

CUBA EDUCATION SYSTEM; COMPARATIVE EDUCATION

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ABSTRACT

The aim of this research is to examine the structure of the Cuban education system and to make a comparative analysis of the Cuban education system and the education systems of Turkey and the Turkish Republic of Northern Cyprus. In the research, the Cuban education system has been examined within the scope of purpose, structure and process dimensions. Cuba, located in Latin America, stands out with its success in education despite insufficient financial resources. The most important step taken after the 1959 revolution in Cuba was in the field of education. While the number of educated people was low in Cuba before the revolution, important steps were taken in education after the revolution. While education in Cuba is carried out under two ministries, namely the Ministry of National Education and the Ministry of Higher Education, there is a centralized structure in Turkey and the TRNC and is carried out under a single ministry. Another important difference that stands out in the research is that there are no private schools in Cuba and every stage of education is free.

Keywords: Cuba, education system, comparative education

INTRODUCTION

Cuba is a country located in South America and consists of 3715 islands and islets. Cuba, whose geographical location and natural riches are the scene of power struggles over the foreign country; Although it is a country that gained its independence with the support of the USA, it is a closed country due to the embargo imposed by the USA. Cuba; It is similar to the TRNC in terms of the socio-economic problems it has experienced due to the embargoes and the embargoes that the TRNC has experienced as an unrecognized country in the world, except for Turkey. Cuba is a country that has achieved success in the field of education despite the economic difficulties as a state that gained its independence as a result of the struggle against the USA and the Spaniards. Cuba; Thanks to the policies and reforms it implemented after the revolution, it has gained a special place in education and health worldwide. In the education system; It is clear that it can bring different approaches and perspectives to countries experiencing economic difficulties in education, with the principles it implements, its ability to offer lifelong education to all citizens free of charge despite economic difficulties, and its implementation of the socialist understanding at all levels (mined.gob.cu). It is important to examine from this point of view.

The aim of this study; Cuban Education System; The aim is to examine it in terms of process and structure and compare it with the TRNC and Turkey education systems. In the research, data obtained from written and electronic sources related to the Cuban education system were used. In addition to the literature review on the Cuban education system, the official websites of the Cuban education ministries were examined and up-to-date information was provided. The accuracy of the data obtained from different sources was checked and general results were obtained by comparing the education systems of TRNC and Turkey.

SOCIAL POLITICAL ECONOMIC AND CULTURAL STRUCTURE

Cuba, which was colonized with the Spanish explorer Christopher Columbus' landing on the island in 1492; It became Spanish territory until 1898. The population structure of Cuba, which became independent in 1902 with the support of the USA, is also complex ([wikipedia.org/wiki.Cuba](http://wikipedia.org/wiki/Cuba)).

Ethnic cohesion was achieved by the mixing of the immigrants who came to Spain after the Spanish invasion and the slaves brought from Africa to work in sugar factories and the local people (Aksoy, 1992). Cuba, which gained its independence with the support of the USA, continues to depend on the USA militarily and economically; The USA continued its influence on the country with the groups it supported in Cuba. Fulgenco Batista, who overthrew Gerardo Machado in 1933 with the support of the USA, remained in the Cuban administration for many years.

While the Batista Administration made tourism and casino management a source of income, it caused the people to become impoverished and the unemployment rate to increase. The foreign policies of the Batista

administration led to the realization of the Cuban revolution as a result of an effective opposition. At the end of the struggle with the participation of Fidel Castro and later Ernesto Guevara, the Cuban revolution took place and the Batista administration was ended. In 1958, after Batista fled to the Dominican Republic, a new government was formed and Fidel Castro was appointed prime minister. The new government followed a socialist policy and declared the laws of revolution. By making land reform, the lands in the hands of the companies were nationalized. As a socialist state, the reforms of the Cuban government caused the U.S. to impose an embargo on Cuba and strained relations. Cuba, which got closer to Soviet Russia, followed an independent socialist policy. In 1961, the US-supported opposition Cubans' Pranging Purges failed and the new regime became more solid.

Although relations became tense again with the Soviet Union placing missiles in Cuba in 1962, a compromise was reached and the tension was resolved. Multidimensional and comprehensive policies are implemented by speeding up the reforms within the country. It was ensured that literacy mobilization was announced, national income and health resources were made available to the public, and unemployment was reduced. Cuba, which has become a closed country due to the US embargo, continued to develop by developing its economic relations with the USSR. The policies that became evident with the Cuban revolution continue today and Cuba continues to exist as a closed country (Balci, 2007., [wikipedia.org/wiki.Fidel Castro](https://wikipedia.org/wiki/Fidel_Castro)).

Cuba declared the Republic Administration based on socialism in 1976 and accepted the new constitution. According to this constitution, in the country;

- There is only one party.
- Elections are held every 5 years.
- The name is voted directly.
- Members of Parliament and delegates do not receive a salary.
- Legislative power is shared by trade unions, women's organizations and other community organizations.
- No interference in the selection process. Voters propose candidates.

Cuba has 14 provinces and two special municipalities. The economy in Cuba is based on socialist principles and is state-controlled. Fishing and animal husbandry are also important in Cuba, where 21 percent of the workforce works in the agricultural sector. Tourism is the driving force of the Cuban economy. After the aid cut by the disintegration of the USSR in 1991, Cuba started new searches in the economic field. The alliances with China and Venezuela brought relief in the economy (Aksoy, 2008, Wikipedia.org.Cuba).

