

Original article

Cultural identity and education in Cuba: social and territorial impact aligned with the 2030 Agenda



Identidad cultural y educación en Cuba: impacto social y territorial alineado con la Agenda 2030

Identidade cultural e educação em Cuba: impacto social e territorial alinhado à Agenda 2030

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ABSTRACT

The study aimed to describe the structure, operation, and results of the educational node of the Cuban and Latin American Cultural Identity Network, recognizing the mission of Cuban education in shaping new generations with an identity-based approach. The participatory action research method was employed, complemented by document analysis, observation, focus groups, and modeling, which allowed for the formalization and implementation of the node within educational institutions. The results demonstrated the systematization of studies on cultural identity in the formation of children's personalities, the construction of professional identity in university processes, and the

contributions of prominent figures in Cuban education. The integration of these findings into the curricula of various university programs was confirmed, including Sociocultural Management for Development, Tourism, Architecture, Social Communication, Biology, History, and teacher training programs. Furthermore, a significant impact on local development was verified in areas such as Cienfuegos, Banes, and Manicaragua, where the initiatives contributed to heritage preservation, healthy recreation, and community cohesion. In conclusion, the educational node of the Network constituted a space for investigative articulation that integrated teaching, research and community action, strengthened cultural identity and contributed to territorial sustainability, aligning with the international commitments of the 2030 Agenda and the Sustainable Development Goals.

Keywords: Cuban education; continuing education; cultural identity; participatory research; local development; sustainability.

RESUMEN

El estudio tuvo como objetivo describir la estructura, funcionamiento y resultados del nodo educativo de la Red de Identidad Cultural Cubana y Latinoamericana, reconociendo la misión de la educación cubana en la formación de nuevas generaciones con un enfoque identitario. Se empleó el método de investigación-acción participativa, complementado con el análisis documental, la observación, los grupos focales y la modelación, lo que permitió formalizar y concretar el nodo en instituciones educativas. Los resultados evidenciaron la sistematización de estudios sobre la identidad cultural en la formación de la personalidad infantil, la construcción de la identidad profesional en procesos universitarios y los aportes de personalidades del magisterio cubano. Se constató la introducción de estos resultados en el currículo de diversas carreras universitarias, entre ellas: Gestión Sociocultural para el Desarrollo, Turismo, Arquitectura, Comunicación Social, Biología, Historia y las carreras pedagógicas. Asimismo, se verificó un impacto significativo en el desarrollo local de territorios como Cienfuegos, Banes y Manicaragua, donde las acciones contribuyeron a la preservación del patrimonio, la recreación sana y la cohesión comunitaria. En conclusión, el nodo educativo de la Red constituyó un espacio de articulación investigativa que integró docencia, investigación y acción comunitaria, fortaleció la identidad cultural y aportó a la sostenibilidad territorial, alineándose con los compromisos internacionales de la Agenda 2030 y los Objetivos de Desarrollo Sostenible.

Palabras clave: educación cubana; formación continua; identidad cultural; investigación participativa; desarrollo local; sostenibilidad.

RESUMO

Este estudo teve como objetivo descrever a estrutura, o funcionamento e os resultados do núcleo educacional da Rede de Identidade Cultural Cubana e Latino-Americana, reconhecendo a missão da educação cubana na formação de novas gerações com uma abordagem baseada na identidade. O método de pesquisa-ação participativa foi empregado, complementado por análise documental, observação, grupos focais e modelagem, o que permitiu a formalização e implementação do núcleo em instituições de ensino. Os resultados demonstraram a sistematização de estudos sobre identidade cultural na formação da personalidade infantil, a construção da identidade profissional em processos universitários e as contribuições de figuras proeminentes da educação cubana. Confirmou-se a integração dessas descobertas nos currículos de diversos cursos universitários, incluindo Gestão Sociocultural para o Desenvolvimento, Turismo, Arquitetura, Comunicação Social, Biologia, História e cursos de formação de professores. Além disso, observou-se um impacto significativo no desenvolvimento local de áreas como Cienfuegos, Banes e Manicaragua, onde as iniciativas contribuíram para a preservação do patrimônio, recreação saudável e coesão comunitária. Em conclusão, o núcleo educacional da Rede serviu como um espaço para pesquisa colaborativa, integrando ensino, pesquisa e ação comunitária, fortalecendo a identidade cultural e contribuindo para a sustentabilidade territorial, em consonância com os compromissos internacionais da Agenda 2030 e os Objetivos de Desenvolvimento Sustentável.

