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RESEARCH

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## ARTICULATIONS, RUPTURES AND IMPROVEMENT OF A MODEL OF EDUCATION FOR COMMUNICATION MEDIATED BY CIT

*Articulaciones, rupturas y superaciones de un modelo de educación para la comunicación mediado por las TIC.*

*Propuesta de modelo de EPCC como contribución al desarrollo local en el municipio Centro Habana, provincia la Habana, Cuba*

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*This article has its antecedent in the author's Doctoral thesis: Education for citizen communication mediated by ICT, Havana, 2018.*

### ABSTRACT

The present article sets out to solve, from a model of Education for public Communication (EFPc), mediated by CIT in spaces of social vulnerability, the articulations / ruptures / and improvements that are inherent to the coexistence of institutional assignments, based on the proposal that rests on interactive management led by the Computing and Electronics Club for the youth (CECFY) and the competences / assignments that correspond to the school. Since the author recognizes pedagogical mediation as an actor in those spaces where non-formal education is provided. These spaces have a quality complementary training offer, aimed at the development of socio-educational and public competences in populations from socially disadvantaged communities; with an action of Community Projection from which efforts are catalyzed for the improvement of their immediate and mediated environments of coexistence, in terms of security and quality from the mediation of CIT as a contribution to public empowerment. The mediation of the Computing and Electronics Club for the youth is analyzed as an alternative solution aimed at guaranteeing the reduction of the digital gap, through exchanges as well as

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learning as positioning, and development strategies for the local context. All this is deepened in a case study: Main Computing Center. Empirical research is carried out from an interpretive epistemological perspective, relying on the use of different research methods and techniques (empirical and documentary) that triangulated through analysis and synthesis allow supporting the proposal.

**KEYWORDS:** education for communication - education - mediations-communication for social change - CIT - edu-communicative model.

## RESUMEN

El presente artículo se propone solventar desde un modelo de Educación para la comunicación ciudadana (EPCc), mediada por las TIC en espacios de vulnerabilidad social, las articulaciones/rupturas/superaciones que son inherentes a la convivencia de encargos institucionales, a partir de la propuesta que descansa en la gestión interactoral liderada por Joven Club de Computación y Electrónica (JCCE) y las competencias/encargos que corresponden a la escuela. Toda vez que la autora reconoce como actuante la mediación pedagógica en aquellos espacios donde se imparte educación no formal. Estos espacios cuentan con una oferta de formación complementaria de calidad, orientada al desarrollo de competencias socio-educativas y ciudadanas en población de comunidades en desventaja social; con una acción de Proyección comunitaria desde la cual se catalizan gestiones para el mejoramiento de sus entornos inmediatos y mediatos de convivencia, en términos de seguridad y calidad desde la mediación de las TIC como contribución al empoderamiento ciudadano. Se analiza la mediación de los Joven Club de Computación y Electrónica como solución alternativa dirigida a garantizar la reducción de la brecha digital, mediante intercambios y aprendizajes, como estrategias de posicionamiento y desarrollo para el contexto local. Todo ello se profundiza en un caso de estudio: Palacio Central de la Computación. La investigación empírica se realiza desde la perspectiva epistemológica interpretativa, apoyándose en el uso de diferentes métodos y técnicas de investigación (empíricas y documentales) que triangulados mediante análisis y síntesis permiten sustentar la propuesta.

**PALABRAS CLAVE:** educación para la comunicación - educación - mediaciones - comunicación para el cambio social - TIC - modelo educomunicativo.

## ARTICULAÇÕES, RUPTURAS E SUPERAÇÕES DE UM MODELO DE EDUCAÇÃO PARA A COMUNICAÇÃO MEDIADO PELAS TIC

### RESUMO

O presente artigo se propõe solucionar desde um modelo de Educação para a comunicação da cidadania, mediada pelas TIC em espaços de vulnerabilidade social, as articulações/rupturas/superações que são inerentes a convivência de encargos institucionais, a partir da proposta que se encontra na gestão interactoral liderada pelo Jovem Clube de Computação e Eletrônica [JCCE] e as competências/encargos que

correspondem a escola. Toda vez que a autora reconhece como atuante a mediação pedagógica naqueles espaços onde se transmite educação não formal. Estes espaços contam com uma oferta de formação complementar de qualidade, orientada ao desenvolvimento de competências sócio-educativas e de cidadania na população de comunidades com desvantagem social; com uma ação de projeção comunitária a partir da qual se catalisam gestões para a melhoria dos seus entornos imediatos e mediatos de convivência, em termos de segurança e qualidade a partir da mediação das TIC como contribuição ao empoderamento cidadão. Se analisa a mediação dos Jovens do Clube de Computação e Eletrônica como solução alternativa dirigida a garantir a redução da brecha digital, através de intercâmbios e aprendizados, como estratégias de posicionamento e desenvolvimento para o contexto local. Tudo isso se aprofunda no caso de estudo: Palácio Central da Computação. A pesquisa empírica se realiza desde a perspectiva da epistemologia interpretativa, apoiando se no uso de diferentes métodos e técnicas de pesquisa (empíricas e documentais), que ao ser trianguladas mediante análise e síntese permitem sustentar a proposta.