PHILOSOPHY FOUNDATIONS OF THE CUBAN EDUCATION SYSTEM

Castro described himself as a "Socialist, Marxist and Leninist". As a Marxist, he aimed to transform Cuba from a capitalist state under the influence of foreign imperialism to a Socialist society and eventually a Communist society. Influenced by Guevara, he said that most of Cuba could bypass the processes of socialism and move directly to communism. However, the Cuban Revolution did not fit Marx's prediction that socialism could be achieved by proletarian uprising. Because the pioneers of the revolution were from the middle class. According to Castro, a state was considered socialist if it owned the means of production. In this context, his understanding of socialism was more concerned with the method of distribution than who had power. Education in Post-Revolution Cuba was shaped by the perspectives of Fidel Castro and Che Guavera on education. While Fidel Castro foregrounded the integration and fusion of production and education in the Socialist system, Che Guavera; "The goal of Cuban revolutionaries is to build a communist society. This goal advocates the complete change of the individual and the birth of the new man. He wants the new person to change with him on the economic basis and to have new values" also reveals the basic philosophy of the Cuban education system.

The influence of the communist regime in Cuba shows its effect in the field of education as well as in political, social and economic life. As a requirement of the communist regime, housing, nutrition, health and education are accepted as the most basic rights of individuals and are paid by the state free of charge. This understanding is fully seen in the Cuban educational structure. Education has been shaped according to this understanding.

In 2004, Castro said, “The happiest country in the world is a country with educated individuals in thought and emotion. The spirit of education is the teacher. No one is more dedicated than the Cuban teacher. Who among us has not learned to read and write in small public schools, now is the time to stop paying so little wages to the young men and women to whom we entrust the sacred duty of educating our children.”

Basic Principles of the Cuban Education System

- ✓ Education is a right
- ✓ Integrity of learning and work
- ✓ Democratic participation of society
- ✓ Different but equal education
- ✓ Sensitivity to different interests and integrity of education

Education in Cuba is free at all stages. There is equality of opportunity and the development of children in rural and central areas differs little. Values education has been prioritized at all levels.

STRUCTURE OF THE CUBA EDUCATION SYSTEM

ADMINISTRATIVE STRUCTURE

There are two ministries in the Cuban education system. The Ministry of Higher Education, which is responsible for higher education, and the Ministry of National Education, which is responsible for education under the Higher Education level, provide education services with subordinate departments and units. Under the minister of higher education, there are 3 deputy ministers, as well as the license manager, research and graduate general manager, Information, Communication and Computer manager, materials and financial security directorate (mined.gob.cu). In addition, provincial and regional units responsible for education were established.

The Ministry of National Education is responsible for pre-school, primary and secondary education. Planning regarding education is made by the ministry. Unions have an important place in education. The Cuban education system works as a set of interconnected systems at all levels and types.

Structure of the School System

Cuba has a school structure consisting of pre-primary education, primary education, basic secondary school, technical and vocational secondary school, and Upper secondary and university levels (World Bank, 2010, cited in Baldan, 2017).

PRE-SCHOOL EDUCATION

Early Childhood Period

Institutional

Children's institutions established in the country for the care of Early Childhood children are called children's circles and pre-school classes in primary schools. In these institutions, the child receives an educational program developed by education specialists. Children from 1 to 6 years old of mothers working in Children's Circles are taken as priority. These centers operate from 6:00 in the morning to 7:00 in the evening and organize their staff in working shifts that cover all day as well as Saturdays.

In day care centers, children's basic needs (food, cleaning and sleep) are taken into account as well as their pedagogical needs. These centers also have medical care services (nurses) and other specialists (speech therapists, art educators) and programs tailored to the nutritional needs of these ages.

There are also centers that provide the education of the children of families who cannot undertake the education of their children or follow their normal development due to their physical or mental disabilities. These children are cared for and educated at the hospital or at home. Private kindergartens and Early Childhood centers where children with special educational needs are taken care of are affiliated to the Ministry of National Education Special Education and Pre-School Directorates (mined.gob.cu.primera-infancia.institucional).

Non-Institutional

Before the revolution, Cuba only had crèches and asylums for socially disadvantaged children. Casa de Beneficencia, where single mothers, orphans and abandoned children were admitted, did not have adequate conditions for healthy physical and mental health, although it had a caring approach. It was the only school with a kindergarten and preschool education program for the development of children.

These institutions, for which the state is responsible, were reorganized. Fidel Castro's idea to create a new kind of children's institution for the care of children of working mothers was implemented. Efforts were made to fulfill Jose Marti's principle of "education begins with life". These children's institutions have an educational approach that aims to provide harmonious development in babies, to prevent diseases, to transfer educational hygiene habits to family life, to help parents get to know and educate their children. The priority given by the state to the development of these care methods meets the educational needs of all children in the country from birth to 6 years old.

The non-institutional method for the educational care of early childhood children is the Educate Your Child Programme. This is a program in which families educate their children with the participation of representatives of different government institutions and social organizations (Health, Culture, Sports, Cuban Women's Federation, National Small Farmers Union, Committees for the Defense of the Revolution, among others). In its practical application, professionals and volunteer staff for family orientation do this work without any pay.

