

# MENDIVE



## REVISTA DE EDUCACIÓN

*Translated from the original in Spanish*

### **The training of independent producers from the Municipal University Center: an example**

### **La capacitación de los productores independientes desde el Centro Universitario Municipal: un ejemplo**

**Raúl Miranda Izquierdo<sup>1</sup>**

<sup>1</sup>Universidad de Pinar del Río "Hermanos Saíz Montes de Oca", Centro Universitario Municipal "Minas de Matahambre". Cuba.

**I**n the circumstances of the blockade in which Cuba lives, the feeding of the people is one of the most difficult problems that local governments face daily, without finding answers to specific questions such as supplying the family.

This situation has led many people to encourage the breeding of animals in confined spaces, generally without the required conditions, which puts the health of the community at risk and significantly deteriorates the hygienic and sanitary conditions of the environment.

In the Popular Council Minas de Matahambre this has been one of the most serious problems that has been affecting the citizens, especially due to the lack of water of this municipality, located in a mountainous area, which makes the lack even more serious of health in animal husbandry by independent producers, which affects the neighbors of the territory with unpleasant odors and increased diseases due to water pollution, as well as increases morbidity (disease), damaging the family economy.

On the other hand, the incorporation into this activity of people without proper preparation has exacerbated the situation because, although it is true that the participation of citizens in the solution of their problems is very necessary, so is that the raising of animals in places Inhabitants should be done with the necessary knowledge that allows taking appropriate measures to reduce their negative effects.

However, in the said municipality there is a gap in terms of training for the productive sector in general, and particularly for meat producers through animal husbandry, although there are several education centers, including the Center Municipal University of the «Hermanos Saíz Montes de Oca» University.

The situation described above motivated this author to carry out a contextual study of the social problem, consisting of a review of the bibliography on the subject and the observation of the breeding conditions of some independent producers of the Popular Council Minas de Matahambre and a survey of a group from them. The bibliographic study revealed that international authors, such as Peruvians Araujo, Cerqueira, Pires and others (2018) see an advantage in independent production, considering that "The use of local breeds in alternative

production systems has a number of advantages, such as environmental management, biodiversity and sustainable agricultural production towards a market - oriented differentiated quality products, especially in unfavorable areas" (Araujo et al, p. 1, 2018)

In Cuba, Barba and others (1998, p. 558) state that "... in the exploitation by individual producers, the Cuban Black Creole Pig has numerous advantages since on the one hand, it takes advantage of the available natural resources and various agricultural sub-products, and on the other, produces very high quality food». In turn, Reyes and others. (2010) recognize that «The Cuban Creole pig, an important genetic heritage, constitutes a source of meat and fat at low cost thanks to its qualities such as: high resistance to diseases, including parasitic and consumption of unconventional foods."

However, none of the authors consulted refers to the production of meat in city conditions or settlements with high population density, nor is reference made to the training of these producers by university teachers.

On the other hand, learning, like any subjective phenomenon, has a complex character and is likely to be analyzed from different points of view or approaches, since man, by his own plasticity, is able to learn in many different ways. There is no single way to assimilate or internalize knowledge and skills, to pretend something like this is to strip complexity of this phenomenon and schematize its analysis (Ortiz, 2005, p. 1). Hence, it is possible at any age and context, provided that the required conditions are met.

In turn, the educational model for formative learning and personal growth focuses on the subject, on the

development of his personality, on his self-knowledge and active role in his personal growth. It addresses not only the result of learning, but the process that leads to it. Group activity and communication acquire a high educational value, freedom of expression, personal and experiential involvement in the learning process itself is encouraged, without losing direction by the teacher of the same, which is directed to a comprehensive training of the student, in a conscious and responsible process, which gives it a leading role as a subject. (Bermúdez and Pérez, 2001, p. 46)

This model can cause a change of attitude in the independent producers of the said municipality and contribute to the solution of the social problem stated above, if the difference in level, social origin and age that may exist in this social group is taken into account, which determines that it has heterogeneous interests, making it more difficult to approach the situation.

The observation and the survey made it possible to verify that there were strengths and weaknesses in the aforementioned process, among which are:

#### **Strengths:**

- There is a Municipal University Center with qualified people to address this problem.
- There is a favorable attitude to change in most producers, who recognize the risks of breeding without proper conditions.

#### **Weaknesses:**

- High morbidity of animals in independent producers of the CP Minas de Matahambre.

- Incorrect treatment of residual liquids.
- Water deficit to maintain the breeding facility; as well as their hygiene.
- Lack of perimeter near the facilities; as well as the trunks and the disinfection pool.
- Incorrect location of productive facilities.
- Lack of training, from the CUM, towards independent producers.
- It has population overcrowding of animals.
- Poor guidance in veterinary treatment, from the immunoprophylactic point of view; as well as the use of antiparasitic drugs, antibiotics and other aspects related to the subject.
- Insufficient food.
- Genetic problems in the animals.
- Lack of a reserve of veterinary drugs.
- Unfavorable territorial climate.

The empirical evidence accumulated so far, the real possibilities and the experience of the researcher, allow us to establish that there is a contradiction between **the need** for animal husbandry for food and the economic support of low-income families and the **reality** of lack of preparation of independent producers of the Popular Council Minas de Matahambre (CP of MM) to assume this task.