Palavras-chave: educação cubana; educação continuada; identidade cultural; pesquisa participativa; desenvolvimento local; sustentabilidade.

INTRODUCTION

The theoretical basis of this study is based on the recognition of culture as a driver of sustainable development, as expressed in the Sustainable Development Goals of the 2030 Agenda, in particular SDG 4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, in the seventh target it advocates for an education that values cultural diversity and promotes

a culture of peace and non-violence, as well as a contribution of culture to sustainable development (Díaz, 2024).

Studies on cultural identity in Cuba and Latin America constitute a broad and diverse field of research, characterized by multiple and, at times, controversial approaches. The validity of the term and the complexity of the concept have generated constant debate, although in recent decades its value as an expression of interdisciplinarity has been recognized. This recognition has allowed disciplines such as philosophy, sociology, psychology, pedagogy, history, and linguistics to converge in the analysis of cultural identity, contributing complementary perspectives that enrich the understanding of the phenomenon (Santos and Baque, 2024).

In the Cuban context, numerous studies developed by universities, foundations, and research centers have contributed historical, sociological, pedagogical, and cultural perspectives (García *et al.*, 2022). Institutions such as the José Antonio Portuondo Center for Social and Caribbean Studies in Santiago de Cuba, the Center for Cultural and Identity Studies at the University of Holguín, as well as research by prominent academics at the University of Camagüey, are key references in the analysis of cultural identity from regional, local, and national dimensions.

These contributions, compiled from the results of the National Science, Technology and Innovation Program (PNCTI) "Cuban and Latin American Cultural Identity. Ways to strengthen it in the face of economic and social transformations in the contemporary world" (2017-2021) have allowed progress in the characterization of historical processes, sociocultural dynamics and artistic expressions, consolidating a significant body of knowledge.

However, despite the wealth of accumulated knowledge, gaps persist in the systematization and visibility of results, limiting their articulation and application in social and educational practice. The fragmentation of studies, the dispersion of approaches, and the limited integration among institutions have created a void in the construction of common theoretical frameworks and in the planning of coordinated actions that strengthen cultural identity at different levels of society.

This problematic situation justifies the creation of the Network of Studies of Cuban and Latin American Cultural Identity (hereinafter, the The Network), designed to integrate efforts, value contributions, and project new lines of research that respond to the complexity of the phenomenon. The Network is organized into a foundational node and five interrelated complementary nodes,

among which the educational institutions node stands out, responsible for analyzing identity dynamics in educational processes (García *et al.*, 2022).

One of its pillars is the argument put forth by Bell (2017), a researcher at the PNCTI, who warned of the need to rescue the History of Education, specifically that related to pedagogical ideas, emphasizing that preserving the historical and cultural traditions of the past constitutes a challenge for Cuban educators. Knowing these traditions is a historical duty, and striving to live up to them is a moral commitment.

Within this framework, the educational node of the Network: Educational institutions, focuses on conducting philosophical, historical, sociological and pedagogical studies that characterize and evaluate the strength of cultural identity in school and university institutions.

This work describes the main tasks undertaken to achieve this purpose through the systematization of studies on cultural identity for personality formation in early childhood education; the formation of professional identity from university processes; and the contributions of institutions and prominent figures in Cuban teaching to cultural identity.

However, it is valid to recognize that all the projects that made up the PNCTI developed tasks and implemented results that materialized in the improvement of the curriculum, study plans, postgraduate courses, diplomas, as well as training actions for social actors and preparation of local and community agents.

The main purpose of this article is to describe the structure, operation, and results of the Network's educational node, highlighting its importance in integrating education and cultural identity and its impact on local and national development. In this way, it seeks to contribute to bridging the gaps between academic research and its implementation in local communities, and to consolidating a socio-educational strategy that strengthens cultural identity as a cornerstone of education and sustainable development.