Education; It begins with the care of pregnant women using spaces designed by the country's health system, providing clinical care as well as preparation and educational guidance to promote the development of the child during pregnancy and birth. In the Educate Your Child Programme, nine brochures (Teach Your Child) are produced, containing family-oriented guidelines about the characteristics and needs of boys and girls of this age, and activities to promote their development. The educational care coverage offered by the "Educate Your Child" Social Care Program is 67.5% of the Cuban population aged 0 to 5 years. There are schools that take children from 45 days to 5 years old. There are three types of preschool institutions.

- a. Schools that need only special education
- b. Schools where those who need special education and those who do not provide education together
- c. Schools attended by children who do not need special education

According to 2005 data, the schooling rate for 3-5 years is one hundred percent. Great importance is attached to early childhood education. Education is given in institutions that are institution-centered or not. In addition, there is a "train your own child program" that is not affiliated with any building or institution. It is a program based on the education of children (between 0-6 years old) in a way that their families will be their children's teachers. It is aimed at providing a high level development of the child in all aspects, starting with the prenatal period and covering certain age ranges. When it was successful in Cuba, it was applied in countries such as Ecuador, Chile and Brazil. (<https://www.mined.gob.cu/primera-infancia/>., Tinajero, 2010. cited by Erden & Yalçın, 2017).

PRIMARY EDUCATION

Primary education is compulsory. Equal and comprehensive education and training of all boys and girls aged 6 and 11 is guaranteed. Küba'daki ilkökölün temel özellikleri;

- The positive development levels of girls and boys enter the 1st grade, starting with the preparation they receive in the pre-school period.
- Schools have two-session education.
- There are classes in which a maximum of 25 students are registered.
- Transition of teachers is provided according to development, cycle or level moments.
- 1st and 3rd year students do not repeat a grade.
- It is included in the system from the pre-school level of the computer.
- The Education Channel is used to deliver curriculum and supplementary areas.
- Art Instructors are effective.
- The institution works in the community network.

Mission of Education

It is to scientifically lead the integrative - communist education of current and new generations and teaching staff, together with the institutions, organizations and institutions of the society.

At the end of the Education

In accordance with the value system of the Socialist Revolution; internalize the knowledge and skills that gradually reflect on their feelings, ways of thinking and behaviors starting from the first grade, and contribute to the holistic formation of the child's personality; It is aimed and expected to grow up as reflective, critical and independent individuals with basic qualities such as responsibility, patriotism, hard work, honesty and solidarity.

Structure

Primary school consists of 6 grades from grade 1 to grade 6, and most centers include a pre-school grade. It is organized in two loops:

First cycle from grade 1st to grade 4th

1st to 2nd developmental stage

Second stage of development from grade 3 to grade 4

Second cycle from 5th to 6th grade

The third stage of development from grade 5 to grade 6

Pedagogical Follow-up Process

As students progress to the next grade, they collaborate pedagogically and methodologically by teachers and experts in order to follow up and evaluate students. Necessary measures are taken to ensure that students reach the goals of each grade level. The process of following takes place from one degree to another, but the most important steps are as given below.

- At the end of kindergarten, between teachers who deliver in first grade and teachers who take students.
- Among the teachers who completed the cycle with their students at the end of the 4th grade and promoted them to the 5th grade (mined.gob.cu.primaria).

SECONDARY EDUCATION (Basic Secondary Education)

Basic Secondary School-Technical and Vocational Secondary School - Upper Secondary School

Basic Secondary School

Basic secondary schools; urban basic secondary schools (ESBU) and rural primary secondary schools (ESBEC). There are also arts vocational schools (EVA) and sports initiation schools (EIDE).

Before 1959, basic secondary education practically did not exist in Cuba. Before the revolution, the number of sixth grade graduates was less than 400,000. With the development of the Literacy Campaign from the 60's, it was aimed to increase schooling en masse. In 1975, the process of implementing new work plans and programs that determined important changes for the Improvement of the National Education System began, and a scientific research and decision-making study was carried out beforehand. In the 1980s, public awareness was raised to educate the entire population up to Grade 9. Currently, Basic Secondary Education in Cuba covers students between the ages of 12 and 14 and forms part of compulsory basic education together with primary education.

The aim is to lay the foundations for the holistic development of the personality of the adolescent, to provide and contribute to the acquisition of basic knowledge and the development of native language, mathematics, natural and social sciences, English skills. Emphasis is placed on the aesthetic education of students, the formation of a physical culture, and the teaching of technical principles closely linked to productive activity.

At the end of Basic High School;

Young people who are raised with scientific research thought in the education process; In the welfare and sustainable development of Cuban socialist society, besides patriotic and humanist ideals, he reaches the skills of

thinking and acting freely in accordance with his own characteristics, individual wishes, aspirations and social needs. High school consists of three grades from grade 7 to grade 9 (mined.gob.cu.secundaria.basica).

PRE-UNIVERSITY SCHOOLS

The main mission of Pre-University Education is to guide the development of the educational process scientifically, to reinforce the general and comprehensive education of high school graduates, and to enable them to continue their higher education in their careers.

