level.

- The enrichment of the technical potential of the promoters based on their experiences and the of the center with the capacity to deploy actions based on the prioritized problems of each center.
- At this stage, various documents are presented, called “Towards a Responsible and Happy Sexuality” that outline aspects related to this process of determination and education of educational potentialities and are implemented in light of the transformations of basic secondary school, the instrumentation in the curriculum of fundamentally biological contents.

On the other hand, the curricular approach has continued to be enriched, allowing the use of all the potential for comprehensive development and the sexual dimension in particular. The Programs of the Revolution inserted in the socio-cultural events of the country and in particular, the school as a fundamental promoter in the contexts of the family and the community, provide spaces that contribute to the development of a healthier, more pleasant and responsible, free sexuality. of taboos, prejudices and stereotypes that have lacerated the integral formation of the personality of children, adolescents and young people. The Third Cultural Revolution predicts the multiplication of knowledge in all spheres of life and therefore in sexuality, thanks to the transformations carried out in our socialist economic-social formation, at the center of which is the most important thing: man and women.

The 21st century, in its first two decades, faces challenges towards understanding and reflecting on the diversity of knowledge regarding gender; however, the need to continue deepening this direction is imposed and we arrive at true gender equality.

Conclusions

The evolution of sexuality education, to this day, is conditioned by the prevailing economic-social formation, where its ideology and culture are manifested.

Before the triumph of the 1959 Revolution in Cuba, education in general and sexual education in particular was neglected in all the contexts in which they are manifested.

The psychopedagogical, sociological and epistemological foundations of sexuality education constitute premises for the interpretation, understanding and projection of alternatives that favor this important sphere of personality.

Sexuality education constitutes a multifactorial sphere, for the formation and development of personality, in which the school plays a transformative role, through the teaching process-educational, family and society as a whole.

The historical sources of sexuality education in the Cuban social context possess an arsenal of scientific-methodological information that inexorably enhances the corresponding analyzes and assessments in this aspect of human life.

Knowledge about what is happening in terms of gender will continue its path until it is adequately understood.

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