**PALAVRAS CHAVE:** educação para a comunicação – educação – mediações-comunicação para a transformação social – TIC – modelo educação e comunicação.

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## **1. INTRODUCTION**

Between the years 2004 and 2018, different international and national authors have contributed to sustaining the importance of the EFC in public empowerment, from criticism to the dominant conceptions of public participation, integrating for this purpose an understanding of CIT as sociotechnical platforms integrated to its political, economic and sociocultural environment.

Extension projects: Alma Mater<sup>2</sup> and Escaramujo<sup>3</sup> in Cuba and the Case Study: Ómnia-Barrio el Raval Community, Barcelona, 2007 (Obando, 2007)<sup>4</sup>, are the starting point for this research.

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<sup>2</sup> Extensional project led by the ministry of internal affairs (MIA) and the University of Havana and of which the author is part, as a response to one of the guiding principles (Academy - Society) as articulation of the integrated work of universities in the solution of problems in the communities.

<sup>3</sup> Extensional project that works directly with children and adolescents who have serious conduct disorders. Work done by the hand of principals and teachers of primary and secondary schools.

<sup>4</sup> Doctoral thesis defended in 2007, which identifies intervention in a neighborhood with serious problems of social exclusion from the mediation of CIT.

Despite the advanced nature of its educational system, Cuba conceives teaching in a traditional way (Romero et al, 2015). Still in most of the traditional educational spaces, the teacher is offered a space of symbolic and real power that prevents horizontal communication between students and teachers, and the construction of collective knowledge; at the same time, it sometimes favors the legitimacy of professional competitiveness and inequality and inequity among students of different social backgrounds, to the detriment (all of the above) of a proposal for school emancipation.

Today's school conceives success closely linked to the cultural heritage of the family from which one comes (Ramos, 2010; Romero *et al.*, 2015). Those who show a conduct that does not conform to the norms of behavior and / or learning established by the education system are “excluded”, sent to other schools that must solve the problem, in this case, schools of conduct, since the educational system imposes a dominant culture that is sometimes not in a position to hold talks with a different culture and in opposition to the educational model it sells, with a certain deformation in values or with notable imbalances in social behavior. In this scenario, adolescents must submit to a set of rules, values and beliefs that are often not consistent with their lifestyles or social background; they are almost never previously accepted or built collectively (López, 2016).

To the aforementioned, we must add the existence of stereotypes that mark Cuban adolescents, who are growing under the influence of communication materials, in a variety of formats as a consequence of the increased boom in CIT. Currently, there is a greater number of alternative proposals and their diversified consumption spaces, a situation that is observed with the large concentrations of young people in Wi-Fi points, even though Internet access is still limited; They interact with their content using flash drives, mobile phones, or “the audiovisual pack of the week”, besides multitasking is the norm: they watch television while doing other things, they read while doing other things. They live in a world of alienation; the existing situation is in line with times of change in audiences.

An adequate communication education to develop the analysis on the media and new communication technologies, and contrary to those who have seen in them a didactic solution in schools and of entertainment in families, it must: turn the content of the media into a problem-oriented one in order to remove the naturalized conception that they present of themselves; to take ideology out of their messages, which tend to legitimize and reinforce certain attitudes, behaviors and ideas about the world; to evidence the articulation of the media with the commercial, business, financial and political framework to illuminate their intended independence and neutrality (García, 2010). The EFC would contribute to a great extent to alleviate situations such as those mentioned above, promoting positions and stereotypes in youth that are in tune with the customs and idiosyncrasies of the country and not with the models set by the mass media.

The objective is to teach to think about the media culture and to reflect on reality. As Masterman says "it is important that the audiovisual produced by multinationals is not consumed innocently, but it is read critically. Teachers of all subjects must favor the basic technique of audiovisual literacy" (Masterman, 1993), technique consisting in relating the messages of the media with the political, social and economic interests of those who produce them.

"Educating for communication therefore implies training in the individual the capacities for understanding and managing each of these components in their various spaces of interaction" (López, 2016a).

Assuming this premise and according to the ruptures, complements and alliances described above, we agree with the definition of the Spanish professor Agustín García Matilla, who understands the EFC as "the process aimed at forming communication skills in individuals for the analysis, production, social, educational and cultural use of the various means and systems of expression and communication present in each of the spaces where man interacts" (García, 2014).