Pre-university institutes (for the formation of high school graduates): They serve as grades 10-12 and aim to contribute from school-family-community integration to the development and holistic formation of the adolescent's personality with a higher level of education. Education is provided in a way that allows students to build their future and guarantee their pioneering and unconditional participation in the building and defense of Cuban socialism. In addition, the interests, desires, longings, thoughts and behaviors of young people are reinforced, and the knowledge and skills acquired in previous levels and degrees are strongly deepened. Accordingly, students are prepared for the next level.

There are 410 centers of education, 251 pure and 159 mixed, in addition to 318 urban Pre-University Institutes and 77 rural centers and 15 Pre-University Exact Sciences Institutes. Currently, 10th grade 50 725, 11. 45 639 and 12. 44 577 students are enrolled in IPVCE 10 917, IPU 113 349, rural 16 475 and a total of 140 941 students, 200 of whom are from Universities.

It is equipped with modern laboratories for educational, experimental and research work. Quizzes are held in various specialties that allow students to prepare for participation in the Olympics and international events, as well as associations.

Organization Structuring

Board of Directors. It is the governing body of the work of the school, has a monthly character.

Technical advice. It constitutes the governing body of educational activity, which guarantees compliance with the guidelines established to ensure the successful development of the pedagogical process in general and the teaching-learning process in particular.

Collective department. It is the organizational-functional level that directly reports to the technical council on the development of TM; It is the place where the most diverse forms of methodological activities are carried out, forming the basic structure of methodological work and bringing together the relevant heads and teachers.

Claustrillo brings together all the teachers in the same class who meet at least every two weeks. Actions are coordinated on the basis of the general education of students and the quality of learning based on the analysis of:

- the results of the level of knowledge, habits and skills that students acquire in order to take measures to improve themselves on time.
- The projection of the strategy designed for the assessment system in various types and forms of implementation in each discipline.
- results of comprehensive diagnosis and communication with the social and family environment.
- It is a space for carrying out various methodological activities aimed at achieving the professional competence of members of the teaching community.

Parent-Teacher Association, Its main objectives are to actively involve the family in the life of the institution and increase the responsibilities of children in the organization of different educational, non-educational and extracurricular activities in order to ensure the unity of educational effects on girls, adolescents and young people equally and on the whole.

The monastery brings together all the teaching staff of the School institution. They are usually carried out twice in the school year: one at the beginning and the other at the end, in order to analyze the problems based on the results of the PE-A, in order to take timely measures to solve the main problems, in the order of teaching and methodological presented in the school institution, and to disseminate the most advanced experiences of the school (or others).

Expectations from School Administration

School management is expected to prepare and plan for the functioning of the school and the fulfillment of educational objectives. Knowing the characteristics of the students, including the family situation of the school, categorizing the school, the lessons to be given, technology and local history; intellectual development, using them as ways for the formation of national identity and culture in parallel with the development of patriotic feelings, encouraging political and patriotic activities, ensuring the correct use of mother tongue, knowing how to use the necessary methods and techniques for the development of educational activities, exploration, excursions, museum visits, Organizing sports and cultural competitions is among the administrative duties of the school.

It also provides a collective and individual orientation to coordinate and encourage the development of school hygiene habits and health education, to carry out FVOP studies on needs and demands, to use of school and public libraries, to encourage participation in school-run activities (strengthening the ties of permanence and coexistence between them). carrying out the work (school for parents, talks, exchanges, debates and exhibitions), doing preventive work, making school evaluation, using the F, Q, B and C laboratories, preparing for the entrance to education are the expected works of the school administration.

Operation of School

School organization: evaluation of school staff and teachers, curriculum and organization, preparation and control, planning of educational activities to guarantee entry to higher education (what should be done in 10th, 11th and 12th grades), planning, execution and monitoring of the pedagogy process , educational work of the teacher's guide, economic and financial control, recommendations and execution processes of activities and tasks developed from the teaching secretary.

Methodological work: It includes the organization and conduct of improvement and methodological work, the quality of the classroom, the conduct of educational research in school.

Teaching-education process: Planning and development of school evaluation, evaluation of teaching-education process, activities to be developed with monitors, actions to be developed with mother tongue education program, security and control of the work of Physics, Chemistry and Biology laboratories, work of the school library are included in the process.

Formation of values: Actions to be developed at school to provide adequate vocational education and professional guidance for students, professional pedagogical guidance work, development of student societies, preparation of teachers, FEEM leaders and students, tasks to be done in the defense preparation system, work to be developed in school health, at school Studies to be developed to include preventive studies, FEEM's pre-university studies, educational activities with student families, the school's artistic cultural activities, pre-university FEU studies, business activity at school, student and union activities at school, actions to meet staff needs, artistic cultural activities of the school Value creation trainings are given to students through activities.

Pre-University Scientific Vocational Institutes (IPVCE): These are pre-university institutes specialized in exact sciences, which are based on a solid political-ideological preparation and aim to train high school graduates with deep motivations for the study of science in the fields. including pre-university education. Therefore, they are the main source of income for these careers in different universities. application of the polytechnic principle; researching science and technology, which is a combination of study and study. There are Cabinet decisions that expand the Work Plan for Vocational High Schools in line with the institutional purpose for which they were created.