MATERIALS AND METHODS

To achieve the research objective, a methodology was employed that integrated theoretical and empirical methods, with a predominantly qualitative approach. The participatory action research method was favored, based on critical analysis and the active involvement of the work teams linked

to the Network's educational node. This method allowed for the systematization of previous scientific results and the assessment of their relevance to the issue of cultural identity in the educational field. From this process, the fundamental themes that encompassed the main contributions of the analyzed node were identified.

The modeling component was used to formalize the data obtained through participatory action research, making it possible to define the scope and functioning of the educational institutions node within the Network for Studies of Cuban and Latin American Cultural Identity. Its application allowed for the construction of structured representations that facilitated the understanding of identity dynamics in school and university settings.

At the empirical level, the study was complemented by the application of methods such as document analysis, observation, and focus groups. Observation was conducted on educational activities carried out by the program's projects in the local area, allowing for the recording of innovative practices related to the development of identity values. The focus groups were organized with researchers and members of educational communities, which facilitated collective analysis and data triangulation.

The unit of analysis consisted of educational institutions of different levels of teaching in several provinces of the country: five universities and seven primary education centers, selected for their trajectory in the formation of cultural values and for being entities participating in the projects associated with the National Science and Technology Program: "Cuban and Latin American cultural identity. Its strengthening in the face of the economic and social transformations of the contemporary world."

Among the main limitations identified were the heterogeneity of educational settings, which hindered direct comparison of results between institutions, as well as the uneven availability of documentary sources and empirical records in some regions. However, methodological triangulation allowed for some overcoming of these limitations and ensured the validity of the findings.

RESULTS

Educational institutions and their contribution to strengthening cultural identity

The core of this node was initially made up of researchers and collaborators from five projects associated with the PNCTI, coordinated from different universities:

- "Professional Pedagogical Culture and Cuban and Latin American Cultural Identity". University of Oriente (UO).
- "Academic training in comprehensive management of Historical, Cultural and Natural Heritage for social actors and articulators of local development in Cienfuegos." University of Cienfuegos (UCf).
- "Study of the thought and educational work of figures in Cuban education and their contribution to cultural identity in the revolutionary period." Central University Marta Abreu of Las Villas (UCLV).
- "Actions to develop Cuban and Latin American cultural identity in the current context of the nation and the region, within the framework of the University of Sancti Spíritus." University of Sancti Spíritus (UNISS).
- "Cuban cultural identity and Martí's thought from the perspective of Popular Education in the municipality of Banes." CUM Banes, University of Holguín (UHo).

The documentary analysis of the partial and final reports of these projects associated with the National Program made it possible to determine that the main lines of work developed were oriented towards systematizing the studies on cultural identity for the formation of personality in early childhood education; the formation of professional identity from university processes; as well as the contributions of institutions and outstanding personalities of Cuban teaching to cultural identity.

Cultural identity studies for personality development in non-university education

Developing a culture of diversity is only possible if we recognize the essential link that must exist between school (from early childhood) and family. Therefore, both institutions must develop educational strategies with shared goals, even within their natural differences, as well as approaches that foster continuity between school, family, and school.

Among the main results are:

Family strategies in childcare in families with children aged 0-6 years in a rural settlement in Cienfuegos

The updated sociodemographic profile of the families participating in the "Educate Your Child" Program in the community and the possibility of applying its findings to the development of the

Cienfuegos mountain region were also compiled. A record of folk and traditional tales was created as an expression of intangible cultural heritage.

System of activities for the strengthening of cultural identity in the community through the action of the school in children, the family and the community in Banes, Holguín.

Improvement of oral expression in the professional performance of art instructors in the communities, contextualizing the interrelation of pedagogical and didactic components to professional development

Systematization as the initial task of the project " Study of the thought and educational work of figures in Cuban education and their contribution to cultural identity in the revolutionary period", managed from UCLV, contributed to develop lines of research related to the treatment of Heritage as a component of cultural identity through the pedagogical process in primary education and to establish collaborative links with the researchers involved; a significant part of the results obtained were realized in the successful defense of two doctoral theses: *The preparation of teachers for the development of identity in the rural environment* and *The preparation in heritage education of the primary school teacher in the mountainous areas of Manicaragua*.

cultural identity references and trends was achieved in communities of interest in the Banes territory: Macabí, Deleyte and Betancourt; from the associated project "Cuban cultural identity and Martí's thought with the approach of Popular Education in the municipality of Banes", whose actions have been included in the education node, because the impact of the results obtained has been developed from the educational centers of the territory.