For this reason, it is necessary to work in the communities, with the communities and for the communities in order to arouse knowledge, thoughts, reflective and creative attitudes in the social individual, so that they can build their own proposals and materialize them based on a common good that is not imposed by forms of authoritarian and external power.

*Education: means educating for society; it is the socialization of the heritage of accumulated knowledge, of knowing how to obtain knowledge and forms of social relationship. It is to educate for social coexistence and citizenship, for awareness and the exercise of public rights and duties.*

There is an increasing acceptance of the idea that the cultural formation of human beings in contemporary societies passes through the intermediations of the everyday, which are marked by a complex context where these intermediations occur through interpersonal, group, mass, and post-mass communication, which increase in direct relation to the increase in CIT (Saladrigas, 2012).

In the words of Kaplún (1999) "to educate oneself is to get involved in a process of multiple communication flows; the system will be more educational to the extent that the web of communicational interactions that it can make available to the individuals is richer". An educational communication conceived through this pedagogical matrix will have the main function of providing strategies, means and methods aimed at promoting the development of communicative competence.

This is the essence of education for citizenship, a process that implies a change of posture, the passage of a culture of silence for the majority, as expressed by Paulo Freire (1981) - of the culture of submission of the absent and voiceless citizen, to a new citizenship as stated by Martín Barbero (1999).

## 2. OBJECTIVES

It starts with the following research question: How to contribute to the improvement of the process of Education for public communication developed by the Main Computing Center in the People's Council of "Los Sitios" in "Centro Habana" Municipality, Cuba, a community in a situation of social vulnerability in terms of the use of CIT?

The problem posed in this research is none other than studying the mechanisms, pedagogical and communication strategies that are used today by the Computing and Electronics Club for the youth (CECFY) as a space to access CIT, which as a social object has to extend the technological inclusion and the knowledge of the people in the use of new technologies as an option for their public empowerment.

It is also about looking at the social responsibility of the institution under study in the development, application and use of CIT in communities. A complex task that involves glimpsing the role that provincial, municipal and local governments and, above all, communities play in accessing and using digital services provided by electronic government platforms.

Ultimately, we ask ourselves how to contribute from Education to public Communication from the CECFY to reduce digital illiteracy and increase the agility and relevance of the various procedures to be carried out by citizens, as well as their interaction with the government at its different levels at a transparent, democratic and participatory dialogue that facilitates the materialization of public equity policies.

For this reason, the author outlined the objective to base an CIT-mediated edu-communicative model that contributes to the improvement of the Education for public Communication (EFPC) process developed by the Main Computing and Electronics Center in the People's Council of "Los Sitios" in Centro Habana municipality, a community in a situation of social vulnerability.

And as specific objectives:

- Reflectively systematize the theoretical and methodological references that support Education for Public Communication (EFPC) as a social practice mediated by CIT.
- Analyze the principles and lines of action that define the work of the Computing and Electronics Club for the youth.
- To characterize, from the economic, social and cultural point of view, the People's Council of "Los Sitios", in "Centro Habana" municipality, territory selected for the research.
- Explain the use of CIT by the Main Computing and Electronics Center in its performance in the Popular Council of "Los Sitios", which is in a situation of social vulnerability.

- Build and validate an Education Model for public Communication mediated by CIT as a contribution to local development.

### 3. METHODOLOGY

As a starting point, the premises resulting from the approach to the object of study are taken:

- In “Centro Habana” municipality, there is a contradiction between the potential of local actors, its human capital reserves and the contribution of the Computing and Electronics Club for the youth (Main Computing Center) as mediators in the process of social change. These practices conspire against public empowerment, its participatory power, access and use of technologies as tools for human development.
- From the perspective of communication for social change, education for communication as a practice of the Main Computing Center, could contribute significantly to public empowerment, to the participatory construction of communication ecosystems, to a greater linkage of local actors whose aim is to enhance their community role and achieve the inclusion of these sectors in local development.
- An edu-communicative model as a contribution to the development of the Popular Council of “Los Sitios” in “Centro Habana” municipality that promotes social change will have to be flexible, as it must adapt to the characteristics of the local context in which it will be implemented and to changes in the communication and social systems ; pertinent, as it must be inserted into the current social, political and economic transformations that the country is experiencing; theoretically based, since it must find a theoretical-referential and methodological support in the systematization of the current conceptions on the subject, which allows defining the direction to follow and fosters the generation of adaptations and is processed with a vision of participatory process.

The *main category* of the research is Education for Public Communication (EFPC) mediated by CIT, in a proposal elaborated and strengthened by the different theoretical-conceptual nuclei that serve as its support and which are expressed in the theoretical chapter of the Research Education for Public communication mediated by CIT. Proposal for an EFPC model as a contribution to local development (López, 2018), in addition to other important concepts in the EFPC study. CIT-mediated EFPC is approached through the theoretical journey from the Sub-dimensions: context in which it takes place; implementation of experiences; mediations in the EFPC process, in addition to evaluating conceptual definitions that contribute to the theoretical support of the category of analysis, such as: communication for social change; education for communication; Technology of information and communication; mediations.