There are 16 educational institutions of this type in the country, in each state. IPVCE is classified as small, medium and large according to their size at the country level, and their structures are not the same in all provinces of the country. Students who enter IPVCE are students who aspire to careers in science and the condition of permanence for these students is to have an academic index above 85 points and also to be successful at the desired level in Mathematics, Physics, Mathematics, Chemistry and Biology. In this subsystem, there are schools with special objectives and features, which are the result of a selection process in accordance with the status and abilities of the students. These; Pre-University Scientific Institutes (IPVCE), Pre-University Pedagogical Sciences Vocational Institutes (IPVCP), Pre-University Military Institutes (IPUM), Arts Teachers' Schools (EIA), Military Schools, Schools of Admission to Sports (EIDE), and Schools of Athletics (ESPA) (Balci, 2007, mined.gob.cu.preuniversitaria).

TECHNICAL AND PROFESSIONAL

The history of Vocational Technical Education has largely developed with its production history. However, technical needs, human desire to know, demands due to scientific and technological advances, increasing transformations of productive forces, rapid development of science, increasing complexity of social phenomena and processes, and also the role played by great personalities have been influential. Cuba has a rich tradition in this type of education. Practices, ideas and understandings of workers' education have occupied an important place. The most important breakthroughs in the development of Technical and Vocational Education are practical and theoretical applications that started at different stages depending on the needs and socio-economic reality of the country and were reinforced by the First Cuban Education from 1959.

Many principles accepted today are important. On the basis of the connection or integration between the professional preparation that is fully valid today and the reality and needs of the country, the determination of the national character of vocational education, the relationship between teaching and research, the connection or integrity between theory and practice, the professionalization of the teaching content, the understanding of the teacher based on teaching different subjects, the content of the content. Scientific and technical updating, the need for special preparation for teachers in such schools, the continuing nature of education, the need for the student to learn to work, the need to apply productive methods in teaching, the integration of teacher education into the polytechnic school for the training of a teacher of the secondary vocational level is implemented in Cuban education.

Mission and Purpose of Technical and Vocational Education

The mission of Technical and Vocational Education: Scientifically orienting the education of the population through the primary and continuing education of a qualified middle-level workforce, as well as the integration of the polytechnic and trade school as an element of the labor force dynamically, is to ensure the economic and social development of the country.

A total of 103 specialization areas of Technical and Vocational Education have been developed; Of these, 54 correspond to medium technical level and 49 are skilled workers. These specializations have been developed according to regional needs.

The aim of Technical and Vocational Education is the profession's profession, which has a general culture and comprehensive professional technical knowledge, exhibits a consistent attitude towards life, is characterized by unconditional commitment to the revolution, has values such as patriotism, human solidarity, collectivism, industriousness, discipline, independence and creativity. To raise individuals who have the opportunity to enter the socio-economic life of the country with the knowledge and skills required It is continuous development and change as a model of professional education that enables professions to face duty and professional competence.

HIGHER EDUCATION

Higher education is provided by universities, higher institutes, higher pedagogical institutes, higher education institutes, higher education centres, higher arts/science institutes. Students who take the Bachillerato in Cuba are entitled to higher education. Entrance to universities depends on the success of the student and the entrance exams. Guidance is provided for students to enter universities and it is facilitated for students to enter

universities. In higher education, education is provided as daytime, for employees as secondary education, open education and continuous education (www.rimed.cu/sis, cited in Balci, 2007). The vision in higher education is “to maintain a modern, humanistic, universal scientific, technological, innovative, socially integrated and sustainable university model that is deeply committed to socialism” (MES 2017) undergraduate programs vary between 4-6 years, there are master and doctorate programs. There is a separate ministry responsible for higher education in the foreground (www.mined.gob.cu/tecnica.y.profesional).

YOUTH AND ADULT EDUCATION

Youth and Adult Education, like other education, in this case has Social Functions that respond to the characteristics of youth and adults. From the very beginning in the country, youth and adult education as a subsystem is based on principles that respond to Cuban education policy.

History of Adult Education

Before 1959, the exclusion of adults in the society, social change, poverty, political change, economic change, low literacy rate, and the occurrence of corruption have continued to this day with programs, curricula and implementations for adults as well as literacy campaigns depending on the new policies before and after the revolution. continued to evolve.

Mission

In general, it is to help the young and adult population achieve a comprehensive culture that prepares them for life in accordance with the updating of the economic and social model of the country, in coordination with organizations, mass organizations and community institutions.

At the end of Young and Adult Education

In general, the young and adult population from different sectors of the society should acquire and develop the necessary knowledge, habits and skills that allow their education and professional development under the scope of formal, non-formal and non-formal education that meets their cognitive interests, meet their moral and material needs and actively participate in the political, economic and social development of the country. are provided.

• EDJA is structured as follows:

- **Educación Obrera Campesina (EOC)**, constitutes primary education for adults and provides its graduates with a school level basically equivalent to sixth grade. It is a preparation for the continuation of studies at Obrera y Campesina Secondary School RM203 / 12 APPENDIX 1y2
- **Secondary Obrera y Campesina (SOC)**, basic secondary education for adults. It provides its graduates with a school level essentially equivalent to the ninth grade. It lays the foundations for the continuation of studies at the Workers' and Peasants' Faculty, polytechnic centers and training courses of organizations. RM203 / 12 APPENDIX 3 and 4
- **Facultad Obrera y Campesina (FOC)**, high school level for adults. It provides its graduates with a school level essentially equivalent to the twelfth grade. It offers the most comprehensive preparation for an adult's life and technical competence and a basis for entry into higher education according to established requirements. RM203 / 12 APPENDIX 5, 6, 7 and 8
- **Language Schools (EI)** provide the necessary information and develop skills for the practical use of a foreign language by reading the bibliography published in that language to communicate and gain knowledge orally. RM75 / 14 Unique APPENDIX (mined.gob.cu.jovenes.y.adultos. history).