Studies on the formation of professional identity from university processes

Concern about the challenges of professional culture has always existed, but it has taken on special significance today and has become a focus of attention in universities. For Blanca Cortón, a prominent researcher from Santiago de Cuba, the construction of professional culture involves, on the one hand, how university students identify themselves within groups of individuals, but also in relation to others (both individuals and groups). This dynamic of cultural self-definition in the professional sense implies a continuous and constant awareness of cultural practices. It is realized in practice through the ability to creatively transform the environment, endowed with capacities and potential within its socio-historical context.

The aforementioned researcher, who coordinated the project managed by the University of Oriente (UO) "Professional Pedagogical Culture and Cuban and Latin American Cultural Identity", with the participation of other researchers, arrived at two results, which are introduced into university teaching:

conception for addressing professional pedagogical culture in relation to the construction of professional identity in teacher training. *Result used in university teaching in pedagogical careers at the UO.*

Pedagogical strategy for educational guidance to trainees in pedagogical careers for the construction of professional development projects. *Result used in the preparation of professionals in job training at the university itself and at the University of Medical Sciences of the province of Santiago de Cuba.*

In the central region, the results obtained by the project "Academic training in comprehensive management of Historical, Cultural and Natural Heritage for social actors and articulators of local development in Cienfuegos" stand out, used in undergraduate and postgraduate university teaching:

In-depth study of significant expressions of the Historical, Cultural, and Natural Heritage of the Cienfuegos region. *Results used in university teaching for the Tourism and Sociocultural Studies programs at the University of Cienfuegos.*

Improvement and application of undergraduate programs in the bachelor's degrees in History, Sociocultural Studies and Tourism for the development of skills in heritage interpretive management content.

Training system for social actors involved in local development in Cienfuegos, consisting of a diploma program and several independent courses for professionals involved in heritage, tourism and environmental care.

Contributions from institutions and prominent figures in Cuban education to cultural identity

Among the main results are:

A historical overview of prominent institutions and figures in Santiago de Cuba's teaching profession, with an emphasis on the University of Oriente and its contributions to the culture and professional

identity of educators. *This information is used in university teaching programs at the University of Oriente.*

Actions undertaken for the preservation of the heritage values of educational entities in Sancti Spíritus. *Result used in university teaching of pedagogical careers and Sociocultural Studies at UNISS.*