Defining Education for public communication (EFPC) mediated by CIT: as an educational process and practice, aimed at allowing members of a community to participate creatively and critically in the use of traditional and technological tools in order to contribute to the formation of a committed individual, with capacities to transform his reality, identified with humanistic, ethical, social equity and social justice values and behaviors that contribute to local development (López, 2016).

### **Analysis unit:**

Computing and Electronics Club for the youth. (Main Computing Center).

The research is carried out at the Main Computing Center due to its geographical location, the infrastructure it has, the number of users who access its facilities, as well as being a space where there is a presence of community work.

Located in: "Los Sitios" Neighborhood. People's Council characterized by a critical social situation according to resulting figures for different indicators, within the category of vulnerable people from a sociocultural diagnosis applied in "Centro Habana" municipality at the end of 2014, and which is the subject of intervention from the Alma Mater Project .

Universe in which the research is carried out:

- CECFY specialists and managers.
- Individuals residing in "Centro Habana" municipality.
- Social actors of "Centro Habana" municipality

Scope: Municipal, with representation of the neighborhoods:

- Los Sitios; Colon; Jesus Maria

### **Research methodological design**

The present report, the result of a communication research, addresses the object of study, education for public communication mediated by CIT, from an interpretive epistemological perspective. It corresponds to a descriptive global single case study, the methodological journey of the research is fundamentally based on the principles of Modeling,

From the point of view of the formulated reasoning, the methods used were:

- Historical-logical, for the systematization of the theoretical-referential bases of the main conceptual nuclei of the research.
- Analysis - synthesis, for the understanding of the phenomena and elements related to the problem.
- The Inductive - deductive, to achieve necessary abstractions and generalizations that discover the observances and disagreements of the communication education process.

## **Techniques used**

- Qualitative content analysis.
- Interview: 39 interviews were conducted with national and provincial managers, experts and specialists, instructors from the CECFY in Havana, as well as local actors.
- In depth: Conducted to 3 directors of the Provincial Directorate of the CECFY, 15 municipal Directors and the Director of the Center.
- Semi-standardized: Made to 7 specialists and 13 JCCE instructors and to teachers and students linked to the Alma Mater project.
- Standardized: Conducted through a questionnaire to a total of 35 CECFY workers, national specialists, local development actors
- Survey: applied from 2015 to 2018 to instructors from 20 CECFY located in neighborhoods at risk of social vulnerability and the Center, fundamentally linked to the provision of services (120).
- Surveys applied to individuals at risk of social vulnerability who come to the facilities (150).

## **4. DISCUSSION**

It is appropriate to express that CECFY constitutes an alternative assumed as a support for the computerization of Cuban society, due to its condition of free access to new information and communication technologies, given its acceptance and the predominant role that assumes as mediation in this training process, with a great impact in reducing the digital gap, making them the Cuban family's computer. From this action, it is decided to analyze, review and systematically observe the contribution of this organization to the formation of a citizen capable of interacting with these technological resources, in order to be used in the exercise of criticism, participation, creativity, as a contribution to public empowerment.

Providing a computing culture to the community with priority towards children and young people, to achieve an active, creative and value-forming role in the computerization process of Cuban society, is undoubtedly the *raison d'être* of this institution.

Today, with 30 years of work, the CECFY have crossed the borders of the municipality, entering more deeply into the community environment. Through training courses on various topics, millions of Cubans have benefited, including tens of thousands of people with some disabilities.

There are five principles that define this organization and that condition them to be mediators in the EFPC process:

- Universalization: CECFY, is a project for everyone and everyone's, which aims at universalizing access to CIT for all individuals in the community.

- Co-responsibility: CECFY, is based on the co-responsibility of all the social agents that intervene in the territory.
- Participation: CECFY, encourages and favors the participation of the associative web, institutions and the community as a whole.
- Transversality: CECFY, is a transversal project. Any of the actions carried out must converge and revert to training, social and labor insertion and community participation.
- Social Inclusion: CECFY, facilitates the inclusion of people in society.

CECFY, has been established as an institution based on three specific lines of action, which seek to respond to the objectives set in accordance with the principles listed above and they are:

- Social and Labor integration line: it makes available to the population a set of useful information resources for job search and integration into the world of work, and one of the courses taught by this institution is recognized by the Ministry of Labor and Social Security, to guarantee access to certain sources of jobs (Microcomputer Operator Course).
- Community Use Line: it is the line that most characterizes the Institution's work philosophy. It offers spaces and accessibility support for everyone: individuals, entities, groups and collectives.
- Formation Line: this line is transversal to the other two lines, providing them with support and consistency. It develops medium and short-term courses, workshops, interest-developing circles, postgraduate courses, among others, that allow us to offer broader and more flexible training itineraries adapted to the reality and demand of people and the community.