PEDAGOGICAL FORMATION AND TEACHER TRAINING

Historical Development

With the victory of the Revolution on January 1, 1959, a new phase in the history of Cuban education began. The establishment of social ownership of the means of production, equal rights between the people and the rule of the people, required a different system of education that would, for the first time in history, realize a popular education for all.

On December 23, 1959, Decree No. 680 was approved for comprehensive education reform and allowed the creation of 10,000 classrooms, especially in rural areas, so the number of teachers had to be doubled. In 1959, a call was made for basic secondary and pre-university students to travel to distant places to teach; Thus, volunteer masters were born. In 1960, a literacy campaign was organized, then most of the literacy teachers remained teachers at the end of the campaign.

Later, with the closure of Normal Schools in 1962, Schools for Primary Teachers were created in what became known as Minas-Topes-Tará, the work plan was five years (one in Minas del Frío, two in Tope de Collantes and two in Makarenko Pedagogical Institute Tarará), teachers were prestigious teachers, often graduated from Normal Schools.

The Pedagogical Institutes were founded in 1964, the first was Frank País added to the Universidad de Oriente, Félix Varela added to the Central University of Las Villas and Enrique José Varona added to the University of Havana. Later those of Camagüey and Matanzas were created.

At the beginning of the 70s, education schools for primary school teachers and Children's Circle schools for educators were established in the provinces. While it was necessary to enter from the ninth grade until 1976 in the provinces where they entered with the sixth grade, the plan was reduced to four years and their name was changed to pedagogy schools. These centers operated until the beginning of the 90s when it was decided that the entry level to teacher training would be made only after the completion of the twelfth grade, after starting the primary education undergraduate education in the day program of universities since 1988.

As a result of the economic crisis that worsened in the last decade of the 20th century and the first decade of the 21st century, the teaching profession was also affected and various changes and regulations were made in order to meet the needs of this generation schools. From the 2000-2001 academic year, it had entry and training models at different levels. Classroom Teachers and then Basic Secondary School teachers were receiving vocational preparation training. Teachers started to receive intensive preparation for one year and internship training from the next year. Starting from the second year, teachers spend fifty percent of the time in the internship school and make practices and observations. A close education-teaching cooperation is ensured between the internship schools and the university where the learner is educated. With the closing of the work plan for the urgent training of primary school teachers in 2009, pedagogy schools were reopened in the 2010-2011 academic year to train primary school teachers, pre-school educators and Special Education teachers. In 2014, primary school teachers were also included in the application ([mined.gob.cu.formacion.pedagogica](http://mined.gob.cu/formacion.pedagogica)).

Teacher Training in Cuba

Teacher education in Cuba is at the university level and lasts for 5 years. Within the framework of teacher education programs, Marxist-Leninist philosophy, field knowledge, teaching profession knowledge and practices are included. In the first year, Marxist-Leninist philosophy is dominant. Teachers start to observe from the second year, and in the fifth year, they teach four days a week and continue to teacher education institutions for two days. Teachers have to do 660 hours of teaching practice. In Cuba, it is aimed to prepare teacher candidates for real life by bringing them face to face with the problems they may encounter in their professional lives.

Teachers are trained in:

1. Comprehensive psycho-pedagogical identification of students
2. Emphasis on multiculturalism
3. Designing, implementing and designing strategies to be used in achieving educational goals, taking into account individual needs
4. Using learning-teaching methods and technologies suitable for students
5. Evaluating their professional performance and needs
6. Development of communicative skills, creativity, independence and being an independent learner in students (CubaEduca, 2009, cited in Baldan, 2017).

Higher education staff training teachers must have taught at least 6-7 years. The understanding that theory and practice should be carried out together is dominant (Gasperini, 2000, cited in Baldan, 2017).

SERVICE TRAINING OF TEACHERS IN CUBA

In-service training is compulsory for teachers in Cuba for the first 6 years (Gasperini, 2000, cited in Baldan, 2017). Teachers receive postgraduate education, although it is not compulsory (Buchberger, 2013, Sospedra, 2015, cited in Baldan, 2017). Teachers with postgraduate education can then become “methodists” and “training chiefs” and take part in the evaluation of teachers (Gasperini, 2000, Akt, Baldan, 2017).

AUDIT OF EDUCATION

Officials in the local government units and inspectors of the ministry of education are responsible for the education supervision in the provinces and districts (Anuaire, 1998. Act. Aksoy, 1992).