To solve the problem in context of action and improve the training of independent producers in the CP of MM, to decrease the unhealthy and morbidity in animals, it was decided to elaborate an educational project aimed at growth personal independent producers (P I), taking into account the theoretical and methodological budgeting process teaching and learning that

promote a formative learning, from an investigative scientific approach to educational process

According to the approaches of professional pedagogy, to promote Formative Learning means to achieve the personological involvement of the student, his awareness and responsibility in learning and his active and transforming character of reality and of himself, in a cooperative process. The strategy to promote it in the teaching-learning process includes the way of conceiving, facing and developing each of the stages of this process (Bermúdez and Pérez, 2001)

Taking this into account, the educational project we present will go through the aforementioned stages as follows:

### **Diagnosis of the potential and current development of the IP of the Popular Council Minas de Matahambre and the training process that the CUM has generated towards them**

The diagnosis of the development of the personality achieved by the IPs will allow us to know what contents make it up and how they work in behavioral self-regulation in the work area of your life.

In order to develop the actions corresponding to this stage, research instruments were developed, which enabled sufficient knowledge about the theoretical domain on the subject by IPs (cognitive component); the way in which they develop the activities of breeding, the real conditions for the same one that they have and the management of the solid and liquid wastes that this process generates (procedural component) and the attitude that they assume with respect to their duties and social rights and labor in the referred

productive process, as well as, their willingness to receive training (attitudinal component).

The results of the application of the instruments, allowed to establish with exactitude to which specific areas to direct the training, what type of actions should be developed, levels of help required the IP of the Popular Council Mines of Matahambre (some were not in our hands and they were leaving the framework of a pedagogical process, but we still listened to them and directed where they should be channeled.)

### **Projection of the IP training process of the Minas de Matahambre Popular Council from the CUM**

At the stage of projection of the process, the participation of the IPs and of all those involved was assumed as an essential requirement (Directorate of the CUM, Leaders of the Popular Power of the Circumscription and representatives of the MINSAP of the municipality), in its subsequent execution. The projection of the process was carried out based on the basic assumptions of the teaching-learning process and the diagnosis made. It included the following steps:

1- Preparation of the training program and determination of the role of each of the actors in the process.

2- Initial projection of the system of didactic components. The Workshop was assumed as a form of teaching organization because of the characteristics of future students and the objectives, contents, methods, means and evaluation system that would be applied were specified.

In addition, for the definition of the contents that would have to be treated in

the workshops, professionalization of these was guaranteed in such a way that they were relevant, in correspondence with the labor and social requirements of these producers.

The importance, necessity and scientific knowledge that guarantee the learning contents were based, so that they constitute a system of general and essential knowledge and skills and the method and the analysis procedures that constitute a Guidance Base of the complete, generalized Action are specified and independent.

It was very important to determine the most immediate and relevant problems that could be faced and solved by IPs during the learning process in the framework of the training, as well as their status as future trainers of other producers, which can guarantee the sustainability over time of this experience.

The actions to be developed were outlined in a way that would enhance the integration into an academic, labor and research system, in order to provide IPs with methods to face problems in the management of swine mass in the future.

In addition, the program includes methodological indications to teachers who need to ensure the psychopedagogical conditions to promote personal growth and the methodology to facilitate training learning within the framework of the workshop system.

A flexible evaluation system was projected, which includes self-evaluation, co-evaluation and had its fundamental link in systematic and demonstrative evaluation.

### **Execution of the IP training of Minas de Matahambre Popular Council from the CUM**

The implementation of this educational project is designed for the months of September to December 2019, in order to validate the actions conceived in its projection and improve those that require a new critical look. It is conceived for this period in order to conclude the preparation of collaborative actions with other organizations such as MINSAP and the Popular Power, so that they participate with specific tasks related to the regulations that order said process.

### **Evaluation of the IP training process of the Minas de Matahambre Popular Council from the CUM**

According to what has been learned in the Module, the Evaluation of the teaching-learning process allows verifying its efficiency and effectiveness. She includes:

- a. The evaluation of the teaching-learning process.
- b. The evaluation of changes at the group level.
- c. The evaluation of the changes in each of the students. (Bermúdez and Pérez, 2001)

Therefore, the Group Interview will be assumed as a method to evaluate those aspects of the process that can be perfected, as well as the changes at the group level (educational evaluation). The evaluation of the changes in each one of the students will be assumed through the academic evaluation, supported essentially in the frequent evaluation and taking into account, in addition, its

variants: self-evaluation and co evaluation.

## **CONCLUSIONS**

1. The Educational Model for Formative Learning and Personal Growth focuses on the subject, on the development of his personality, on his self-knowledge and active role in his personal growth. It addresses not only the result of learning, but the process that leads to it. Group activity and communication acquire a high educational value, freedom of expression, personal and experiential involvement in the learning process itself is encouraged, without losing direction by the teacher of the same, which is directed to a comprehensive training of the student, in a conscious and responsible process, which gives it a leading role as a subject, hence the appropriate theory to support a pedagogical intervention in the IP of the Popular Council Minas de Matahambre.

2. The educational project that conceives the training through a program of workshops, developed from the CUM, that guarantees the professionalization of these , so that they are relevant and form a comprehensive, generalized and independent Guidance Base for Action, based on the determination of the most immediate and relevant problems that could be faced and solved by IPs, during the learning process , in the framework of training and with a flexible evaluation system, which includes self-assessment, co- evaluation, can contribute considerably to the Formative Learning and the Personal Growth of the IP of the Popular Council Minas de Matahambre.

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