### **The Computing and Electronics Center**

As an institution it has within its corporate purpose to provide quality services in terms of computing, contributing to the computerization process of society. Its Mission: To provide society with services and products related to information technology, communications and electronics; with a Vision that characterizes it as an organization recognized for the quality and high added value of the services and products it offers based on highly competent human capital, whose professionalism guarantees maximum satisfaction of the expectations and needs of its clients.

Located on the border of three People's Councils with a high risk of social vulnerability, it receives around 500 or more people daily who access the different services offered by the institution. Its services are based on an action strategy design based on the 3 lines of action that characterize the *raison d'être* of this institution, aimed at giving access to new information and communication technologies to guarantee the digital literacy of the population, as well as preventing new forms of social inequality and territorial imbalances.

### Social characterization of Centro Habana Municipality

At the end of 2012, the social situation of Centro Habana Municipality with an emphasis on the Los Sitios neighborhood was worrying; the number of vulnerable people was considerable in relation to the provincial figures.

*Table 1.* Situation based on category of vulnerable people.

Vulnerable categories of people	Total	The places
Sanctioned	508	203
Controlled minors	122	27
Minors who do not fulfill school duties	136	48
Drug sick	303	80
Drug risk	2495	319
Sick alcoholics	1492	207
Chronic adult psychiatric patients		167
Victoria Task	161	42
Disabled	166	20
Assisted	1136	257
Critical cases	517	120
Prostitutes	120	3. 4
Wandering	108	17
HIV AIDS	1215	272

**Source:** self-made.

The situation referred to in the previous table led the Municipal Administration Council (MAC) of Centro Habana together with the Ministry of internal affairs (MIF) to request that a diagnosis be carried out that would allow the reality of the municipality to be visualized, with an emphasis on neighborhoods with high risk of social vulnerability. This diagnosis was carried out with the integration of different social actors, who accompanied by faculties of the University of Havana and the ISPJAE<sup>5</sup>. Diagnosed the municipality from a sociocultural point of view that showed a list of deficiencies that the municipality suffers, but above all, it revealed the potential of the community, and that it would be a starting point to start a rescue work that from different fronts has given some fruits.

The diagnosis was based on a qualitative approach to the research methodology, which allowed knowing the social reality and the interpretation of the criteria and evaluations of human subjectivities, in addition to incorporating elements of the

<sup>5</sup> José Antonio Echeverría Polytechnic Higher Institute.

quantitative methodology through the analysis of statistical documents that allowed obtaining a factual view of the results obtained. Considering, according to criteria agreed by the group, as priority the following problems: insufficient leadership among local government decision makers; insufficient training of the population for responsible public participation; deterioration of the system of institutions for the cultural development of the municipality; deterioration of the identity elements of the cultural heritage in the municipality.

The results of the comprehensive, participatory and culturally focused municipal diagnosis reported, among other problems, the following: lack of participatory strategy for comprehensive local development; housing fund in fair or poor condition; complex criminal situation and social indiscipline; high presence of families at risk; few recreation spaces; insufficient leadership and lack of confidence of the population in the direction of the municipal government; loss of interest of young people for trades; environmental pollution and inappropriate use of resources; non-observance of current legislation in environmental and hygienic matters that causes diseases; insufficient public training; deterioration of the identity elements of the tangible and intangible heritage of the locality...

Taking into account the analysis made from the mediation of CECFY in the process of Education for public communication and the studies carried out of its services and human resources, the conception of its services, and the analysis of the behavior of the process of Education for public communication mediated by CIT in local areas of social vulnerability, and the results of the diagnosis carried out, the following conclusions were reached:

- The Main Computing Center fosters the exchange of knowledge and experiences from its three lines of action: social and labor insertion; community use; training, with the aim of training individuals who contribute from their individual-group transformation to local development.
- The local individuals of Centro Habana municipality and particularly those of Los Sitios neighborhood, are unaware of the community work of the Main Computing Center, they access it for other reasons, or in search of other services.
- It is the formation of a committed social individual, with capacities to transform his reality, identified with humanistic, ethical, equity and social justice values and behaviors, the principle on which the work of the Main Computing Center must be based, whose activity in the community it carries out with spontaneous and empirical designs without a theoretical methodological rigor that guides and coordinates these activities.
- The work conception of this institution fully coincides with the dimensions of the EFC, stated by Martínez de Toda and assumed by the author as conditioning factors for EFPC work, but unknown by the CECFY specialists, which detracts from the quality of its services, which are planned

spontaneously, as compliance with the directives issued by the higher body.