In addition to conducting the audit of the Economic Financial Administrative Control and verifying the implementation of State Policies, the duties and authorities of the Directorate that methodologically directs and supervises the work of the Internal Audit Unit and the main internal auditors within the scope of the organism's system are as follows;

- Methodologically meeting the policies, strategies and working procedures of the Central Body, its subordinates and sub-units and OSDE, as well as organizing and supervising the control of its functioning.
- To supervise and audit the work of the audit units at least once every two years and the internal auditors once a year. (In the case of internal auditors, audits whose results are found to be lack of administrative control, criminal acts or administrative corruption should be audited)
- To solve the problems that hinder the functioning of the internal audit activity and to take precautions.
- Audit of the audit at all stages of the audit.
- Control and follow-up of alleged criminal acts or administrative corruption detected in audits and other control actions, as well as those performed by external auditors.
- Evaluating the audits performed by the system in accordance with the legislation and responding to non-compliances.
- To provide the training strategy based on the identification of learning needs and to establish policies and maintain systematic controls on the technical and methodological preparation of the Central Body, subordinates and sub-units and the internal auditors of OSDE.
- Conducts internal audit of the central level, subordinate and sub-units and the entire structure of OSDE and any unit or organization of the system, in accordance with the directives and control purposes and the requirements of auditing standards (www.mined.gob.cu.ucai).

THE MANAGEMENT PROCESS OF THE CUBA EDUCATION SYSTEM

The academic year in Cuba is between September and July. The holidays last three weeks. An academic year consists of 40 weeks in primary education and 42 weeks in secondary education. Eight lesson hours are taught in schools daily. Compulsory education is nine years.

In Cuba, the decision, planning and coordination powers related to education are gathered in the center. Apart from higher education institutions, the Ministry of Education is responsible for the determination and implementation of education policies. While the authorities are gathered at the center, opinions are taken from non-governmental organizations, trade unions and advisory boards. Officials in the administrative unit and ministry inspectors are responsible for education supervision in provinces and districts.

Education from pre-school to university level is free. Students' book needs and meals are provided free of charge. The health of students is guaranteed by the state. The literacy rate is one hundred percent in primary schools.

In primary school, the same teacher teaches from first grade to fourth grade. In the fifth and sixth grades, children complete their education with the same teacher. Due to the lack of classrooms, morning and evening hours are applied. Public education programs are available to all, such as the university, the round table and the podium. Special education programs for children and adults are implemented through traveling teachers. Exams are held four times a year and at the end of the year, an exam is also held by the Ministry of Education.

In secondary education, school and working life are intertwined. Students go to boarding schools and both receive education and work in the field of agriculture. Provincial secondary school institutions are intertwined with the agricultural field.

In Cuba, there are associations such as the "Federation of Secondary-High School Students" (FEEM), which all students at all levels can join, and the "Young Communist League", which participates as of the ninth grade. Associations working independently in the Ministry of Education can convey their studies related to education to the National Assembly and the Ministry of Education (Balci, 2007).

CUBA AND EDUCATION IN THE COVID 19 PERIOD

Guiding brochures for families were published and parents were informed. These brochures and their topics are given below.

1. Methodological recommendations for diagnosis and activities from school and family.
2. Suggestions for activities to be done at school and by the family.
3. Suggestion of recreational and educational activities to be developed at school or home.
4. Methodological recommendations for monitoring, evaluation and sustainability of planned maintenance strategy.

Trainings have been provided at all levels through publications. Lesson presentations were also presented in sign language for the disabled. (<https://www.youtube.com/watch?v=aoJoNGprWXs>). Education grids were created and broadcasts were made in different channels in all provinces and municipalities (mined.gob.cu.parrilla-televisiva-curso.2020-2021).

In 2020, there was a serious regression in bilateral relations between Cuba and the USA. Cuban Deputy Minister of Education Dania López gave information to the public by explaining the strategies she implemented to preserve the island's education system and continue the school year. López stated that Cuba's well-structured, free, inclusive, equitable and quality education system is guaranteed to continue, and that the effects are minimized by adopting alternatives based on the education process for the comprehensive education of students, from the use of television in the country, from the support of families to the development of the education-training process, from the use of technologies to optimal In addition to the use and irreplaceable statements by teachers that they are serving education during the covid period, the Deputy Minister said that when the pandemic forced schools to close, Cuba fulfilled more than 70 percent of its work plan and thanks to the adjustments and coordination between institutions to prepare teaching, computer and audio-visual materials. He stated that he did not stop. Cuba has also struggled in line with its principles in education during the covid period.

On May 22, 2021, the Cuban Foreign Minister said from his twitter profile that the interventionist policy in question, which was officially imposed on Cuba almost sixty years ago, has caused 17 billion dollars of damage to the country's economy in the last five years alone (mined.gob.cu).

COMPARISON OF CUBA EDUCATION SYSTEM AND TRNC AND REPUBLIC OF TURKEY EDUCATION SYSTEMS

	Cuban Education System	TRNC Education System	Republic of Turkey Education System
Purpose and Policies	It is to raise individuals who have a socialist thought and aim to spread lifelong and free education in every field. The mission and aims of education at all levels in Cuba have been determined holistically and according to the socialist ideology. As the Cuban education system moves to the next level, the achievement of the Goals is evaluated in detail. Values education is important at all levels.	To raise responsible individuals who know the truths of the Turkish Cypriot community's struggle for existence, who protect and develop their spiritual and cultural values, who love their country and society.	To raise citizens and good citizens who are loyal to Atatürk's principles, have national, moral and cultural values, and know their own responsibilities.