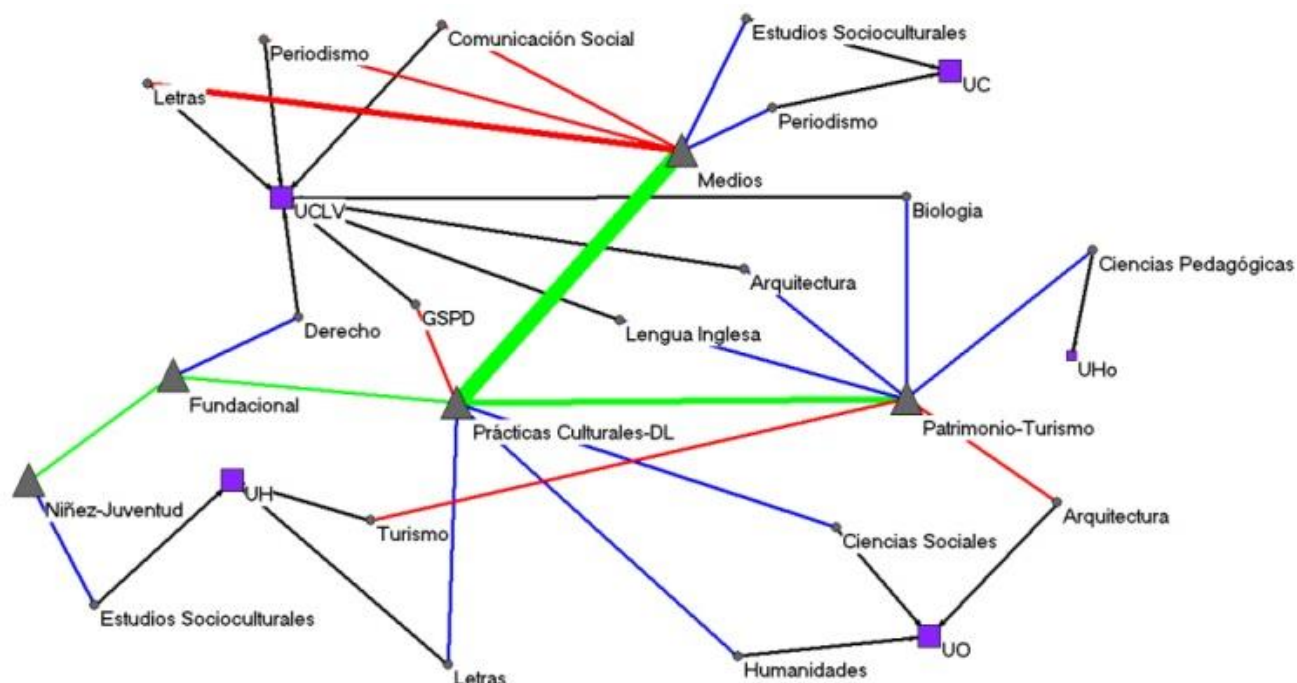
An approach to the educational ideals in Sancti Spíritus. In the study of the history of education in the Sancti Spíritus territory, the presence of the teacher is revealed as the creator of the most significant moments, due to their contributions to the formation of Cuban nationality, love for the homeland and freedom.

As a result of the research work developed by the project "Study of the thought and educational work of figures in Cuban education and their contribution to cultural identity", the master's thesis was defended A study of the life and educational thought of José Ramón Fernández in the ethical training of education professionals and Three doctoral theses in Educational Sciences related to the contribution to the cultural identity of Cuban and Latin American educational figures and projects: *The educational philosophical thought of Simón Bolívar; The philosophy of ALBA Education and Philosophy of education in the educational work of Armando Hart Dávalos.*

In parallel, as part of the systematization task, other completed research projects were identified as a result of doctoral theses in Educational Sciences, aimed at dignifying the work of teachers in the town of Santa Clara as an inherent element of cultural identity: *Study of the educational work of the Santa Clara teacher Margot Machado Padrón* and the *Study of the life and educational work of the Cuban teacher Selva Dolores Pérez Silva.*

All these results are being used in university teaching for pedagogical careers at UCLV and as a content system for postgraduate courses.

For their part, as a result of the development of the focus groups, developed in the semi-annual and annual balances of the work of the PNCTI, the authors of the work found that all the projects approved by the program developed tasks and implemented results that materialized in: the Improvement of the curriculum, Study Plans, Postgraduate Courses, Diplomas, as well as training actions of social actors and preparation of local and community agents, which allows us to value the solidity of this node of *the Network* (figure 1).

**Figure 1.** Impact of the Network's study results on academic training

Source: Own elaboration

This method, also used in territorial and national assessments, allowed for the verification of the actions carried out by projects managed from the Banes Municipal University Center of the University of Holguín. These actions demonstrated a significant impact on the municipality and provided a valuable framework for future initiatives. One of these actions resulted from a series of visits. of Monitoring of local archaeological sites to promote their care by residents in the areas where they are located, integrated into the conservation of natural heritage in Loma de Samá, where experienced farmers and local youth are involved.

The observation was conducted within community activities carried out by the project "Academic Training in the Comprehensive Management of Historical, Cultural, and Natural Heritage for Social Actors and Local Development Facilitators in Cienfuegos," managed by the University of Cienfuegos. It was confirmed that the project has yielded concrete training results for community actors and agencies, as well as for several nodes within the Network; as its name indicates, local development has been central to the identity studies undertaken.

Several of its researchers have collaborated on territorial planning and local development projects carried out by the Articulated Platform for Comprehensive Territorial Development (PADIT), particularly those related to the development of community-based development strategies for coastal communities. Cienfuegos has a long fishing tradition in the communities settled around its bay, and this tradition has been instrumental in shaping a collective identity, contributing not only to local development but also to the tradition and identity of the community, as they are bearers of traditional knowledge.