- There is no model or methodological strategy that supports the life cycle of the process and that, from a triple perspective of reality, allows the development of a work system that contributes to the integration of the actors that converge in the community, that supports development of the Education for Communication of individuals at risk of social vulnerability, that systematizes the methodological strategy that supports the process in the institutions that assume the educational work with the use of CIT depending on the media and that socialize the experiences.

All of the above leads us to propose an edu-communicative model to support the process of education for public communication in spaces at risk of social vulnerability.

For which, ways were considered for the construction of the edu-communicative model to support the process of education for public communication in communities at risk of social vulnerability.

- Detection in the results of the education process for communication of insufficiencies and their causes through empirical investigations (advice for the creation of activities, problems identified by other authors, among others.)
- Analysis of theoretical foundations and determination of references for the process of education for public communication mediated by CIT.
- Analysis of normative documents (methodological strategy followed by CECFY, municipal managers, CCP Guidelines).
- Empirical findings that allow the performance model of the declared objectives to be verified in the acting model (education model for communication).
- Characterization of the ideal to which one aspires and determination of the ways to achieve it based on the potential of edu-communication.
- Analysis of the conception of the edu-communicative model by specialists from the CECFY and the Faculty of Communication of the University of Havana.
- Collection of criteria through the socialization of the proposal.
- Practical application to check viability.

A model whose theoretical foundation was focused on aspects of a communicative nature such as: CIT as a new technological paradigm mediating local development - EFC for social change from the perspective of people's education - communication for development and social change. And elements of a sociological nature supported by: substantive participation - local and human development - social change from the perspective of multiplicity.

## Principles

### General principles:

- The right to communication as an essence for human development.
- Local development as a necessity of society
- Emphasis on the dimensions of the EFPC.
- Local development must be endogenous, comprehensive and sustainable.
- The EFPC model must be flexible, dynamic and sustainable.
- Integration in the work of social actors.
- Compliance with the particularities of the municipality, traditions, beliefs, as conditions for the adequacy of the model.

### From edu-communication:

- Train man for communication, attending to the links between education and communication.
- Education as a process of mediation and ethical-political construction, based on respect for the uniqueness of the other, as a necessary condition to promote critical and reflective knowledge.
- Education for Communication as one of the essential keys to try to match communication progress with human development.
- Articulate access to education with social coexistence.
- To develop in the new generations the intra and interpersonal intelligence towards public responsibility.
- Use media communication and CIT to strengthen public skills.
- Reconcile the fundamental Human Rights of education and communication with the public duties and rights.

And whose objective and purpose were:

### Purpose:

Strengthen the communication potentials and capacities of the individuals to guarantee, from their empowerment, the development of the local space based on better management and greater use, access and public participation in the processes that are evident in the context of social change.

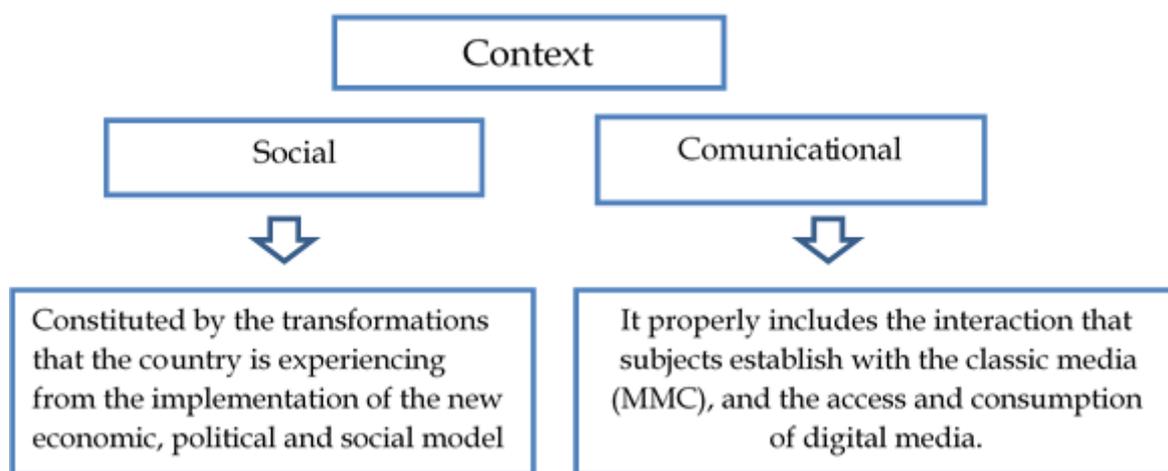
### Objective:

To develop in citizens Edu-communicative skills that contribute to local development from their substantive participation in projects, through articulations between institutions and social actors that enable the formulation and implementation of strategies.