Structure	<p>There are two ministries in Cuba, the Ministry of Education responsible for education and the Ministry of Higher Education.</p>	<p>There is a central structure in the TRNC. The Ministry of National Education and Culture is responsible for education. The departments within the Ministry provide services in different areas. The Higher Education Department is responsible for higher education.</p>	<p>It has a centralized structure. In Turkey, there is the Ministry of National Education responsible for education. YÖK is responsible for higher education. There are provincial national education directors affiliated to the Ministry of National Education.</p>
	<p>Compulsory education in Cuba is 9 years. It is structured as 6+3+3. Compulsory education age is 15.</p>	<p>Compulsory education in the TRNC is 8 years and is structured as 5+3+4. Compulsory education age is 15.</p>	<p>Compulsory education is 12 years as 4+4+4. Compulsory education age is 18.</p>
	<p>Local governments are legally involved in education.</p>	<p>Local governments have an impact on the education process on the basis of municipalities.</p>	<p>Local governments have little influence.</p>
	<p>Supervision is carried out regionally, locally and centrally.</p>	<p>The center of control has been legalized to be on the basis of districts and schools. However, it is centrally executed.</p>	<p>It is done on the basis of control centers and provinces.</p>
	<p>Pre-school education is under the guarantee of the state from the age of zero.</p>	<p>Pre-school education is given as kindergartens and kindergartens.</p>	<p>Pre-school education is not compulsory. Pre-school education is given as kindergartens and kindergartens.</p>
	<p>Education at all levels is free. There are no private schools.</p>	<p>Education up to the age of 18 it is free. There are private schools at every level and they are paid. Adult education is provided by foundations or associations as well as external completion.</p>	<p>Education is free up to the age of 18. There are private schools at all levels and they are paid.</p>
	<p>Vocational high schools are of great importance. There are many different programs in vocational education. Post-secondary schools are divided into plain high schools and Vocational Technical high schools. There are vocational technical schools for professionalization. There is pre-university education.</p>	<p>After secondary school, there are Vocational, Science High School, Art Schools, and Commercial High School. There is no pre-university high school in the TRNC.</p>	<p>Vocational high schools, Science and High Schools, Trade High Schools, etc. There is no pre-university high school in Turkey.</p>

	Adult education is provided by the state at every stage.	Education is provided with external graduation exams, but the state does not provide continuous adult education.	
	There is no religious education. Religious education is given in churches, etc., apart from state education.	There are theology colleges that provide education based on religious education, which are affiliated with the state.	There are imam-hatip schools that provide education based on religion, depending on the state.
	Teacher education is at the university level. Teacher-training instructors are required to teach for 6 years.	University level undergraduate education and pedagogical formation are required.	There is a four-year undergraduate education requirement in Turkey.
Süreç	The Ministry of National Education and the Ministry of Higher Education are responsible for education.	Education; It is under the control and supervision of the Ministry of Education.	Responsible for education is under the supervision and control of the Ministry of Education.
	Offers can be made to the ministry regarding course materials. Textbooks and all the needs of students are provided free of charge.	Programs and textbooks are determined by the ministry and implemented simultaneously.	Programs and textbooks are determined by the ministry and implemented simultaneously.
	Non-governmental organizations, trade unions and students are influential in decision-making processes. .	Unions are effective in decision processes. Compulsory education is free.	Unions are less influential in decision-making processes.
	Universities are required to complete the matura exam for entrance. Universities accept students according to their own conditions according to the qualifications of the students. Pre-university orientation is provided. Students can join ideological associations independently.	A high school diploma is required for university entrance. It is done by the conditions determined by the universities or by an exam.	A high school diploma is required for university entrance. It is done by the conditions determined by the universities or by an exam.
		It is forbidden for students and teachers to do politics and join associations. The High Advisory Board and the Technical Board decide together with the stakeholders on education-related issues.	Students and teachers are prohibited from engaging in politics or joining political associations. Entrance to the university is made through a central examination.

CONCLUSION

The Cuban education system is structured according to principles based on socialism in terms of structure, process and functioning. Education is free at all levels and there are no private schools. In this respect, it differs from the TRNC and Turkey education systems. The ideal and dedication to realizing the educational understandings of community leaders such as Fidel Castro and Guavera; It shows similarities and parallels with the revolutions made by Mustafa Kemal in the Republic of Turkey. The Turkish public said in an interview with

Jale Özgentürk in Yeni Yüzyıl newspaper after Fidel Castro came to Istanbul at the HABITAT meeting held in Istanbul in 1997, briefly referring to Atatürk, "I couldn't have accomplished what he did. The real revolutionary is Atatürk: "I made such a great revolution, but I could not achieve what Atatürk did." he said (www.milliyet.com.tr/galeri/fidel-castro).

The Cuban education system attaches great importance to vocational training. Education and health are intertwined in Cuba, a country under embargoes. As at all levels of education; children are under the guarantee of the state.

Teacher education is at the university level. Teachers are required to have 6 years of in-service training. Teachers do postgraduate education, although it is not compulsory.

Every precaution is taken to ensure equal opportunity in education. All kinds of opportunities are provided for the education of students with special education needs. It is very important to guide and guide students at every stage of education in Cuba. Despite the continuing embargoes, Cuba is one of the world's leading countries in early childhood education. There is a close cooperation between the central government and the administrators working in the provinces and districts in order to achieve the educational goals determined at all levels.

Public participation in school management processes is of great importance. Students are encouraged to join and operate in associations for their socialist upbringing, and students are encouraged to do so. Adult education is provided and encouraged at all levels.

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