The researchers were able to verify the work carried out with young people and community actors by the other associated project " Loma de Samá Ecoarchaeological Interpretation Trail", which includes, among its actions in the territory, the creation of the Espeleotemas, in collaboration with the Hermanos Saíz Association (AHS) in the municipality of Banes, whose purpose is to socialize the results of the project in an instructive and enjoyable way, showing the practical possibilities that hiking, caving and heritage interpretation through archaeology offer, as alternatives for the development of a healthy and constructive recreation.

DISCUSSION

The results obtained in the educational node of the Network for Studies on Cuban and Latin American Cultural Identity allow us to reflect on the strategic role of educational institutions in the construction and strengthening of cultural identity. The evidence shows that the articulation between university projects, communities, and social actors not only systematizes previous experiences but also generates new practices that directly impact values formation, social cohesion, and local development (Molina-Díaz *et al.*, 2025).

In the field of early childhood education, the school-family-community link is reaffirmed as an essential condition for the formation of identity values. This finding connects with SDG 4 (Quality Education), which raises the need to guarantee inclusive and equitable education, promoting lifelong learning opportunities. The democratization of knowledge, the active participation of children, and the recognition of children as full citizens are practices that contribute to SDG target 4.7, aimed at valuing cultural diversity and promoting a culture of peace and non-violence (Valdivié *et al.*, 2025).

In higher education, the construction of professional identity is recognized as a dynamic process that integrates pedagogical culture and socio-historical context. The contributions of Arencibia *et al.*

(2024); Huepa *et al.* (2023) show that teacher training must transcend the transmission of knowledge and become a space for cultural and professional self-definition. This perspective is linked to SDG 8: Decent Work and Economic Growth, since training professionals with a strong cultural identity strengthens their capacity to creatively transform their environment and contribute to sustainable development within their fields of action.

The recovery of figures and traditions from Cuban education highlights the importance of historical memory in consolidating identity values. Master's and doctoral theses defended on José Ramón Fernández, Simón Bolívar, and Armando Hart demonstrate that the history of education is an essential resource for the ethical and professional development of new generations. This component is related to SDG 11: Sustainable Cities and Communities, which promotes the protection of cultural and natural heritage as part of collective identity and territorial sustainability.

The research results derived from this node of the Network: educational institutions, are introduced into the curriculum of diverse careers in the country, among which stand out: Bachelor's Degree in Sociocultural Management for Development, Bachelor's Degree in Tourism, Architecture, Bachelor's Degree in Social Communication, Bachelor's Degree in Biology and the pedagogical careers at the Central University Marta Abreu of Las Villas; in the Bachelor's Degree in History and Sociocultural Management for Development at the University of Cienfuegos; and in the case of the University of Oriente, in the pedagogical careers, with particular impact on the Bachelor's Degree in Marxism-Leninism and History.

Finally, the impact on local development confirms that cultural identity extends beyond the academic sphere, strengthening community cohesion and territorial sustainability. The initiatives in Cienfuegos, Banes, and Cruces demonstrate how educational research can contribute to heritage preservation, healthy recreation, and the construction of collective subjectivities (Jefferson *et al.*, 2024; Soler *et al.*, 2023). These experiences align with SDG 16: Peace, Justice and Strong Institutions, by promoting community participation, social inclusion, and the strengthening of local institutions that work to promote cultural identity.

Actions in the rural and mountainous areas of the central part of the country are also consolidated as high-impact experiences since they were developed with the school as the most important cultural center of those communities (Romero *et al.*, 2023; Veitia *et al.*, 2023).

Taken together, the results and their discussion demonstrate the strength of the Network's educational node, which integrates research, teaching, and community action to promote Cuban and Latin American cultural identity. The study's international relevance is further reinforced by showing how the practices developed in Cuba align with the global commitments of the 2030 Agenda, contributing to the development of a transformative, inclusive, and culturally situated education.

The social impact of the researchers of this node of the Network of Studies of Cuban and Latin American Cultural Identity impacts the social and local development of the territories, as an effect of the synergies achieved in the Network between the nodes, researchers and institutions.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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