The components of the proposed model:

The social, the human, the organizational, crosscutting at all times by the normative and communicative components.

Where the social component would be made up of the social actors, the organizational one by all the institutions represented in the locality, and the human one by the individuals and in turn these would be affected by the normative components (regulations that define the objectives, functions of the CECFY , the municipality's action strategy, documents and regulations that regulate its operation and the model's implementation strategy itself) and the communication strategies, given by the communication relationships established among the different actors in the model, inside the Center and of this one with the rest of the local actors. It includes the communicative actions that are carried out in order to achieve the desired levels of public participation.



*Figure 1:* elements typical of the proposed edu-communicative model.

**Source:** self-made.

**Actors:** Individuals, subjectivities and cultural policies, institutions. That from the sharing of experiences, people's perception of the process; the social recognition of the individuals of the process and their practices; the valuation of the activities that are carried out, religious beliefs, allowed to know about the role of men and women as citizens of law in public participation.

**Superstructure:** All the regulations, resolutions, decrees, strategies determined by the superior organisms that contribute to the regulation of the processes.

**Structure:** **Structural** location in the organization that the CECFY represent. Structural location in the media system (Relationship with components of reference systems). Territorial headquarters. (Location - municipality, community). Relationship with the other components of the CECFY system at the province and nation level.

**Infrastructure:** Appropriate technology (From the domain of the actors who will use it, whose cost-quality ratio is favorable to an enduring process) Social projection (Objectives according to local development).

## **Mechanisms and conditions, results and strategy of the EFPC Model**

### **The mechanisms of the Model**

A safe space to have done and to do, accompanied by a quality complementary training offer, to guarantee from a community agenda a place to be, that allows the individual to improve his quality of life from the reduction of vulnerabilities.

To achieve the above, certain **operating conditions of the Model are necessary**:

An organizational structure that guarantees the administration of the space, ensures a quality training offer through effective linkage and coordination with the different key actors. A system of monitoring, control and measurement of results and impacts whose purpose is none other than to assess the impact that the training offer has on the educational and social performance of the population and the community agenda in the construction of environments that promote quality of life.

A strategic management platform with the purpose of ensuring that the intervention mechanisms that are its own work in a sustained manner and in accordance with the approaches and objectives that support the proposed model, demanding the results.

The approach to the model and its main characteristics from the perception of reality, allows us to assume the development of the EFPC process in the neighborhood space and the potential of communication to influence the development of the locality, the operationalization of the analysis category , together with the research methods and techniques, as well as the study of the Cuban experience in the time line, allow us a responsible and concise approach to this field of study in the country, its development and current state.

### **A model that is proposed from technological mediation**

**Articulations** that will be given from spaces for dialogues, search for activities common to their interests, the establishment of inter-institutional alliances, where the school sees the Clubs for the youth as the place that complements the training of individuals from their lines of action.

**Ruptures** are evident from the moment that the school collides with the educative model implemented by the institution that provides complementary education services that contradict the traditional and vertical educational model and the traditional usability of the technology offered by the school .

Improvement will be given by bettering a model that lacks the potential that the context demands and that CECFY can train it for its assumption and can assume the leading role that society demands from the school. This action will be verified from training and support.

### **Validation of the proposed model through the criterion of expertise**

The model proposal presented has been the result of constant analysis, of adaptations in correspondence with the flexibility of the proposal and as a consequence of the demands of the knowledge construction process. Once the initial version was completed, as a first step for its approval it was presented through a workshop to the Provincial Directorate of CECFY in Havana Province with the aim of socializing the proposal before submitting it to the experts' criteria. The presentation was based on aspects such as:

- Coordination of training processes
- Dialogue with social actors
- Visualization of the Main Center as a mediator in the EFPC process.
- Access and exchanges in the confluence space.
- Services aimed at the process of public transformation
- Design of communication products in different formats aimed at target groups, which are priorities to strengthen the Center's management as a mediator in the development of local initiatives in "Los Sitios".

It should be noted that the practical result of the proposed EFPC model is the Project called "Digitilizing Dreams", which has been designed, implemented and partially evaluated since its creation based on the needs of Centro Habana Municipality to lead the behavior of a group of children, adolescents and young people at risk of social vulnerability, which as a consequence of the evaluation processes to which it has been subjected at each closing of cycles, the project has been constantly reconfiguring itself and today it has expanded its line of work towards different age groups.

In a second moment, the proposal was presented to the specialist in topics related to EFC, MSc. and Assistant Professor of the Discipline "Communication for Development" Niurka González of the Faculty of Communication of the University of Havana, and later presented to the rest of the Discipline members in a scientific session as part of the model evaluation process. The proposal was analyzed by experts in Communication for social change, led by the Doctors in Communication Sciences Rayza Portal Moreno, Hilda Saladrigas Medina, José Ramón Vidal, all senior professors of the University of Havana, and consulted with professors Agustín García Matilla from María Zambrano University (Segovia), and Felipe Chibás Ortiz from the University of Sao Paulo.

In a second stage, and having as a starting point studies carried out on model validation processes, and taking authors such as Landeta, 2002; Cañibano & Alberto, 2008; Mengual, 2011; Cabero and Barroso, 2013 who advocate the Delphi method as guarantor of the quality of the results, we assumed the selection of a group of CECFY specialists (11) who were characterized by their knowledge and experience in the subject, their professional experience, their willingness to participate in the study, the availability of time; their commitment to participate in all the established rounds,

years of experience in the specific subject, and their ability to communicate effectively.

The model was presented to the panel of experts using an instrument made up of 11 indicators that evaluated, on a scale of Very Adequate (VA), Fairly Adequate (FA), Adequate (A), Poorly Adequate (PA) and Inadequate (I), dimensions related to knowledge, relevance, importance and its social application.

The best-evaluated categories were in the utility of the model as a contribution to local development, with 7 responses from VA and 4 from FA. The components that make up the model are considered very suitable and the Methodology for its application is evaluated as quite adequate. Usefulness of the model for local development was considered VA by 6 specialists and FA by 4. Usefulness of the model for the work carried out by CECFY. Nine specialists considered it VA, and three FA.

The main recommendations were made by experts with greater ties to practice and were directed to the need to create spaces for exchange with the beneficiaries of these practices, always respecting their willingness. In addition, the fact that the model was only one more exercise for scientific growth and did not meet expectations taking into account the particularities of the mediating institution was cause for concern.

As an open-ended question, the validation instrument requested suggestions that were mostly attended to, and incorporated into the proposed model. Besides, it inquired into the opinion of the experts on to what extent the proposed model could contribute to the local development of the municipality, but above all, the need to contextualize the work of the CECFY with the rest of the social actors.

## 5. CONCLUSIONS

The author makes a model proposal, which from its intervention mechanisms, as a space operationally in correspondence with the contextual reality, foresees:

- The implementation of inclusive local diagnosis from the public perspective
- The adaptation of the design and base contents of the Model for all its elements, in accordance with the results of the diagnosis, particularly with regard to interaction dynamics and real possibilities of participation of the target group; as well as their imaginary, expectations, priorities and needs.
- The organization of the participation of the population in the spaces and processes according to age group.

Therefore, the model proposal, for its intervention mechanisms and area of influence is as follows:

Space in social disadvantage, which promotes social connection that from the vision of communication for social change (CSC), (as a macro field that includes

transformative forms of education in order to promote changes that generate social transformation), and that sustained in education for public communication (EFPC) and People's Education (PE) (currents that put into dialogue seek to generate a culture of transformation ), and that through the mediation of the Main Computing Center will contribute to the transformation of that excluded citizen who lives in vulnerable environments by giving them capacities, attitudes, and skills in the use of technologies that allow them to participate in the exercise of democratic practice (Cyberdemocracy).

Where:

- Participation of individuals is voluntary
- Access to spaces and processes is considered affordable.
- The design starts from recognizing the individual from his personal and social potential.
- The operation of the model is carried out at flexible hours to give effect to the population's right of access to these spaces of social integration.
- The programming incorporates the participation of the individuals in the construction of content, activities and norms of the interaction and training processes.
- Both the family and the educational centers are incorporated as first-level stakeholders for success in working with children and adolescents

All of the aforementioned leads us to conclude:

- Club for the youth is an alternative assumed as a support in the computerization process of society. Created to provide a computing culture to the community with priority towards children and young people, playing a creative and value-building role.
- Education for Communication, within the framework of quality teaching, has as its basic function the formation of critical awareness and the development of active and creative attitudes in individuals to know and understand the enveloping communication processes that the society of today lives.
- Education for Public Communication constitutes an educational practice and process, aimed at allowing members of a community to participate creatively and critically in the use of traditional and technological tools, in order to contribute to the formation of a committed individual , with capacities to transform his reality, identified with humanistic, ethical, social equity and social justice behaviors and values that contribute to local development.
- A model of Education for Public Communication as a contribution to local development must be based on the right to communication as a basic element of human development, offering quality education based on the training of more critical and creative citizens, with the basic function of training critical awareness and developing active and creative attitudes that condition them to

face the communication processes, in which we are immersed, encouraging public participation, from the full awareness of local resources and needs.

- The EFPC process, from the dimensions that crosscut it and with a participatory focus on the transformation processes that the community is experiencing, correctly prosecuted from the application of the municipal development strategy, can be a powerful tool to consolidate public participation, achieving from its intention a more conscious, active, critical, social, creative individual that can influence the sociocultural transformation of the locality and therefore become a dynamic agent of the communication processes for social change.

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